THE ADMINISTRATIVE PROBLEMS FACED BY
HEADTEACHERS IN TRANS NZOIA DISTRICT IN RIFT
VALLEY PROVINCE

BY

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DECLARATION.

This project is my original work and has not been presented for examination in any other university.

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This project has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This work is dedicated to my two children Kimani and Wanjiru. They more than anybody else get credit for their understanding while I was away from home studying.

To my teachers in school who went on with their duties while I was away.

Finally, to all those who in one way or another wished me well in my studies. To you I dedicate this project too.
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Special thanks to teachers and headteachers in Trans Nzoia Secondary Schools, not forgetting the secretary, Jacquiline M’mbaha for being a good typist and kind helper. Mr. A.D. Bojana deserves special gratitude for editing and proofreading the final work.
ABSTRACT

Headteachers play a key role in achievement of educational goals and objectives in a school. The quality of school depends largely in their leadership.

The purpose of the study was to find out what problems headteachers faced in performing the six main administrative tasks. The study also sought to establish headteachers' views in three reasons of the problems, ways in which the headteachers cope with the problems and their recommendations on how to overcome the identified problems.

A total sample of ten Headteachers from the 60 public secondary schools in Trans Nzoia District was involved in the study. The sample comprises the headteachers from 2 girls' boarding schools, 2 boys' boarding schools, 2 mixed day schools, and 2 mixed/boarding schools.

The tools used for the research were questionnaires and interviews. All the headteachers were given questionnaires and interviewed. The data collected were analysed using tables that showed frequencies and percentages.
The major findings of the study were:

1. The majority of the headteachers faced problems in performing all the 6 main tasks of school management.

2. The problems faced by the headteachers cut across all categories of schools.

3. The most problematic tasks for headteachers were finance and business management. The problems experienced here were:
   a) Lack of funds which led to lack of teaching and learning facilities.
   b) Poverty due to poor economy which has led to parents’ inability to pay fees.

4. Some schools experienced very unique problems e.g.
   a) Insecurity and tribal clashes especially those bordering West Pokot.
   b) Poverty and ignorance among the community surrounding the school.
   c) Communities’ hostility to the headteachers who do not come from their own communities.

On the basis of the data collected, the researcher recommended that:
1. The government should look for alternative ways e.g. funding the schools other than the parents especially in poverty stricken areas where parents are unable to pay fees.

2. Headship preparation process should focus on the 3 managerial skills, namely, technical, human relations and conceptual.

3. There is need for the government to increase the bursary allocation to schools in order to cater for increasing number of needy students e.g. orphans.

4. The roles of the P.T.A and B.o.G should be clearly spelt.

5. Headteachers should learn how to identify, mobilise financial and material resources for their schools and ensure their full and effective use.
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1.1 Background to the problem

According to the Daily Nation, Nairobi, 17th January 2007, an estimated 1.1 million children between the ages of three and six had dropped out of school, but many of them will be going back to school due to the provision of primary education.

President Kenyatta, recently announced that the National government has set aside KSh.3 billion to cater for the cost of education. This is besides the provisions made to the development of a nation-wide school meals plan.
CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

Education is of basic importance in the planned development of a nation. For most countries, education takes the lion's share of the nations' total income. In Kenya, the new government has already declared free primary education for all.

According to the Daily Nation Monday 6\textsuperscript{th} January 2003;

Millions of children who had dropped out of school because of lack of school fees are expected to go back following the introduction of free primary education. An estimated 3.3 million children between the ages of three and six had dropped out of school but many of them will be going back to class, thanks to the scrapping of fees.

President Kibaki recently announced that the NARC government has set aside an extra Ksh 2 billion to cater for schools. This is a clear testimony as to the importance the government attaches to education in this country.
One of the primary objectives of administration in any organisation is to co-ordinate the efforts of the members of the organisation towards achievement of the organisational goals. The main objective of administration of the school as one of the institutions is to improve on teaching and learning hence the activities of the headteacher as the school administrator must be directed towards accomplishing this aim.

All schools are established for the sake of providing conditions and services which will enable children to learn. In order for any school to accomplish these objectives, proper administration must be established. No matter how well a school is equipped, no matter how well qualified the teaching personnel, are no matter how impressive the school curriculum is, and no matter how much money we are prepared to spend in our schools, without proper management of our schools, our national educational aims and objectives might never be fully realised.

The management of education is different in several respects from the administration of industry or commerce. In education, there can be no profit motive for the manager. The motive of many education administrators is to produce the best possible results for the parents and their children. In addition, it is difficult to assess the results of
education. In case of changing social attitudes, it may take a generation before we can even guess at the results. On top of that, the production process can vary from teacher to teacher even within the same school.

