ADMINISTRATIVE CHALLENGES FACING PRIMARY
SCHOOL HEADTEACHERS IN KAMWANGI DIVISION, THIKA
DISTRICT, KENYA

JACINTA NJERI WAWERU
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OF KENYATTA UNIVERSITY

DECLARATION

THIS PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE/DIPLOMA IN ANY OTHER UNIVERSITY.

JACINTA NJERI WAWERU

THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS UNIVERSITY SUPERVISOR.

DR. GEORGE ADINO ONYANGO
DEPARTMENT OF EDUCATIONAL ADMINISTRATION PLANNING AND CURRICULUM DEVELOPMENT
KENYATTA UNIVERSITY
DEDICATION

This work is sincerely dedicated to my husband John Ngure Mbugua for his moral and material support and steady encouragement without whose tolerance and good-humoured acceptance of my periodic withdrawal from family duties it would not have been completed.

This work is also sincerely dedicated to my parents Mrs. Kristina Wangui and the late Mr. Bernard Waweru Kamau for being my first teachers and whose sacrifices and encouragement have significantly moulded me into what I am.
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Many thanks are also due to the Area Education Officer, the Zonal Inspectors of Schools – Mang’u and Githobokoni, and the eighteen Headteachers in Kamwangi Division, Thika District who comprised my research sample population and also welcomed me.

Finally, my gratitude is sincerely due to Dr. Kombo Kisilu of Institute for Open Learning, Kenyatta University who was an unfailing source of advice and encouragement.
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<td>Area Education Officer, in charge of an Educational Division</td>
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<td>C.I.S.</td>
<td>Chief Inspector of Schools</td>
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<td>D.E.O.</td>
<td>District Education Officer / Office</td>
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<td>F.P.E.</td>
<td>Free Primary Education</td>
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<td>K.C.P.E.</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<td>MPET</td>
<td>Master Plan on Education and Training</td>
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<td>NARC</td>
<td>National Alliance of Rainbow Coalition: Alliance of opposition political parties participating in the 2002 General Elections</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>PRISM</td>
<td>Primary School Management</td>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Paper</td>
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<td>PTA</td>
<td>Parents and Teachers Association (s)</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UFPE</td>
<td>Universal Free Primary Education and Training</td>
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<td>ZIS</td>
<td>Zonal Inspector of Schools, in charge of Educational Zone</td>
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ABSTRACT

The main concern of the researcher in this study was to find out the Administrative challenges facing primary school head teachers in Kamwangi Division, Thika District, Kenya.

The purpose of this study was to identify the challenges facing primary school head teachers in the six administrative task areas: -

- Curriculum and institution
- Finance and business administration
- Physical facilities
- Pupil personnel
- School – community relations

It also sought to establish ways in which they responded to the challenges and also offer possible suggestions for combating the same.

A review of literature on challenges facing the head teachers in the six administrative task areas, curriculum, finance, physical facilities, staff personnel, pupil personnel and the school-community relations was done.

The study used three research instruments, a Head Teachers’ Questionnaire (HTQ), an Observation Schedule (OS) of the sample schools and an Interview Schedule (IS) administered to the AEO and ZIS were used to counter check the data given by the head teachers in the questionnaires.

The main instrument used was the questionnaire made up of two major sections with questions seeking to elicit general administrative information of the sample population. The second section of the questionnaire was sub-divided into six sub-sections based on each of the six administrative areas.

The sample population was selected by Stratified Sampling from a population of forty five (45) schools / head teachers at least five from each of the three zones – Chania, Githobokoni and Mang’u in Kamwangi Division, Thika District.
Eighteen (18) out of 45 head teachers responded fully to the HTQ – the zonal distribution of the head teachers was 5 from Chania, 6 from Githobokoni and 7 from Mangu. The sample was therefore 40% of the research population.

The data collected from the head teachers was supplemented and counter checked using the observation schedule for schools and the interview schedule for the AEO/ZIS. The A.E.O. and the Githobokoni and Mangu ZIS.

Total responses from the eighteen head teachers /schools supplemented /counter-checked against the AEOs and ZIS reports were analysed using statistical package for social sciences (SPSS) computer programme. The findings were presented in tables, frequencies and percentages and discussions.

There were several challenges facing primary school head teachers in Kamwangi division in all the six administrative areas, curriculum, finance, physical facilities, staff and students’ personnel and the school-community relations management. The intensity of the challenges however depended on the head teacher’s competence, skills and knowledge and other factors like the school committees and the socio-economic status of the school’s catchments community. The most common included:

- Lack of adequate knowledge and skills in financial management
- Overloaded weekly teaching load going up to even forty (40) lessons
- Unco-operative and hostile school communities
- Lack of adequate equipment and resources for teaching and learning
- Unresourceful school committees

The above challenges would be more manageable if some of the recommendations below were implemented.

- Constant and continuous on-the-job training for head teachers in school administration. This should also be extended to educational managers at all the levels of the national education system besides the primary school head teachers.
- Creating awareness in all the educational stakeholders e.g. the schools community, sponsors, teachers, parents and both the public and private sectors about the need to make their significant contributions towards education of their children in order to supplement the government efforts in the provision of the same.
• Employment of more teachers to lighten not only the head teachers weekly teaching load but also that of all the teachers for better quality education.

• Employment of office staff e.g. secretaries and accounts clerks to create more time for the head teachers as curriculum supervisors and school managers.

• TSC appointment of head teachers through interviews and on merit.
CHAPTER ONE
INTRODUCTION

1.0 INTRODUCTION

In this chapter, the following was discussed: Background to the problem, Statement of the problem, Purpose of the study, Objectives, Research questions, Significance of the study, Scope and limitations of the study.

1.1 BACKGROUND TO THE PROBLEM

Since Kenya attained her independence in 1963, there have been various Education Commissions and Working Parties such as:

- The 1964 Ominde Educational Commission on National Objectives of Education.
- The 1971- Ndegwa Commission on education and teaching service.
- The 1976 Gachathi Committee on the review of National education goals.

There are two more recent Educational Reports;

- The 1997 to 2010 Master Plan on Education and Training (MPET) and
- The 1999 Koech Report on Totally Integrated Quality Education and Training (TIQET)

The principal tasks of this commissions included;

- Formulating national educational goals, objectives and policies e.g. Ominde Commission.
- Reviewing the progress, effectiveness, efficiency and relevance of the National Education System and making recommendations accordingly.

The reports and recommendations of the above Commissions and Working Parties have become the Fundamentals of Educational Administration in Kenya.

The major reason for Kenya's constant and steady review and concern on education has been clarified by the current National Development Plan (NDP-1997) as the realization that:

A properly skilled human resource is an asset to effective management and utilization of resources for increased productivity requires a well-trained and healthy human resource.

The Global Educational Trends must have influenced Ominde Report on National goals of education and the Ndegwa (1971) and Bassey (1971) Reports that recommend the expansion and affordable primary and secondary education. This is also evident in the 1973 Presidential decree,
by the Late Kenyatta, of free lower primary education (standard 1-4). Free primary education (Std 1-7) was declared by the former president, Daniel Moi, following his ascension to power in 1978.

The period between 1963 and 1986 has witnessed a progressive rise in primary school enrolment. According to Eshiwani (1993) there was a rise from 891,533 to 4,624,278 during this period. Primary school education has always been on a cost sharing basis between the local community and the government. The former providing physical facilities e.g class rooms, staff houses, and site while the latter provides teachers and equipment and also supervises its administration.

In numerical order Eshiwani (1973) reports that Machakos, Meru, Kisii, South Nyanza, Kakamega had over 600 primary schools followed by Kiambu, Muranga, Kitui, Kisumu, Siaya Kericho and Bugoma that had over three hundred primary schools during the same period.

The semi-arid and arid districts e.g. those in North Eastern Province had least number of primary schools and the government has encouraged the construction of boarding primary schools to cater for the nomadic communities. The responsibility of putting up primary schools has always been left to the local communities; therefore the disadvantaged districts are not likely to catch up with the leading ones. The government should continue to build primary schools in the marginalized districts.

Effective and efficient management of primary schools is vital if this pooled and costly investment of primary education is to realize the investors' / stakeholders' target of universal primary education (UPE) by 2015.

MANAGEMENT OF PRIMARY SCHOOLS IN KENYA

The Education Act Chapter 211 of the laws of Kenya (1968 revised in 1980) empowers the Minister for Education to regulate and develop education in Kenya. The Minister has delegated power of managing education to various bodies and offices: Example, the management of primary schools at the ministerial level falls under the office of the Senior Deputy Director of education in-charge of Primary Programmes. The Director appoints and renews school committees, he/she responds to reports by District Education Boards (DEBs) and various correspondences concerning various issues in primary education.

The Act empowers the DEBs to oversee the management of primary schools. Under the DEBs are the school committees that are charged with the responsibility of day to day management of primary schools on behalf of the Minister according to legal notice No. 190 of 1978.
The officers involved in the management of primary schools work in close collaboration with such bodies as the DEBs and School Committees and they include: officers and inspectors at the provincial, district, divisional and zonal levels.

They provide professional guidance, support and advisory services. The Head teacher is the **executive secretary** to the school committee. In his/her capacity as the executive secretary of the school committee he/she should ensure that his/her school is conducted in accordance with the Education Act.

He/She is the Chief Administrator /Executive Officer (CEO) or Manager who according to Henry Fayol’s (1949) elements of management, has to **plan, organize, command, co-ordinate and control**.

In relation to school administration he/she carries out the following administrative tasks (primary school management modules PRISM 1996):

- Curriculum and instruction
- Finance and business administration.
- Physical facilities.
- Staff personnel.
- Pupil personnel.
- School – community relations.

The Head teachers’ **effectiveness and efficiency** in their administrative roles according to a paper by Lodiaga (2000), on **Head teachers’ role in school leadership** would be determined according to the following factors.

- Good leadership e.g. ability to vary leadership styles according to the needs of the situation
- Action oriented
- A visionary
- Excellent communication skills
- Self confident
- Able to take risks
- Able to motivate e.g. students and staff.
- Able to generate loyalty.
- High integrity
• Good team - builder
• Thorough knowledge of school, educational operations e.g. of such documents as the Education Act, TSC Code of Regulations for teachers.
• Well informed in many fields e.g. government policies on education, traditions and practices of the school’s neighbouring community.

However, the reality is that the Head teachers in our primary schools do not always score highly on such a scale due to challenges which they encounter in their work that are not, necessarily, as a result of their own making.

The Koech Commission (1999) reported that there is an urgent need to improve planning, coordination and management of Education not only at the primary but all levels of the National Education System.

Okumbe (1998; 238) observed that education management is not only the most fundamental and precious resource but it is also the most scarce resource in educational organizations.

It is an issue of concern that education in Kenya is managed by various offices and bodies whose roles are not clearly defined thus conflicts and confusion facing Head teachers in their administrative tasks. No matter how well a school is equipped, no matter how relevant the school curriculum is, no matter how well the physical facilities a school has and no matter how much money the stakeholders are ready to invest in education, without proper management the national education objectives of Universal Primary Education (UPE) by 2015 may never be realized.

1.2 STATEMENT OF THE PROBLEM

In the recent past (1990s) there have been allegations by the public that primary school headteachers, like other civil servants, have been appointed to their leadership posts through such influence as nepotism, corruption, bribery and political party allegiance. D’souza (2002) has thus argued about leaders;

Some are born great, some achieve greatness, and some have greatness thrust upon them, some win it by its strength, force or nepotism and not a few marry into it.

The Assistant Education Minister, Kilemi Mwiria probably prompted by the realization/consideration of the above statement made reform proposals in the education sector
among them that Head teachers should resign and re-apply for their jobs in a move aimed at weeding out unqualified and incompetent school Head teachers. However, a Daily Nation Editorial – *Education Reforms urgent* (4/8/03; 8) in response to the proposal reported:

Were a careful audit on the qualification and competence of Head teachers done, both at the primary and secondary level, few would pass. The same applies to *zonal, district and provincial education officers* as well as some top managers at the ministry headquarters.

This view is in agreement with the Koech Report (1999) that there is an urgent need to improve planning, co-ordination and management at all levels if educational managers are to be in a position to deal with emerging crisis and new challenges.

The Head teacher plays a vital role in school administration. He is the person on the ground in the Ministry of Education hierarchy, yet as Mbiti observes (1974)

Many teachers will be given leadership without any formal preparations for it…. When a teacher is picked out to be a Head teacher, he will find himself in an unfamiliar world altogether with new responsibilities, commitments, new problems and in most cases less free time.

Similarly, D’souza (2002) asserts;

The essence and skill involved in leadership can be learned and developed through education and experience. people can learn to communicate clearly, to maintain and show respect for and trust in subordinates, to be just in making judgments, to instruct clearly and to be patient with mistakes, to be loyal to followers and tough in their behalf, to be humble and open to new ideas and different opinions, to keep a sense of humour and to know how to relax.

The head teachers need to be trained to be able to deal with their administrative challenges some of which come from the society/communities in which their schools are situated: Social, economic and political situations of the society influence and affect the schools as it is the case of Kamwangi Division.

Thika District, and especially Kamwangi Division, like other agricultural districts in Kenya, were hit by economic recession following the collapse of small-scale Co-operative Movement in the 1990s. Unfortunately, this decline was also felt in the *general decline of educational standards and institutions* especially at the primary school level. This has therefore become a source of
concern not only to the researcher but also to the educators and the Kamwangi community in general.

1.3 PURPOSE OF THE STUDY
The purpose of this study was to determine the challenges facing primary school head teachers in Kamwangi Division, Thika District.

1.4 OBJECTIVES
The study had the following objectives:

- To find out the challenges facing primary school head teachers in their administrative work.
- To determine the influence of the head teacher’s personal characteristics on her/his ability to respond to administrative challenges of her/his work e.g. administrative experience and professional qualifications
- To recommend possible solutions to Head teachers’ challenges with a view of making them more effective schools administrators.

1.5 BASIC RESEARCH QUESTIONS
1. What are the challenges facing primary school head teachers in the six administrative tasks:
   a. Management of the curriculum
   b. Financial management
   c. Staff Management
   d. Pupils Management
   e. Provision of Physical facilities
   f. School – community relations
2. Do the challenges faced by the head teachers in carrying out the administrative duties vary across their administrative experience and professional qualifications?
3. What are the possible solutions to the challenges facing the head teachers in each of the administrative areas?

1.6 SIGNIFICANCE OF THE STUDY
Education being a costly and long term investment that is a prerequisite for national development, National Development Plan (1997), it needs sound management. Primary school Head teachers are the actual administrators of their schools and require proper skills and knowledge to make them effective and efficient administrators. These skills and knowledge must remain abreast of the
emerging educational trends and needs of the society/nation in a fast changing world. The study intended to:

1. Shed more light on administrative challenges facing primary school Head teachers in the six administrative tasks of:
   - Management of the curriculum
   - Financial management
   - Staff management
   - Pupils management
   - Provision of Physical facilities
   - School – community relations

2. To establish whether head teachers’ personal characteristics such as administrative experience and professional qualifications influence the way they respond to the challenges facing them in their administrative duties.

3. To identify practical ways of dealing with the administrative challenges faced by Primary School Head teachers which would be applied to improve educational standards in Kamwangi Division

1.7 ASSUMPTIONS OF THE STUDY

1. That the target population i.e. mainly the forty-five head teachers in Kamwangi Division would positively respond and support the research.

2. The researcher also assumed that the head teachers had thorough understanding of their administrative duties and responsibilities as provided for by such legal documents as the Education Act, TSC’s code of conduct for teachers and the Children’s Act (2001)

3. That the challenges that the Head teachers face have become more complex due to the changing needs of education in Kenya and all over the world e.g. relevance of education to the job markets, cost of education, globalization and information technology.

1.8 SCOPE AND LIMITATIONS OF THE STUDY

The study targeted all the forty-five primary school head teachers in Kamwangi Division but only eighteen of them – i.e. about 40% were involved due to limited time and funds. The division is a part of the rural Thika and therefore the findings may not be generalized to Municipality/Urban or private schools in Thika District. There are no boarding or single sex primary schools in the division.
DEFINITION OF KEY TERMS USED IN THE PROJECT

Administration: The process of acquiring and allocating resources for the achievement of the school’s educational goals and objectives.

Challenges: Administrative issues that test the personality and abilities of a primary school Head teacher as a leader, administrator and manager of his/her school.

Community: Members of the public living in the immediate geographical area/neighborhood in which the school is situated.

Clinical Supervision: This is the supervision that is carried out in the classroom: What takes place in the classroom that can enhance learning.

Effectiveness: The ability (by a school head teacher) to accomplish the goals and objectives of the school. It can be determined in terms of quality, quantity, equality of educational instruction given in a school. It mainly involves the procurement / acquisition of resources and their maximum utilization to achieve educational goals.

Efficiency: Refers to the cost – benefit analysis of the achievement of goals e.g. a head teacher is concerned with the least cost necessary for the attainment of maximum utilization of resources.

Head teacher: The leader of primary school administration. He/she plays the multiple roles of the administrator, manager and a teacher.

Instructional Supervision: All the activities which are undertaken to help teachers to maintain and improve their effectiveness in teaching.

Leadership: The process where by one person e.g. a head teacher influences others to do something of their violation, neither because of the fear of the consequences of non-compliance nor it is required. It is a process of encouraging and helping others to work enthusiastically towards certain set objectives.
Management: The process of designing, developing and effecting school(s) objectives and resources in line with the National goals of education. It therefore determines both 'means' and 'ends' in a school.

Primary School: All the grades – from standard one to eight in Kenya.

Role / Task: The part taken by an individual / a group in the execution of an assigned duty.

Sponsor: A religious body/church, denomination, patron or community leader.

Supervision: The process through which central authority represented by officers such as the AEO, Z.IS or personnel from the DEO’s, PDE’s, ZIS officers monitors and evaluates the teaching/learning and administration processes in schools.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
This chapter contains the review of related literature in school management, giving a brief international overview before concentrating on local literature.
The literature review is based on the following themes:

- Administrative challenges facing primary school head teachers in the administrative task areas of:
  - Management of the curriculum
  - Financial management
  - Staff management
  - Pupils management
  - Provision of Physical facilities
  - School – community relations
- Factors influencing head teachers response to the administrative challenges faced in their work e.g. professional qualification and administrative experience.
- Practical ways of dealing with the administrative challenges facing primary school head teachers so as to improve educational standards in Kamwangi division.

2.2 INTERNATIONAL LITERATURE ON SCHOOL MANAGEMENT
Most of the industrialized nations like Britain, Australia, Germany, and the United States have highly decentralized systems of education with regional or federal/state management systems to match. These systems formulate goals and objectives of education that caters for not only the regional and national interests, needs and philosophy but also the professional needs of their teachers. However, the developing countries like Kenya, Uganda and Tanzania have centralized education systems that reflect the national interests and needs while those of the teachers are overshadowed.
The Socio – political systems in the common wealth countries, including Kenya borrow heavily from the British system:
According to the 1944 British Education Act, every primary and secondary school, whether public or private, should have a body of managers or governors respectively. The local authority controls management of school. It seems to be the equivalent of the Kenyan District /Municipality/City Education Boards. Some of the duties of the management body are:
- Appointment of teachers with the approval of local authorities.
To appoint the non-teaching staff in consultation with the head teacher.

To make curriculum and discipline proposals to the local authority.

To link the school and the community.

To provide professional and technical advice to the school.

In 1989, the Scottish Government introduced school boards with the chief purpose of achieving parental say and involvement in the running of schools.

The boards were mainly made up of professional and managerial classes both men and women especially at the primary school level. However, most boards were chaired by men, a common characteristic in the Kenyan school committees. The fact that the board members in Scotland are professionals implies that the schools benefit from their skills, knowledge and connections.

The responsibilities of the boards include:

- Formulation of school’s policies, goals and objectives.
- Communication with parents and the local community.
- Linking the school with the local authorities
- It is a consultancy body for the head teachers.
- The planning and development of physical infrastructure and other resources.
- Maintenance of discipline among the members of the school community e.g teachers and students.
- Provision of moral guidance especially to the students.
- Improving the standards of their schools.

The case of Scottish Boards is similar to the Kenyan school committee but there is the significant difference in that the former is comprised of professionals while in the latter illiterate or semi-illiterate i.e. non-skilled committee members are a headache to the head teachers instead of a source of advice and skill.

2.3.1 REVIEW OF KENYAN LITERATURE ON SCHOOL MANAGEMENT.

The Education Act of the Laws of Kenya (Chapter 211 of 1968 and revised in 1980) directs that all primary schools under the D E B s should have a school committee. The committee manages the school on behalf of the minister for education. As it has already been stated, the primary school head teacher is the committees executive secretary or the Chief Executive Officer (Mbiti; 48) in his school and thus the man on the ground on behalf of the minister.

In 1996, a project on Primary School Management (PRISM) developed reference materials for head teachers in form of modules covering the following administrative areas.
2.3.1 CURRICULUM AND INSTRUCTION

The measure of successful management in this area is commonly taken to be good results in the Kenya certificate of Primary Education K.C.P.E. by the pupils. In this area the head teacher is supposed to supervise, the curriculum through the supervision of teachers, pupils and the provision of adequate instructional materials and controlled class enrolment. However, there were several challenges facing the head teacher in this task area:

While addressing participants at a workshop on the progress made in the F.P.E Prof. Saitoti the Education Minister as reported in the Daily Nation (29.07.03) ......

announced science equipment worth Kshs.270 Million to be given to all primary schools.

It will be the first time in 25 years that primary schools will have science equipment.

On the whole there is a general lack of learning materials and resources. Rono (1990; 47) identified more challenges in this area as follows:

- Students indiscipline
- Over-enrolment – This has been a serious issue since the beginning of this year especially with the announcement of free primary education by the NARC government. A similar occurrence was experienced in the early 1970s following President Kenyatta’s declaration of free primary education in 1973.
- The head teachers have no knowledge of newly introduced subjects for they were trained before curriculum changes.

According to Okumbe (1999) schools effectiveness refers to its ability to procure and efficiently use available resources in order to enhance the acquisition of knowledge, attitudes and skills. It is, however, clear that the resources are scanty.
2.3.2 SCHOOL FINANCIAL MANAGEMENT

Okumbe (1999) also defines efficiency of a head teacher/school as the cost – benefit analysis of achievement i.e a head teacher should be concerned with the least cost necessary for the attainment of maximum output from a given level of input.

However, it was clear that there are such financial challenges facing the head teacher as:

- Poor/unpredictable budgeting leading to misappropriation of funds.
- They have no adequate knowledge of budgeting.
- They keep no accounting records and are very unfamiliar with auditing.
- They are unable to make use of school farms to generate more income.

According to the Koech Report (1999) lack of accountability and misappropriation of finances in primary and secondary schools was mainly due to inadequate management training of officers assigned management responsibilities. In Kenya, little attention is given to training of would – be school head teachers. They work by trial and error method resulting in serious administrative blunders.

In this case the Stogdill’s theory that leaders are born and not made becomes irrelevant as it is now clear that some technical skills on proper record keeping should be given to the head teachers through training.

A letter published in the Standard (10.01. 1980) plainly put it; ........

Why can’t they train the heads of educational institutions like primary, secondary and colleges? The prevalent wave of wanton destruction in these institutions is because some of the heads have long forgotten their lessons of such organization and management; and may be some didn’t learn them even.

Referring to the NARC’s government declaration of FPE early this year the Daily Nation (29.07.03) reported that

Thirty head teachers have been interdicted for misusing free education programme funds. The primary school heads diverted the money to projects outside the programme, and were suspended by D.E.Os pending investigations by the TSC.

They will be on half pay until their cases are determined, after which they will either be sacked, if proved guilty or reinstated if found innocent.
2.3.3 PHYSICAL FACILITIES AND MATERIAL RESOURCES

Physical resources in a school include the land on which it is built, classrooms, laboratories, workshops laboratory equipment, text books that, is the school plant and we cannot talk about a school without them.

Some of these facilities e.g. science equipment have virtually been non-existent in most public primary schools. If the current NARC Government were to provide science equipment in primary schools, it would for the first time in twenty five years.

Lack of physical facilities have continued to adversely affect the implementation of the 8-4-4 curriculum in primary schools.

The management, maintenance and expansion of existing school facilities and the construction of new schools are a must as had been predicted by Eshiwani (1993; 212).

2.3.4 MANAGEMENT OF STAFF

Schools are not sanctuaries of harmony nor are they islands of unanimous peace.

The head teacher has to deal with workers and teachers of various personalities:

- Some teachers have a negative attitude to work; they lack professional commitment, they remain aloof with regard to school activities.
- They are inciters to both colleagues and students.
- They have no professional discipline e.g. alcoholics, drug addicts and some male teachers having affairs with female pupils.
- Have problems in their social lives e.g. marital instability.

The head teacher has however to work with and through them. He has to learn the art of winning them to his side and getting them to remain there. This implies that he should know when and how to apply the various leadership styles according to Fiedler's Contingency/Transactional approach to Leadership.

The head teacher must motivate his staff to attain job satisfaction, efficiency, professional growth besides simply selecting and recruiting them. He can only manage the pupils with and through them.
2.3.5 PUPIL PERSONNEL
The head teacher in collaboration with his staff is expected to maintain high standards of academic performance and discipline among the pupils being cautious that the latter should be considered as human beings and should be listened to – there should be dialogue between the pupils and there teachers:

There are some head teachers and class teachers who will still dictate to their pupils rather than allowing room for freedom of expression. In such schools the pupils have no voice in anything relating to their school life. The head teacher and the staff make all the school decisions without consulting the pupils. It is as if pupils are things to be worked on and not thinking beings; Mbiti (1974; 32)

However, at times reports Rono (1990; 52) you hear that a parent had gone to school to harass a head teacher in his school over punishment of his child. Others even had their cases taken to court. This is against the background of no corporal punishment in schools – a ban_contained in the legal notice No. 56 of 13th March 2001. The government did not explicitly clarify the alternatives to corporal punishment. The proposed guidance and counseling is not popular among students, besides there is lack of qualified teacher - counsellors in our primary schools. Teachers only had time to clear the over loaded syllabus.

2.3.6 MANAGEMENT OF SCHOOL – COMMUNITY RELATIONS
The school is part and parcel of the community in which it is situated. The head teacher against such challenges as:

- Public criticism
- Accusations of being an imposed foreigner.
- Illiterate or semi-illiterate community having neither need nor value for education and therefore school.
- Malicious accusations e.g misappropriation of funds is still expected to

.....Know his community well enough to be able to make members of his community interested in what their children are doing. On the other hand, most of what is taught in the classroom should be put into practice in improving living standards in the community..... Mbiti (1974 ; 51)

In agreement with Mbiti, Olembo, et.al (1992; 33) warn:

Unless the head teacher establishes effective communication with the community leadership he will not be successful in promoting new innovations in the school. This is particularly true in Kenya where most of the new projects such as
construction of laboratories and libraries undertaken by schools are carried out in harambee spirit……

The Kamunge Report (1988) recommended that school committees be established to guide and support head teachers. Those appointed to the committees were supposed to be people of integrity, dedicated to educational development. However, there have been cases of operational conflicts between the head teacher, school committee and parent association. Some of the members of these two bodies are semi-illiterate; they lack managerial skills and are therefore a source of the head teachers administrative challenges rather than solutions.

It is therefore important to implement the proposals of the Master Plan on Education and Training (MPET) for the period 1997 – 2010, that school management bodies and heads be systematically trained to equip them with the necessary managerial skills for effective and efficient execution of their duties.

2.4 SUMMARY

It was clear that head teachers played an indispensable role in the implementation of educational policies and programmes towards the achievement of national goals and objectives of education. They are the chief executive officers or the people on the ground on behalf of the minister for education. However, they have multiple challenges in all the six areas of administrative tasks that should be approached through further pre- and in-service training especially in managerial skills. However, it is worthy noting that with time more challenges have emerged by the turn of the century that make the administrative challenges even more complex. School management bodies supporting the head teachers should be comprised of professional and managerial classes as in the case in Britain to make them strong consultative bodies.

2.5 CONCLUSION

A closer look at the existing literature on primary school management reveals a gap between the existing knowledge of Head Teachers administrative problems and challenges as we entered the Twenty – first (21st) Century that needs to be filled up. Example, there are changing expectations which societies have regarding Head teachers in their work:

They have now to take roles, which were neither, traditionally, meant for them nor were they trained for:
1. Parents tend to abscord their Parental duties and push their difficult children to the teachers.
2. Alcoholism
3. Drug addiction
4. Homosexuality / lesbianism,
5. Devil worship/continuous multiplication of sects/religious fundamentalism,
6. Weakening family institution/marital instabilities/the emergent single parents especially single mother families
7. Destitution
8. Increased need for guidance and counseling in some cases for parents more than the children, forcing the head teachers to become family counsellors.
9. Information technology revolution/globalisation
10. Children’s rights against child abuse e.g. child labour
11. Gender issues
12. HIV/AIDS
13. Democratization of education against the various education policies and acts and their implications in relation to the various educational stakeholders.
14. Discipline/indiscipline against the ban of corporal punishment

Continuous research is therefore needed, to enable the primary school Head teacher and all stakeholders in education to remain abreast with educational needs in Kenya if she is to realize her goal of UPE proposed by the Darkar (Senegal) Conference (April 2000) and reiterate by the National Master Plan on Education and Training. (MPET)
CHAPTER 3
RESEARCH METHODOLOGY

3.0 INTRODUCTION
This chapter describes the research designs, site, target population, sampling procedures, research instruments, data collection, data analysis procedures and schedule.

3.1 RESEARCH DESIGN
This study used Descriptive survey design because it is concerned with the current status of research population i.e. to determine and report the challenges and problems facing primary school head teachers in Kamwangi Division. The data was collected through questionnaires, interviews and observations schedules.

3.2 SITE OF THE STUDY
The study was conducted in Kamwangi Division, Thika district. This area falls under the Rural as contrasted with the Urban/Municipal Thika. The Division is equivalent to the Gatundu North Constituency curved out of the larger Gatundu Constituency/Division just before the 1997 General elections. The collapse of the agricultural sector and the small scale co-operative movement, characteristic of the 1990s plunged, Kamwangi Division into economic recession and general poverty that it is yet to recover from. The period also witnessed a sharp decline in educational standards and institutions especially the primary schools. The researcher, accordingly, selected the site and topic of her research with a view to investigating the challenges facing primary school administration and eventually contributing to the improvement of educational standards not only in the Division but in the whole Thika District.

3.2 POPULATION
The target population comprised of the following:

- primary school Head teachers - 45
- The Zonal Inspectors of schools (ZIS) - 3
- The Area Education Officer (AEO)

3.4 SAMPLING PROCEDURE
Proportional Stratified Sampling was used to select the sample population. Kamwangi division has 45 public primary schools which are almost evenly distributed in three zones, namely:
• Chania- 14
• Githobokoni -16
• Mangu –15
• The research involved 5,6 and 7 schools/head teachers from each of the above zones respectively. A proportional sample of about 40% of the head teachers in the division i.e. 18 out of 45 head teachers participated in the research.

Therefore 40% of the population was considered to be an adequate representation of the population that the researcher used to generalize and economical enough to be selected in terms of expenses – time, money and the complexity of data analysis.

The names and other necessary details of the school/head teachers in the division were obtained from the area education office. All the selected head teachers of the sample schools, the three Z I S and the A. E O were included in the study.

3.5 RESEARCH INSTRUMENTS

The following three research instruments were used:

- Questionnaire for Head teachers
- Interview guide for ZIS and AEO
- Researcher’s Observation schedule for use in the sample schools.

3.5.1 Questionnaire for head teachers

The researcher developed a questionnaire for the head teachers, composed of open ended and closed ended questions. It was presented in two major sections: The first part consisting of items seeking to elicit the general background information e.g. name of the Head teachers/ school and his academic and professional qualification. The second part sought to find out opinions, explanations and suggestions from the respondents concerning the challenges that they face in each of the six areas of their school management work.

3.5.2 The Interview Guide for EO/ZIS

The Interview Guide was administered by the researcher to the A E O and the three Z I S. It was used to get detailed information, e.g. AEO’s supervision reports, on the challenges facing primary school head teachers in Kamwangi Division, one ZIS did not respond.
3.5. The Observation Schedule for schools visits

The Observation Schedule was used by the researcher to find out the physical facilities and teaching/ learning resources available in the sampled schools e.g. class rooms, furniture, workshops, text books, games and equipment. The Observation Schedule, like the AEO’s/ZIS’ Interview Schedule, was used to counter check the data given in the head teacher’s questionnaire. It was also useful in getting information that was not covered by the questionnaire; e.g. data on such issues as:

- Schools that had experienced power wrangles between the head teacher and senior teachers.
- Disciplinary cases involving head teachers / teachers.
- Training needs among the head teachers in the zones / division.

3.6 VALIDATION OF RESEARCH INSTRUMENTS

Three sets of the three research instruments – the questionnaire, interview guide and observation schedule were presented to three colleague students for assessment and corrections made accordingly. They were then used in a pilot study which was carried out in five schools within the target population but outside the sample population. Further corrections were made on the instruments before administration in the sampled schools during the actual research.

3.7 DATA COLLECTION PROCEDURE

The researcher obtained research permit from the Office of the President. She also got permission from the (DEO) Thika and Kamwangi AEO.

Letters of introduction were written to all the head teachers selected to take part in the study. The letters informed them about their selection and requested their acceptance and co-operation. The researcher obtained the names of the schools/heads from AEO’s office. She drew a visit schedule of two schools per day and personally administered the research instruments.

The questionnaires were left with the respondents and were collected after a week. The AEO and ZIS were interviewed and their response recorded in writing.

3.8 DATA ANALYSIS PROCEDURE

Data was collected using three instruments:

- The head teachers questionnaire (HTQ).
- The researcher’s observation schedule for school visits.
- The interview schedule for the AEO / ZIS.
The statistical analysis of quantitative data gathered through the HTQ Questionnaire, Observation Schedule and Interview Schedule was done using the Statistical Package for Social Sciences (SPSS) computer programme. It was presented in the form of tables/figures, frequencies, percentages and discussions in Chapter four.

It was from the analysis that the researcher drew her findings, conclusions and recommendations presented in Chapter five.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

The purpose of the study was to determine the challenges that face primary school head teachers in Kamwangi division of Thika district.

The study focused on the following

1. a) Management of the curriculum and institution.
   b) Financial management.
   c) Staff personnel management.
   d) Pupil personnel management
   e) Provision of physical facilities.
   f) School- community relations.

2. The influence of the head teacher’s
   a. Administrative experience and
   c) Professional qualifications in their response to the administrative challenges.

3. Practical suggestions to the administration challenges facing the head teachers.

Data were collected from eighteen (18) out of forty- five primary school head teachers from the three (3) educational zones in Kamwangi Division: Chania, Githobokoni and Mang’u-5, 6 and 7 schools / headteachers were involved respectively.

The findings of the study are presented focusing on the following areas.

Administrative challenge facing the head teachers in the six management areas.
- Curriculum management
- Financial management
- Staff personnel management
- Pupil personnel management
- Management of physical facilities
- Management of school- community relations

The extent to which the administrative challenges are influenced by the head teacher’s personal characteristics such as professional qualifications and administrative experience.

Possible solutions to the administrative challenges experienced by the head teachers.
4.1.1. ADMINISTRATIVE CHALLENGES RELATED TO CURRICULUM MANAGEMENT.

Table 4.1 head teachers weekly teaching load.

<table>
<thead>
<tr>
<th>Number of lessons per weeks</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>21-23</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>24-26</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>27-30</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>31-33</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>34-36</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>37-40</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The table shows that the teaching load for the head teachers per week ranged between 17 and 40 lessons. Among the 18 respondents, 10 (55%) had between 17 and 30 lessons, while the remaining 8 (about 45%) had between 31 and 40 lessons per week.

Asked whether they were involved in the preparation of K.C.P.E candidates all the head teachers responded in the affirmative.

Considering the above weekly distribution of lessons, the head teachers were asked to state whether they had adequate time to attend to their teaching and administrative duties. Sixteen (88.9%) head teachers answered that they faced the challenge of inadequate time for their teaching and management work. There were only two head teachers out of eighteen who seemed to be able to cope with their work against the challenge of time.

The head teachers were further asked to state whether; they checked professional documents such as lesson notes and pupils' progress records and if so how often this was done, they responded as shown in table 4.2

23
Table 4.2 Frequency of checking professional document over specified periods of time.

<table>
<thead>
<tr>
<th>Period time</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a week</td>
<td>3</td>
<td>16.7</td>
</tr>
<tr>
<td>Fortnightly</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Monthly</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>Termly</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the table the majority (55.6%) of the head teachers checked the records monthly. Four (22.2%) head teachers were able to do it at least after every two weeks while four others did it once a term.

In relation to clinical supervision the head teachers were asked to state whether they did the actual classroom supervision and it was clear that a significant number (14) of them, attempted to do it while four (22.2%) among them found it difficult.

Staffing directly influenced the weekly distribution of lessons among all the teachers, the head teachers included. When the latter were asked to state whether they were involved in the posting and transfer of teachers to and from their schools they responded as shown in table 4.3.

Table 4.3 Head teachers involvement in the staffing posting and transfer of teachers to and from their schools.

<table>
<thead>
<tr>
<th>Response</th>
<th>Posting n</th>
<th>%</th>
<th>Transfer n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>536</td>
<td>8</td>
<td>44.5</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>94.4</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that majority (55.6%) of the head teachers were not consulted when teachers were being transferred from their schools. Similarly most of them (94.4%) had no say with regard to the posting of teachers to their schools.

The head teachers were asked to state any other challenges that they faced in relation to curriculum implementation and they gave the following:
• Child labour resulting in pupils’ absenteeism.
• Teenage pregnancies
• Truancy
• Political interference especially through rival agents of the local politicians.
• Lack of interests in school/ education by the pupils.
• Lack of support and appreciation of the need for quality education by the catchment communities of the schools.
• General poverty / economic decline of the community.
• Increased drug abuse e.g. bhang even by the pupils.
• Alcoholism especially illicit brews; some of the pupils and their families were involved in both the sale and consumption of these harmful brews.
• Growing number of destitute / orphaned children.
• Inadequate instructional materials e.g. text books.

4.1.2. ADMINISTRATIVE CHALLENGES RELATED TO FINANCES AND SCHOOL BUSINESS ADMINISTRATION.

The head teachers were asked to identify the most common sources of funds for their school. They gave the following order, from the most to least commonly used method:

1. Government subsidies / grants
2. Donations.
3. Parents contributions.

The head teachers were further asked to state whether:

i. They kept records of schools funds.
ii. Issued receipts for all monetary transactions by their schools.
iii. If they had received any training in accounts / Book keeping.

The head teachers reported that all (18) of them kept records of all school funds. Similarly, they issued receipts for all monies received or used by their schools.

Eleven (61.1%) head teachers reported that they had received on- the –job training on financial management under the ministry of education PRISM programme initiated in 1996. However, the remaining seven (38.9%) head teachers depended on the knowledge acquired during their pre-service training.

Asked to state the major financial challenges in their work they highlighted the following:

• Inadequate knowledge in budget implementation, book keeping and accounting.
Lack of time due to too much teaching work.

Lack of adequate funds to run their schools effectively for buying relevant and adequate instructional materials e.g. text books.

Lack of co-operation by parents and guardians who resist any financial contribution to the schools with a lot of hostility especially after the declaration of Free Primary Education with effect from January, 2003 by the government.

Unfounded allegations against head teachers by some members of PTA about embezzlement of school funds

4.1.3 CHALLENGES RELATED TO STAFF PERSONNEL MANAGEMENT

The other objective of the study under research question one was to identify the administrative challenges faced by head teachers in the management of staff personnel.

The head teachers were asked to state.

- Whether they had any support staff.
- The areas in which they needed the services of non-teaching staff most.
- Who prepared their schools master time tables.
- How often they gave tests to the pupils.

NON-TEACHING STAFF.

Among the eighteen head teachers, only two (11.1%) reported that they did not have any support staff particularly security personnel.

The majority (66.7%) of the head teachers operated without auxiliary staff such as the accounts clerks and secretaries due to lack of funds.

Asked to state the areas in which their schools needed the services of the auxiliary staff the head teachers highlighted the following:

- The implementation of the school budget especially in book keeping and accounting.
- Preparation of CATS and examinations.
- Clerical work.
- Guidance and counseling.
- Security services.

TEACHING STAFF.

The management of the teaching staff in schools is usually guided by the master time table which was prepared by different members of the teaching staff in all the eighteen schools.
Table 4.4 shows the head teachers’ delegation of the duty of making the master time – table to various teachers.

### Table 4.4 Preparation of the master time table.

<table>
<thead>
<tr>
<th>PERSONS WHO PREPARED THE TIME TABLE</th>
<th>NO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy h-teacher</td>
<td>12</td>
<td>66.7%</td>
</tr>
<tr>
<td>Senior teacher</td>
<td>4</td>
<td>22.2%</td>
</tr>
<tr>
<td>Any teacher</td>
<td>2</td>
<td>11.1%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

As can be seen in table 4.4 majority of the head teachers 12 (66.7%) Delegated the duty of making the master time table to their deputies.

Four (22.2%) head teachers assigned the duty to the senior teacher (s) in the school.

Two (11.1%) head teaches delegated the duty to any teacher (s) in their schools.

The master time table guides their teaching / learning programmes in the school. The assessment of the programmes, internally, is usually done through CATS and terminal examinations.

In all the eighteen school (100%) the head teachers reported that internal assessment was done at different times as demonstrated in figure 4.1.

**Fig 4.1 Frequency of CATS / examinations in the primary schools in Kamwangi Division.**
From the pie-chart, 9 (50.0%) schools had internal assessment done, monthly. 8 (44.4%) schools had termly scheduled internal examinations while only 1 (5.6%) school had weekly CATS/Examinations.

All the 18 head teachers therefore ensured that terminal examinations were done and report forms were given to the pupils and their parents / guardians. Similarly, they all reported that the end of term preparation of the pupils’ progress records was done by class teachers. The head teachers summary of the common challenges experienced in the management of staff personnel showed the following.

- Some teachers undermined the school administration.
- Low morale and negative attitude towards work by the teachers.
- Absenteeism among the teachers.
- Leadership wrangles among the senior teachers.
- Drug / substance / alcohol abuse by some of the teachers as well as members of the non-teaching staff.
- Marital/ family instability affected some teachers.
- The elderly teachers lacked interest in new teaching methods and only seemed to await their retirement.
- Failure to guide pupils in the co-curricular activities e.g. character training music, athletics and this left pupils’ talents untapped and under developed.
- That with the ban of the cane most teachers were reported to be too ‘cautious’ or indifferent towards pupils discipline / indiscipline.
- Understaffing has become an issue of concern especially with the declaration of the Free Primary Education by the government.

4.1.4 ADMINISTRATIVE CHALLENGES RELATED TO PUPIL PERSONNEL MANAGEMENT.

The other challenging administrative task to the head teachers was in pupil personnel management. The head teacher were asked to state;

- Whether they selected standard one pupils themselves or they delegated this duty to other teacher
- Whether they kept an admissions register of all pupils joining their schools
- Whether they ever required help from pupils in their administrative work.
- How they handled indiscipline in their schools without corporal punishment
- The major challenges faced in handling pupil personnel.

The head teachers responded to this issue as shown in table 4.5 and 4.6.
Table 4.5 – Selection and registration of standard one pupils

<table>
<thead>
<tr>
<th>Selector</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-teacher</td>
<td>6</td>
<td>33.3</td>
</tr>
<tr>
<td>Other teachers</td>
<td>12</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen from the table, 12 (66.7 %) head teachers delegated the selection and registration of standard one pupils to other teachers.

In all the 18 school there were properly kept pupils admissions records

Table 4.6 - Ways / method of managing pupils discipline following the ban of corporal punishment by the government (March 2001)

<table>
<thead>
<tr>
<th>Method</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guidance &amp; counseling</td>
<td>14</td>
<td>77.8</td>
</tr>
<tr>
<td>Suspension</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Invitation personnel / guardian to school</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

The table reveals that, 14 (77.8%) of the head teachers used guidance and counselling to manage pupils discipline in their schools – other methods (11.1%) used by the head teachers included inviting parents / guardians to school to discuss their children’s progress and discipline while suspension and manual work were applied equally (5.6%)

The head teacher identified the following major challenges that they faced in the management of the pupil personnel:

- Pupils lack of interest in school/ education
- Lack of support from parents especially in relation to discipline and character training of their children e.g. some parent would refuse to go to school when requested to do so by the teachers
- Disobedience /defiance since the pupils know that corporal punishment is now illegal.
• Pupils who have undergone initiation rites i.e. circumcision which is compulsory for boys, and in some villages for girls as well, would regard themselves as adults and therefore engaged in casual sex and other forms of indiscipline.
• Drugs / alcohol abuse by some pupils.
• Increased number of orphaned / destitute children.
• Some overage pupils who joined/ returned to school following the government’s declaration of Free Primary Education.
• Over enrollment of pupils against serious cases of understaffing.
• Increased cases of child / labour/ abuse.
• Teenage pregnancies.

4.1.5 ADMINISTRATIVE CHALLENGES RELATED TO PHYSICAL FACILITIES MAGEMENT.

The head teachers were asked to state the implications of Free Primary Education (FPE) to their schools in the area of physical facilities and, they gave the following responses.

• Development programmes e.g. Expansion and construction of new classrooms, workshops which was previously done by the parents had now stopped.
• Parents no-longer supported schools in the planning, development and maintenance of physical facilities.
• Classrooms especially in schools that were started recently were inadequate or without furniture.
• There was general lack of adequate and relevant text books and other teaching/ learning materials.

The head teachers were further asked to state whether they had enough of the various physical facilities and they responded as shown in table 4.7
Table 4.7. Adequacy of physical facilities.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequacy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (n)</td>
<td>%</td>
</tr>
<tr>
<td>c/rooms</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>desks</td>
<td>12</td>
<td>66.0</td>
</tr>
<tr>
<td>teachers tables</td>
<td>11</td>
<td>61.1</td>
</tr>
<tr>
<td>chalk boards</td>
<td>17</td>
<td>94.4</td>
</tr>
<tr>
<td>assembly hall</td>
<td>7</td>
<td>38.9</td>
</tr>
<tr>
<td>staff houses</td>
<td>8</td>
<td>44.4</td>
</tr>
<tr>
<td>h/teachers office</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>science rooms</td>
<td>8</td>
<td>44.4</td>
</tr>
<tr>
<td>library</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>workshop(s)</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>science equipment</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>store</td>
<td>14</td>
<td>77.8</td>
</tr>
</tbody>
</table>

As can be concluded from the table most of the schools had adequate classrooms, desks, teacher’s tables, chalkboards and offices. However, majority, (about 78.8 %) of them lacked assembly halls, staff houses home science/ science equipment. In the few cases where the physical facilities were in place, they were scantly equipped. Science equipment has to be improvised in all the schools.

A significances number (8) lacked adequate sanitary facilities.
The head teacher’s reports summarized the major challenges in the management of physical facilities as follows:

- Lack of adequate and relevant teaching/ learning materials e.g. text books.
- Lack of good /secure storage facilities.
- Poor maintenance of the existing facilities due to lack of funds.
- In adequate sanitation e.g. pit latrines
- Incomplete buildings e.g. without windows, doors unpainted rough floors.
4.1.6. ADMINISTRATIVE CHALLENGES RELATED TO THE MANAGEMENT OF THE SCHOOL-COMMUNITY RELATIONS.

The head teachers were asked to state:

- Whether they had PTA committees in their schools.
- The composition of their schools committee’s in terms of skill.
- Whether they involved the surrounding community in matters related to their schools.
- Whether the teachers / pupils utilized the community resources in teaching and learning.
- Whether the teachers invited resource persons from the community.
- Whether the schools was involved in community projects.

Their responses to these items were summarized in tables 4.8 and 4.9 below.

As required by the education Act (1980) all the 18 head teachers reported that they had functional school committees.

However, the composition of the school committees differed in terms of skill and therefore utility to the management process as shown in the table below.

**Table 4.8. Description of the school committee based on skill.**

<table>
<thead>
<tr>
<th>Skill</th>
<th>(n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Managerial</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Non-skilled</td>
<td>12</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen from the table the majority (66.7%) of the school committee were made up of non-skilled members. The minority (33.3%) school committee had managerial or professional members.

The school-community relations are usually guided by the type of the school committee that a school has. The table below indicates the presence of functional relationships between the schools and their catchment communities as reported by the head teachers.
Table 4.9. Presence of the school-community interactions

<table>
<thead>
<tr>
<th>School/community involvement</th>
<th>Presence of School –community interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Community participation in school activities</td>
<td>13</td>
</tr>
<tr>
<td>School participation in community activities</td>
<td>17</td>
</tr>
</tbody>
</table>

According to the above table the majority of the head teachers (94.4%) reported active involvement of their schools i.e. by pupils and teachers in the activities of their catchment communities.

Examples of forms of participation cited by the head teachers included:

**Teachers**
- They were active leaders of the local community e.g. of self help and welfare groups.
- Resources persons e.g. in family life education, new farming methods.
- Members of the divisional AIDS/HIV committee.
- Lay leaders and also pastors in the local churches.

**Pupils**
- They were members of the various church groups’ e.g. choirs, youth groups.
- Demonstration by pupils e.g. in tree planting programmes
- Performance / drama groups at public functions / barazas.

In return the communities were involved in school activities e.g.
- As guidance and counselling resource persons especially the local members of clergy.
- Some churches were the sponsors of the schools.
- Donating land for school sites.
- Some people were members of the local school committees.

The head teachers identified some of challenges they faced in the management of the school-community relations as follows:
- Some members of the community were hostile to the teachers / pupils e.g. closing paths leading to the schools.
Most parents were unskilled, therefore they were unable to offer any technical advice towards schools management.

The local community lacked a sense of 'ownership' of the schools and therefore it was very difficult for them to give any support to the schools / head teachers.

Abuse of drugs / alcohol had become rampant; some parents and even pupils were involved.

General poverty in the Division making it very difficult for the local community to give any material /financial support to the schools.

Some parents discouraged their children from excelling in the KCPE so that they are not forced to take them to 'expensive' schools.

There was general lack of appreciation by local community of good quality schools and therefore education.

Parents had become too busy to have time for parenting e.g. character formation of their children.

Increased cases of AIDS/HIV related deaths, orphaned / destitute children.

Failure by the local community / parents to realize that they still should contribute towards the development of their schools financially/ materially even with the declaration of free primary education.

4.2 FACTORS INFLUENCING THE HEAD TEACHER'S ABILITY TO RESPOND TO ADMINISTRATIVE CHALLENGES.

The second research questions of the study sought to establish the influence of the headteacher’s personal characteristics on his /her ability to deal with administrative challenges facing her/him e.g.

a. Administrative experience.

b. Professional qualifications.

The data analysis procedure used to determine the above issues have been discussed below.

4.2.1 Administrative experience as a factor influencing the head teachers’

Ability to respond to administrative challenges in their work.

The first objective of the study under research question one was to establish whether the challenges faced by the head teachers in carrying out their administrative duties varied according to their administrative

Experience;

The head teachers were asked to state:
- Whether they faced any problems in curriculum and instruction management.
- Whether they had enough time to attend to their official duties other than teaching.
- How often they checked professing documents such as schemes of work and records of work.
- They were taught any accounts / book keeping.
- The composition of the school committees.

The responses were tabulated according to the number of years they had served as head teachers to determine whether administrative experience influenced their ability to respond to the challenges of their administrative duties. The results were summarized in tables 4: 4; 4.

**Table 4.10. Problems related to curriculum and instruction.**

<table>
<thead>
<tr>
<th>Period served as a H/teacher in years</th>
<th>Problems in curriculum &amp; instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
</tr>
<tr>
<td>1 – 5</td>
<td>7</td>
</tr>
<tr>
<td>6 – 10</td>
<td>3</td>
</tr>
<tr>
<td>11 – 15</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
</tr>
</tbody>
</table>

The table shows that the administrative experience had significant influence on the way the head teachers handled curriculum related challenges i.e. the less the experience the greater the number of head teachers who indicated that they had difficulties in responding to curriculum related challenges; example, there were 7 (38.9%) head teachers in the experience bracket of 1 -5 years who indicated that they had in this area as compared to only 1 (5.6%) in the 16- 20 years service group.
Table 4.11. Adequacy of time for official duties in relation to years of service as a head teacher.

<table>
<thead>
<tr>
<th>Years of services as a H/teacher</th>
<th>Time for official duties</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(n)  %</td>
<td>(n)  %</td>
<td>(n)</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>1 - 5</td>
<td>-</td>
<td>8</td>
<td>6</td>
<td>44.4</td>
<td></td>
</tr>
<tr>
<td>6 - 10</td>
<td>1 5.6</td>
<td>5</td>
<td>6</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>11 - 15</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>16.7</td>
<td></td>
</tr>
<tr>
<td>15 - 20</td>
<td>1 5.6</td>
<td>-</td>
<td>1</td>
<td>5.6</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2 11.1</td>
<td>16</td>
<td>18</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From table 4.11 it was established that the head teachers who had least number of years of service e.g. 1 -5 years were 8 (44.4%) as compared to those with highest experience 1 (5.6%) who indicated that they faced difficulties in the area of time management. The greater the experience the greater the ability of responding to time management related challenges.

Table 4.12. Frequency of checking professional documents in relation to experience as a head teacher.

<table>
<thead>
<tr>
<th>Years of service as a H/teachers</th>
<th>Frequency of checking professional documents.</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly</td>
<td>Fortnightly</td>
<td>Monthly</td>
<td>Termly</td>
<td>TOTAL</td>
</tr>
<tr>
<td></td>
<td>(n)  %</td>
<td>(n)  %</td>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
</tr>
<tr>
<td>1 - 5</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>6 - 10</td>
<td>2 11.1</td>
<td>1 5.6</td>
<td>1</td>
<td>5.6</td>
<td>2</td>
</tr>
<tr>
<td>11 - 15</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>16.7</td>
<td>-</td>
</tr>
<tr>
<td>16 - 20</td>
<td>1 5.6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 27.8</td>
<td>1 5.6</td>
<td>10</td>
<td>55.6</td>
<td>4</td>
</tr>
</tbody>
</table>

The table shows that the head teachers’ experience had insignificant influence in relation to his / her frequency of checking professional documents such as the schemes of work, pupils’ records of progress and lessons plans/notes. The majority, 10 (55.6 % ) of the head teachers, disregarding their years of experience, checked the professional documents monthly. Some head teachers, 4 (22.2%) checked the documents only once in a term.
Table 4.13 The influence of the head teachers experience on the composition of the school committee.

<table>
<thead>
<tr>
<th>Years of service as a H/teacher</th>
<th>Composition description of the school committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional</td>
</tr>
<tr>
<td></td>
<td>(n)</td>
</tr>
<tr>
<td>1 – 5</td>
<td>1</td>
</tr>
<tr>
<td>6 – 10</td>
<td>-</td>
</tr>
<tr>
<td>11 – 15</td>
<td>-</td>
</tr>
<tr>
<td>15 – 20</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1</td>
</tr>
</tbody>
</table>

In describing the quality of the school committee membership the research has used the following three descriptions:

- Professional
- Managerial
- Non-skilled

As it has been shown in table 4.13 above, the experience of the head teacher had insignificant influence on the choice of the members of the school committee –

There were only 4 (22.2%) head teachers who described their committees as comprising of professional and managerial class and all of them were in the least experienced group of 1-5 years of service. The majority of the head teachers – 12 (66.7%) described the members of their school committees as non-skilled.

Professional qualifications and the challenges facing head teachers.

The other objective of the study under research question two was to establish whether professional qualifications of the head teacher had any influence in determining the way they respond to the administrative challenges facing them in their supervisory duties. The head teachers had been asked to state their professional qualifications which were then considered in the way they responded to administrative challenges that they faced in their work with special reference to:

- Curriculum and instruction
- Time management.
- School institutional supervision and
- The composition of their school committees.
The head teachers' responses to the above issues were tabulated and summarized in percentages.

**Table 4.14**
The influence of Professional qualifications on the way the head teachers responded to challenges faced in the supervision of curriculum and instruction.

<table>
<thead>
<tr>
<th>Professional qualifications of the H/teacher</th>
<th>Challenges in curriculum and instruction</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES (n)</td>
<td>%</td>
<td>NO (n)</td>
<td>%</td>
<td>TOTAL (n)</td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>16.7</td>
<td>3</td>
</tr>
<tr>
<td>P1</td>
<td>13</td>
<td>72.2</td>
<td>2</td>
<td>11.1</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>13</td>
<td>72.2</td>
<td>5</td>
<td>27.8</td>
<td>18</td>
</tr>
</tbody>
</table>

As can be seen in table 4.14 the majority 13 (72.2%) of the P1 grade head teachers had difficulties in the supervision of the curriculum and instruction as compared to their S1 grade colleagues.

The responses of the head teachers' adequacy of time for their official duties were tabulated as follows.

**Table 4.15**
Adequacy of time for official duties.

<table>
<thead>
<tr>
<th>H/teacher Professional qualifications</th>
<th>Adequacy of time</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES (n)</td>
<td>%</td>
<td>NO (n)</td>
<td>%</td>
<td>TOTAL (n)</td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>16.7</td>
<td>3</td>
</tr>
<tr>
<td>P1</td>
<td>2</td>
<td>11.1</td>
<td>13</td>
<td>72.2</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>11.1</td>
<td>16</td>
<td>88.9</td>
<td>18</td>
</tr>
</tbody>
</table>

The table shows that the S1 head teachers 3(16.7%) had greater ability in time management, than their P1 colleagues, 13 (72.2%).
Table 4.16
Head teachers’ frequency of checking professional documents as influenced by their professional qualifications.

<table>
<thead>
<tr>
<th>Head teachers' professional qualification</th>
<th>Frequency of checking professional documents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weekly</td>
<td>Fortnightly</td>
</tr>
<tr>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>S1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>P1</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>16.7</td>
</tr>
</tbody>
</table>

The table shows that on the whole, the P1 teachers were better supervisors of professional documents such as schemes of work and lesson notes than their better qualified S1 colleagues e.g. in the fortnightly frequency; over half of the P1 head teachers 10 (55.6%) checked their documents as compared to one-third of the three S1 colleagues who were equivalent to 1 (5.6%) overall, therefore professional qualification had no significance in influencing the head teachers ability to check professional documents regularly.

Table 4.17
Head teachers’ professional qualifications as an influential factor in the choice of school committee members.

<table>
<thead>
<tr>
<th>Head teachers' professional qualification</th>
<th>Description of the school committee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional</td>
<td>Managerial</td>
</tr>
<tr>
<td>(n)</td>
<td>%</td>
<td>(n)</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>S1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>P1</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>11.1</td>
</tr>
</tbody>
</table>

The table shows that the professional qualification of the head teachers had no influence on the choice of the school committee. All the three S1 head teachers had non-skilled members of the school committee while their less qualified P1 colleagues had about 4 (922.2%) of better quality – professional and managerial – classes of members of the school committee.
The majority 15 (83.3%) of the schools in the division, disregarding the professional qualifications of the head teachers were managed by non-skilled members of the school committee.

4.3 POSSIBLE SOLUTIONS SUGGESTED BY THE RESPONDENT HEAD TEACHERS IN DEALING WITH THE ADMINISTRATIVE CHALLENGES THAT THEY FACED IN THE IR WORK.

The third research question of the study required the head teachers to identify possible solutions in their response to the challenges that they faced in all the six administrative areas. They made the following list of suggestions.

- Holding parents class – representative meetings to offer guidance and counselling per class.
- Holding parents’ meetings when need arises.
- Seeking advice and support from the ZIS, AEO and DEO.
- Using guidance and counselling to combat truancy and other forms of indiscipline.
- Creating awareness in the community on such issues as child labour and alcoholism.
- Sensitizing parents on the importance/value quality education.
- Collaborating with sponsors e.g. pastors, priests so as to give moral formation and character training to the pupils.
- Parents to become role models to their children.

HEAD TEACHERS SUGGESTIONS TO THE GOVERNMENT / MINISTRY OF EDUCATION.

- The government to facilitate the employment of more auxiliary staff e.g. accounts clerks, secretaries.
- Head teachers to be trained periodically on school management.
- Reducing the head teachers, weekly teaching load to give them ample time to attend to their administrative duties.
- A suitable replacement to corporal punishment to be given to help curb indiscipline.
- The TSC to hire professional counsellors to provide guidance and counseling services in primary schools.
- The TSC to employ more teachers to solve the problem of understaffing.
- Education officials e.g. ZIS, AEO, DEO, to liaise with schools to educate parents and the communities on their roles in the provision of their children’s education.
- The government to increase its grants and subsidies to primary schools to help revive stalled construction, expansions and maintenance projects.
CHAPTER FIVE
SUMMARY, FINDING, CONCLUSIONS AND RECOMMENDATIONS.

5.1 INTRODUCTION

The concern of this study was to find out the administrative challenges facing public primary school head teachers in Kamwangi division of Thika District.

The division is made up of 45 (forty-five) public primary schools administered in three educational zones, namely, Chania, Githobokoni and Mang’u. The distribution of schools is 14, 16, and 15 respectively. Eighteen head teachers formed the sample population – 5, 6, and 7 schools/head teachers from Chania, Githobokoni and Mang’u zones respectively.

The following research question guided the study.

QUESTION 1
What are the challenges facing primary school head teachers in the six administrative task areas:

b. Financial management.
c. Staff personnel management.
d. Pupil personnel management.
e. Provision of physical facilities.
f. Management of school-community relations.

QUESTION 2
Do the head teachers personal characteristics, such as professional qualifications and administrative experience influence his/her ability in responding to the challenges faced in their administrative duties.

QUESTION 3
What are the possible solutions to the challenges facing the head teachers in their managerial duties?

Chapter three dealt with the design and methodology of the study and the development of research instruments –

The study used descriptive survey design. Three research instruments were used;
A head teacher’s questionnaire (HTQ) the questionnaire was presented in three sections covering all the six management task areas.

The Observation Schedule was used by the researcher to counter check and supplement the information given by the head teachers.

A common Interview Schedule for the Kamwangi AEO and the Chania, Githobokoni and Mang’u ZIS was used for further clarification of the information given by the head teachers as well as a supplementary source of data.

The analysis of the data collected using the head teachers questionnaire, the observation schedule and AEO and ZIS interview schedule was done by use of the statistical package for social science (SPSS) computer programme. Percentages and discussions were used to present the data.

5.2 SUMMARY OF THE DATA FINDINGS.

The first research questions on the administrative challenges facing primary school head teachers in the six administrative task areas revealed the following.

5.2.1 CURRICULUM AND INSTRUCTIONS.

- That the head teachers were overloaded with an average of 32 lessons per week.
- That the majority (90%) of the head teachers felt that with such a heavy teaching load they had very little time left for the general and clinical supervision in the schools, consequently no leisure time, indeed a few (22%) actually did not do any clinical supervision, they only checked teaching preparation document such as records and schemes of work.
- The head teachers further revealed that they are almost ignored with regard to staffing i.e. transfer and recruitment of teachers from and to their schools.

5.2.2 STAFF PERSONNEL MANAGEMENT.

The head teachers identified a number of challenges under this management task area as follows:

That with regard to the teaching staff.

- There was serious understaffing which is worsened by over enrollment in all classes especially with the declaration of Free Primary Education.
- Some senior teachers undermined the school administration.
- Some teachers were involved in drug abuse.
- Some teachers lack work morale and motivation.

A common characteristic in the schools was lack of non-teaching staff such as:
Accounts clerks and the head teachers was forced to do school accounting and book keeping which was very difficult considering that some head teachers (38.9%) only relied on preservice training in this area.

- Lack of security personnel such as the watchmen.
- Lack of secretaries / copy typist which hampered the preparation of internal assessment and proper organization of the head teacher’s office.
- Lack of funds to pay non-teaching staff even in the few schools (11.1%) where they had been hired.

5.2.3 MANAGEMENT OF PUPIL PERSONNEL.

The head teachers identified the following major problems in relation to the management of pupils.

- Lack of support from the parents e.g. in character training and discipline.
- General lack of interest in education or school by the pupils.
- Indiscipline and truancy manifested in various form e.g. open defiance encouraged by the ban on corporal punishment.
- Over enrollment which was also associated with over-age pupils.
- Cultural practices that weakened school / pupils discipline such as initiation of boys while they were still in primary schools; female circumcision persists in some areas. These cultural rites make the pupils defiant as they regard themselves as adults thus involvement in sexual matters at a very early age.

5.2.4 MANAGEMENT OF PHYSICAL FACILITIES.

The head teachers identified the following major challenges in relation to the management of physical facilities;

- Stalling of development and expansion projects worsened by the declaration of the free primary education with effect from 2003 by the government.
- Lack of material support from the schools catchment communities.
- Lack of facilities and equipment e.g. in workshops, storage, libraries; where the facilities existed they were empty / unequipped.
- Poor sanitation e.g. lack of toilets / pit latrines; in two schools (11.1%) the over-flowing pit latrines had caved in.
5.2.5 FINANCIAL MANAGEMENT.

The head teachers reported that the main source of funds to the primary schools in the government grants and subsidies. However even with a clear budget guiding the appropriation of school funds the head teachers identified the following challenges;

- Inadequate knowledge in accounting / book keeping e.g. seen head teachers (38.9%) confirmed that they had not received any on-the-job training as school manager they only relied on their pre-services training.

- The funds were inadequate considering the fact that each school had its own peculiar needs besides those that the Ministry of Education, Science and Technology (MOEST) has catered for its budgetary guidelines e.g. some (44.4%) of the schools established in the 1990s need development and expansion projects.

5.2.6 MANAGEMENT OF SCHOOL – COMMUNITY RELATIONS.

All the 18 (100%) head teachers reported that they had functional school committees as provided for in the Education Act (CAP 211 Revised in 1980. Part 3 Section 9). However the research revealed that;

- Most school committees 12 (66.7%) were mainly composed of non-skilled members who were more of a problem than a source of advice and guidance to the head teachers.

- Some members of the school committees were channels of political interference with no real motive to develop the schools.

- The local community lacked a feeling of ‘Ownership’ towards the school, instead some given a chance would want to ‘eat’ or grab school facilities as it was public property.

- Some communities were very hostile and unfriendly to the teachers or pupils. E.g. closing up paths leading to the schools.

- Some parents attacked teachers especially the head teachers for unfounded allegations such as poor performance in the KCPE or misappropriation of funds. Therefore, in relation to school-community relations, the head teachers must have the ability to get the school’s catchment community on the side of the school and also know how to keep it there. They should heed Olembo’s (1975) advice.

To establish effective communication with the community especially through the local leaders e.g. pastors, Chiefs, as well as the school committee members.
5.2.7 THE RESEARCH QUESTIONS TWO ON THE INFLUENCE OF THE HEAD TEACHERS PROFESSIONAL QUALIFICATIONS AND ADMINISTRATIVE EXPERIENCE.

- Their ability to respond to their administrative challenges generated data that revealed that high professional and long administrative experience were significant factors influencing the head teachers' ability to deal with administrative challenges faced in their work.
- High professional qualifications and administrative experience inspired confidence in the head teachers. As they executed the administrative functions of leading, controlling, planning, organizing and coordinating the teaching and learning process in their schools.
- The two factors also greatly contributed the acceptance and recognition of the head teachers by the staff as resource persons, consultants and leaders.
- The factors should therefore be considered in the appointment of head teachers.

5.2.8 THE RESEARCH ALSO IDENTIFIED SOME OF THE MAJOR WAYS THAT HEAD TEACHERS HAVE BEEN USING TO APPROACH THEIR ADMINISTRATIVE CHALLENGES AS:

- Holding parents meetings regularly.
- Seeking advice and support from their supervisors such as the ZIS and the AEO.
- Guidance and counselling to the pupils to prevent indiscipline manifested in various ways such as drug/alcohol abuse and poor academic performance.
- Involving the sponsors and their agents who may not necessarily give material assistance but they contribute greatly towards moral formation and character training of the pupils.
- Sensitizing pupils and their parents on the importance of quality education.
- Creating awareness in the community on issues such as child labour, alcoholism drug abuse and HIV/AIDS.
- Identifying resourceful parents who could be involved as class-counsellors.
5.3 CONCLUSIONS

The conclusions of this study are confined within the limitations of the particular sample, 18 out of 45 schools used in the research, the instruments and various strategies used in analyzing the study data. The following conclusions were therefore based on the findings of the study.

- That the head teachers were overworked e.g. handled up to 40 lessons per week leaving them no time for proper supervision of the curriculum and instruction.
- There is the urgent need to employ more teachers to relieve the problem of understaffing against over enrollment which would in turn allow the teachers to handle few lessons and therefore give more time to their administrative duties.
- That there is the need to give relevant in-service training to the head teachers, senior teachers or those aspiring to be school managers for improved management of primary schools in the division.
- That the appointments of head teachers in primary schools/all schools should give proper consideration to the professional qualifications and experience among other personal characteristic of the head teachers.
- In the area of physical facilities the majority of the schools (77.8%) lacked necessary equipment and facilities such as libraries and stores.
- In the area of the pupil personnel management there is the need to engage qualified teacher-counsellors as all (100%) the schools are now using guidance and counseling to maintain discipline in the absence of the cane.
- That the pupils themselves should be involved more in the improvement of school discipline. All the 18 (100%) head teachers confirmed that they used pupils in school administration especially as prefects. They can further be used as peer counsellors under the guidance of the teacher-counsellors.
- In the area of school-community relations there was the need to identify managerial or professional classes people to serve as members of the school-committee as the majority (66.7%) of these committees serve as an important channel of creating good school-community relations: There is need to maximize the school catchment community’s involvement in material and financial support to supplement the government grants. The communities would also attain a sense of ‘ownership’ in relation to the schools.
- There was also the need to create awareness and the appreciation for good quality education through the involvement and active participation of all the educational stake-holders in Kamwangi division e.g. the local community, the teaching fraternity, parents and sponsors so as to improve the low educational standards in the division evident in the ever declining performance in the K.C.P.E. by public primary schools.
5.4 Recommendations

Based on the finding of the study several recommendations have been made in two parts; the first part deals with recommendations for the profession while the second part focuses on recommendations for further research.

5.4.1 Recommendations for the profession

- It is evident from the study that the head teachers have relied on their pre-service training for management skills and they therefore should be given regular in-service courses which should be extended to senior teachers as well as the aspiring head teachers.
- The government should establish the posts of teacher-counsellors appointed on merit.
- The government should employ more teachers so as to enhance quality of teaching and learning considering the increased enrolment by the FPE programme.
- That the education offices such as of the ZIS, AEO and DEO should liaise with the schools to educate parents and the local community on their roles in the provision of quality education of their children.
- The MOEST to grant more funds to revive and complete stalled projects such as rehabilitation, expansion and maintenance of the school plants.
- The government, especially through the ministry of agriculture should revive the co-operative movement especially tea, coffee and dairy farming to combat rampant poverty that has adversely affected not only education but general development in Kamwangi Division; this is in agreement with the Thika District PRSP (2001-20004) on poverty reduction. This economic revitalization of the division would increase material and financial contribution of the schools catchment communities towards educational development.
- The MOEST should facilitate the employment of auxiliary staff e.g. secretaries and accounts clerks to help the head teachers in financial management and also the preparation of examinations in the schools.
- The head teachers and their supervisors should revive and promote co-curricular activities such as athletics, music and drama which would go a long way in identifying pupil’s talents and even promote discipline in schools.
- The educators in collaborations with the local leaders and sponsor churches should promote the family institution and values so as to achieve a stable and secure environment for children to grow up in. This would also provide a strong support system for the increasing number of single-parent, especially the single- mother families which have become a social feature that can no longer be ignored.
The local administration e.g. D.O’s and D.C’s offices should be involved in the eradication of the local social evils such as alcoholism/illicit brewing and drug consumption and sale that have direct negative effects on children and their education.

There is need for a joint effort by the local administration, sponsor churches, community leaders as well as the educators to sensitize the local community against retrogressive cultural practices such as female genital mutilation (FGM) that is still persistent in some areas as well as the right time for boys/male circumcision so as to promote discipline and in turn academic performance in the primary schools. This would also indirectly eradicate such evils as early sexual activities, teen-age pregnancies and school-dropouts in the Division.

5.4.2 Recommendations for further research.

The following recommendations for further research are made:

- There is need for a more detailed study covering the whole of Thika District, Central Province or even other provinces that could enable more accurate generalization on administrative challenges facing primary school head teachers.

- Research could also be carried out to find out factors contributing to poor K.C.P.E. performance by public primary school as compared to the ‘Academics’ in Thika District especially the ‘Rural Thika’ area such as Kamwangi Division

- There is need to investigation the impact of such current issues on Education Administration at primary school and even higher levels as:
  - Discipline in the absence of corporal punishment.
  - Globalization and information technology/ revolution
  - The weakening family institution and its associated marital/family instability.
  - Emergent religious cults sects/ Devil worship.
  - The contribution/roles of the various stakeholder e.g. parents, children teachers and the public in the democratization of school management.
  - the various Government polices and legal provisions such as the children’s Act (2001) and FPE (2002 ) on Educational Management at the various levels of the Nation Education system.
  - Effect of H.I.V /AIDS on Educational Management.
REFERENCES

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Common Wealth Secretariat, Better focus on School: (1996) Resource materials for schools Heads – Educational Management:

Module 1: Self – development for Educational Managers.

Module 2: Principles of Educational Management
Module 3: Personnel Management
Module 4: Managing the Curriculums and Resources
Module 5: Financial Management
Module 6: Monitoring School effectiveness.
Module 7: The governance of schools


<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olembo, J. O. (1975)</td>
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<td>Nairobi: Kenyatta University College</td>
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</tbody>
</table>
Nairobi: Jomo Kenyatta Foundation.

The Daily Nation
(2003, August 16th)

Education Reforms Urgent, pg 8

The Standard,
(1980, January 20th)

Train the Heads of Educational Institutions,
pg 13.
Dear Sir/Madam

RE: AUTHORITY TO CONDUCT RESEARCH

I, Jacinta Waweru, of Kenyatta University would like to inform you of my intention to conduct a research on management problems facing primary school Headteachers in your school on 21st September 2003.

Kindly, enclosed, find the questionnaire I intend to use in the study. I will visit your school on _______ September, 2003.

I would be greatful for your acceptance and co-operation.

Thankyou

Yours faithfully

JACINTA N WAWERU
APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

Section 1
Please fill in all the sections in this Questionnaire.

Q1 a) In which zone is your school situated?

__________________________________________________________

b) When was it founded?

19________ ; 20 _______

ii) No of Pupils Currently enrolled in the school:

- Boys __________
- Girls __________
- Total __________

Q2 a) How many teachers teaching in the school?

Male __________
Female __________
Total __________

b) What are their Levels of Qualifications?

- Graduate Approved Teachers ______
- Diploma ______
  - P I ______
  - P 2 ______
  - P3 ______
  - P 4 ______
  - U T ______
  - If any other specify __________

Q3 For how long have you served as

a) (i) Head Teacher? _______ (yrs)
  (ii) In your present school _______ (yrs)

b) Had you served as a Deputy Head teacher before rising to your current position?

Yes _______ No _______ (tick accordingly)
Q4 a) At what professional grade were you appointed a Head teacher:

SI
P 1
P
P 3
P 4
Specify if any other _________

b) What designation did you have at the time of your appointment? E.g. Deputy/Head teacher, Master, Class Master etc.

Sections 2 and 3 are based on the six administrative areas of your work. Namely:

1. Curriculum and Instruction
2. Staff personnel
3. Pupil personnel
4. Physical Facilities
5. Finance
6. School – Community Relations

Please respond to all the questions in the best way you can.

SECTION 2

Q5 a) List your activities as the head teacher under each of the following administrative task areas:

i) Curriculum and Instruction

ii) Finance and business administration

iii) Physical facilities
iv) **Staff Personnel**


e) **Pupil Personnel**


f) **School – community relations**


b) In which of the above six tasks do you spend most of your official time?


c) State the approximate number of hours per week which you spend on the task mentioned in 5 (b)


Q6 a) Which of the tasks take least of your official working time?


b) How much time in hours per week do you spend on the task mentioned in 6 (a) above?

Q7 In which of the tasks do you require the support of your superiors for them to be accomplished well (consider the A E O, Z I S etc)


56
SECTION 3

A. Curriculum and Instruction

Q 8.  
   a) i) What is your weekly teaching load? ________ (lessons)
   ii) Do you prepare candidates for KCPE?
       Yes ________ No ________ (tick appropriately).
   
   b) Do you normally have ample time to attend to your official duties besides teaching?
       Yes ________ No ________ (tick appropriately).

Q 9  
   a) Do you supervise / check the lesson plan, schemes of work, progress records done by your
      teachers?
       Yes ________ No ________ (tick correctly)
   
   b) If you have, how often do you do this? (tick appropriately)
       Once a week ________
       Monthly ________
       Termly ________
       Annually ________
       If any other version please specify

   c) i) Do the teachers consult you as a resource person?
       Yes ________ No ________
       ii) Why do you think they do/don't?

Q 10  
   a) Do you supervise classroom teaching?
       Yes ________ No ________ (tick)
   
   b) What type of teachers do you think need a lot of instructional guidance from you?
       U T ______________
       Newly employed ______________
       Teachers in in-service specify: ______________
       If any other specify: ______________
Q11 a) How many teachers have you ever recommended for
1. Promotion e.g t become H/M? __________________________
2. In-service courses/colleges? __________________________

Q12 a) Do you have a say on new teachers’ recruitment posted to your
school?
Yes __________ No ________(tick)

Q12 c) Are you consulted when teachers are to be transferred from your
school?
Yes __________ No ________(tick)

Q13 a) Do you have any social activities for your teachers?
Yes __________ No ________

Q13 b) If any specify ______________________________________

Q14 Do you have any special problems that you experience in this area and how you have been
able to tackle them?
_____________________________________________________
_____________________________________________________
_____________________________________________________

B Staff Personnel

Q15. a) Do you have any support – staff?
Yes _____ No ________ (tick)

d) If yes in a) specify their work and their number in each category.

<table>
<thead>
<tr>
<th>Kind of work</th>
<th>Professional/Academic Qualifications</th>
<th>No</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</table>
In what activities do you think you need the services of non-teaching staff most?

________________________________________________________________________

________________________________________________________________________

Q16a) Do you require the help of your teachers in carrying out your duties?

Yes ________ No ____________

b) List the tasks in the order by which such support is required in any way. The task which you require the greatest help from teachers comes first followed by the second etc.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Q17a) Who prepares the school’s master time table?

b) Who prepares the class time table? __________

Q18 How often are pupils in your school given tests? (tick appropriately)

Weekly ________

Monthly ________

Termly ________

Annually ________

Any other specify ________

________________________________________________________________________

________________________________________________________________________

Q19a) Do teachers prepare examination reports for each child at the end of each term?

Yes ________ No ____________ (tick)

b) Are such reports given to the individual pupils directly or they are given to the parents?

________________________________________________________________________

________________________________________________________________________
c) Are the parents welcome to your school to discuss their children’s discipline and conduct?

Q20 The hardest task in school administration is the management of staff personnel. Discuss, pay special emphasis to the problems experienced in this area.

C Pupil Personnel

Q21 Do you select new standard one pupils yourself or you delegate this work to some one else.

Q22a) On admitting standard one pupils to your school, do you assign each one of them a registration number?
Yes ______ No ________

b) Do you keep a registration record of all the new pupils joining your school?
Yes ______ No ________

23 a) Do you ever require any help from pupils in your administrative work?
Yes ______ No ________

b) If yes, list the tasks in the order in which pupils can help

Q24a) Rank the following 16 problems among the pupils in the order of frequency in your school. Start with most frequent.

• Lateness
• Missing lessons without reasons
• Rude ness
• Lack of proper uniform
• Failure to do their duties e.g. cleaning
• Sneaking from school
• Drug use
• Violence / fighting
• Theft
• Noise making
• Failure to do class work
• Poor academic performance
• Truancy
• Use of vernacular
• Failure to attain targeted marks
• Failure to maintain their stationery e.g pen, books.

b) Any other specify

Q25a) Considering the legal notice No. 56 of 13th March 2001, that banned corporal punishment in schools, how do you handle indiscipline cases in the school?

b What are the major problems that you experience in handling pupil personnel?

c Are there any recommendations that you would suggest in this administrative task?
**Physical facilities**

Q26 The government declared the free primary education at the beginning of this year. What were its implications on your school?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Q27a) How many class rooms does your school have? __________

B Are they enough for all the pupils in your school?

Yes ____________ No ____________ (tick)

C If they are not enough, where do you conduct classes/lessons for those pupils who do not have a class room of their own?

________________________________________________________________________

Q28 Does every class room have enough? Write yes or No against each item.

Desks ____________

Teachers table and chair ____________

A chalk board ____________

A notice board ____________

Q 28 Does your school have the following:

Write yes or No

An Assembly Hall ____________

Any Teachers Houses ____________

Adequate staff houses ____________

Headteacher’s Office ____________

Home science room ____________

Library ____________

Workshops ____________

Any Science equipment ____________

Q30 Please give any other comments below ____________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

62
E  Finance and Business Administration

Q31 a) Through what means do you raise funds for the school whenever there is a need?

Rank the following (1 – 5) starting with the most commonly used to the least.

- Harambee fund raisings
- Parents contributions
- Raffles
- Donations
- Government subsidies/grants

b) Please specify any other method used.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Q32 a) Do you keep records of any school funds?

Yes _________  No _________

b) If your answer in 32 (a) above is no, who keeps the school accounts?

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Q33 a) In your own training, were you taught how to keep account books?

Yes _________  No _________

b) Do you think such training is necessary for all head teachers in the country?

________________________________________________________________________
Give comments.


Q34 a) Highlight the major difficulties that you face in this administrative task (finances)


b) Suggest possible solutions to the problems you have highlighted in 34 (a)


F) School - Community Relations

34a) Do you have a Parents Teachers' Association in your school?

Yes _________ No _________

b) What problems do you experience between parents and teachers in relation to the School Committee


c) Would you rate your School Committee as being composed of, say, professional, managerial or non-skilled members and why?
Q35 Comment on any needs of your school committee.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Q36a) In which of the tasks do you most require the support of the parents? List the tasks in order, the most important first.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

b) Give reasons for the order you have given above.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Q37a) Do you involve the community around your school in any matters relating to your school?  
Yes _______    No ________________

b) If your answer is yes 38 (a) above, give examples of the activities in which the community is involved.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Q38 Do your teachers or pupils utilize the school environment/ community in teaching/ learning activities?  
Yes ____________    No ______________

b) Do the teachers invite some people from the school – community to talk to the pupils on some issues?  


c) If yes (b, above) give examples of some of the topics discussed.

Q39 Do you invite social workers, e.g. counsellors, religious leaders to talk to your school. Specify the people invited and their contribution to school administration.

Q40a) Are your teachers/pupils involved in any community project?
Yes ________  No ________

b) If yes above give examples of some of the projects they are involved in outside the school compound.

Q41 Any other comments, suggestions about your work?
APPENDIX C

Interview Schedule for the A E O / Zonal Inspectors

1. Are there any in-service courses workshops, seminars organized for Head teachers in your zone/Area?
   Yes ________ No ________

b) Examples and dates of such meetings during the year 2002/3?

c) What were the objectives of each of the above meetings given?

   If none held, do you advocate for in-service courses for Head teachers in the division/zone?

2. In your opinion would you say that the Head teachers require extra professional training besides what they obtain in colleges in order to make them more effective?

3. What are the administrative needs/challenges facing the Head teachers in your Division/Zone based on the 6 areas:
   a. Curriculum and institution
   b. Finance
   c. Staff personnel
   d. Pupils personnel
   e. Physical facilities
   f. School – community relations

4. In which areas have most problems been noted: cite examples such as Zone /School

5. How would you rate the educational standards in the Area/Zone?
   ♦ Excellent
   ♦ Very Good
   ♦ Good
   ♦ Average
   ♦ Below Average
   ♦ Very Poor

6. Supposing you were writing a report on your area/ Zone, what are comments/ suggestions/ recommendations would you make in order to improve educational standards.
1.1.1 OBSERVATION SCHEDULE

1. To be administered in all the sampled schools by the researcher in person.
   a) Name of school
   b) Zone
   c) Size /Streams
   d) Date founded
   e) Founder e.g D.E.B, Church
   f) Size of the school compound acres.

2. a) Does the Head Teacher come from the community?
   b) Are his children schooling here?

3. a) How many Teachers are on the staff:
   i) Males
   ii) Females
   iii) Are there any Couples teaching in the school?
   iv) How many are married-/unmarried

4. a) What are the economic activities of the surrounding community?
   b) What is the political atmosphere around the school?
   c) What are the social vices/problems common in the school locality?

5. a) Are the buildings permanent / semi-permanent/temporary? Comment

b) State of school buildings e.g well maintained, poorly maintained? Comment

c) The offices and Furniture;
   i) Headteacher’s
   ii) Deputy Head Teacher(s)
   iii) Staff Room(s)
6. Any near social facilities nearby? e.g. church, dispensary, etc. Comment

7. Are there up to date records for
   a. Staff
   b. Pupil e.g. KCPE annual mean scores
   c. i) Funds / budget
      ii) Are there any donor/government funds? If any, how often?
8. How is the school compound / environment? Well planned, clean, dirty

9. The sanitation facilities available state, no. __ adequate

10. Pupils behaviour; smartness/uniform, do they look motivated

11. Teachers attitude, class control, methodology.

9. RESOURCE CHECK LIST

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<tr>
<th>Name of resource</th>
<th>No.</th>
<th>Condition / can it be used</th>
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<tbody>
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<td>1.</td>
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APPENDIX E

KAMWANGI DIVISION PRIMARY SCHOOLS
CHANIA ZONE PRIMARY SCHOOLS
1. Chania
2. Gatunguru
3. Iruri
4. Kairi
5. Kangaita
6. Kiriko
7. Maria – ini
8. Mataara
9. Muirigo
10. Ndekei
11. Ng’ethu
12. Nguna
13. Njahi – ini
14. Wandui

GITHOBOKONI ZONE – PRIMARY SCHOOLS
1. Gachege
2. Gakoe
3. Gatei
4. Ihiga – ini
5. Kaibere
6. Kamunyaka
7. Kamwirigi
8. Kiangunu
9. Kieni
10. Makohokoho
11. Mbichi
12. Muhindi
13. Mungai
14. Munyaka
15. Ndiko
16. S. Kanyoni
MANG’U ZONE PRIMARY SCHOOLS.

1. Gititu
2. Igegania
3. Kamwangi
4. Kanjuku
5. Karuri
6. Kawira
7. Makwa
8. Mang’u
9. Makuyu – ini
10. Mukurwe
11. Mutuma
12. Mwea
13. Nyamang’ara
14. Nyamathumbi
15. St. Francis
TO WHOM IT MAY CONCERN:

RE: WAWERU JACINTA NGERI : E54/0030/2002

This is to certify that the above named is a student undertaking a Master of Education course at Kenyatta University in the Institute for Continuing Education. She would like to carry out a research on “Administrative Challenges Facing Primary School Headteachers in Kamwangi Division, Thika District-Kenya”.

Any assistance given to her will be appreciated.

DR. G. A. ONYANGO
DEPUTY DIRECTOR, INSTITUTE FOR CONTINUING EDUCATION
The District Officer
Gatundu North

RE: RESEARCH AUTHORISATION

Authority has been granted to Waveru Jacinta Njeri who is a student undertaking a Master of Education Course at Kenyatta University in the Institute for Continuing Education.

She intends to carry out a research on “Administrative Challenges Facing Primary School Headteachers in the Division”.

Please accord her the necessary assistance.

P. K. MOOKE, SS
DISTRICT COMMISSIONER
THIKA