There is one person who is at the nerve centre of our education process around whom all the learning/teaching process revolves. This is the headteacher. Although school administration involves many people holding different offices, it is normally the Headteacher who calls the tune. The headteacher is the chief executive or the managing director of an educational institution. Therefore as an educational administrator, the headteacher must be concerned with all those activities through which the aims of the school and the means of their implementation are placed in operation.

Through the entire process of education, there is a high priority for careful and unobstructive development of social skills. Without these skills, young people however clever will not be capable of coping with much more complicated and sometimes much less civilised world outside the school.
Flippo (1980) states the qualities required of a successful school manager or head as:

A high sensitivity to other people's thoughts and feelings (empathy), a manifest tolerance of a wide range of religious, skin colour nationalities, sexual moves and political views, a persistence amounting to obstinacy when the cause justifies it. Extreme patience, a high objectivity, diligence, punctuality and above all a capacity to remain calm under stress, high ingenuity in discovering new and alternative solutions to old problems.

The educational manager has responsibilities both to his staff and to the society. The product of education is not things or services, it is people.

Educational managers share in responsibility for the future of the society to which they belong. According to Campbell (1974):

The basic responsibility of the schools is the development of the skills of the mind, but overall mission has been enlarged. Schools are now asked to help each child to become as good and as capable in every way as natural endowment permits. The schools are asked to help children acquire any skill or characteristic, which a majority of the community deems worthwhile.

The schoolhead must now expect to know a great deal about politics, economics and social trends for they provide the climate within which the educational institution operates.
Okumbe (1992:2), in his book on *Educational Management Theory and Practice* contends that:

The functional role of a school as an industry is a complex one. A school is a unique industry in the sense that its raw materials that is, the students, are inmates and have to be transformed into an appropriate product whose quality cannot be judged from the external appearance. The product of a school is judged by the way its past students perform in the society. ... in order to perform its role effectively and efficiently a school and by implication the education system, must be able to afford a foresighted educational leadership which is based on sound management principles and techniques.

This shows that the society or more precisely the school milieu in which education is taking place has always viewed the headteacher as an important person. He is responsible for everything that happens in his school.

Menedyd (1974) says:

The Headteacher is the indispensable formulation of the forces of education.

By virtue of the authority vested in the headmaster, there is a responsibility of staffing and for the motivation and guidance of subordinates. The liaison role involves the manager in horizontal relationships with individuals and groups outside their own unit or...
outside the organisation. An important part of the manager’s job is the linking between the school and the community. Information role relates to seeking and receiving information. This information enables the manager to develop an understanding of the working of the organisation and its environment. Information may be received from internal or external success then lastly the spokesman’s role involves the manager as formal authority in transmitting information to people outside the school such as the Board of Governors, general public, government and the press. This suggests that the headteacher should be a thoroughly trained professional. As Mbaabu (1983) noted:

The Headteacher is held responsible for so many roles in the school that his task nowadays is quite complex.

The head of a school should play a leading role in improving the quality of teaching and learning. One should ensure that the school achieves its objectives in an effective and efficient manner. It is therefore in the interest of the headteacher to search for ways and means of improving oneself as a manager.

The school objectives should take into account the needs of the pupils, the staff, the community and the nation. Pupils’ needs include the desire for a complete education that prepares them for the world
of work, fostering of creativity to facilitate problem solving, strengthening their abilities to learn independently, the provision of a variety of co-curricular activities and opportunities for them to enjoy and learn their cultural heritage. In addition to the needs of the pupils, the headteacher needs to be sensitive to the critical role that the staff play in achieving school objectives. It is therefore important to ensure that the school objectives address the following:

- Creation of an environment that enables both the pupils and the staff of the school to experience success.
- Provision of sufficient facilities, equipment, and materials to facilitate the attainment of these objectives.
- The creation of organisational structures within the school that will allow both pupils and staff to realise their expectations.
- The provision of opportunities for professional growth for the staff.

It is also important for the headteacher while formulating the school objectives, to consider the needs of the community. Those needs include the educational expectations of parents for their children, the promotion of good citizenship, respect for community values and parental involvement in school programmes. The figure below
summarises the different needs both a school mission and objectives should address.

Figure 1: The needs school objectives should address

In recent years, the role of the headteacher has become increasingly complex. Schools today are complex organisations to manage. This is due to the fact that we now recognise the difficulties of providing for a wide range of abilities and interest amongst students, and the challenge of providing them with relevant and useable skills for them to succeed in an increasingly complex society. While in the past
proficiency and success in classroom teaching were important criteria for promotion, today a wider range of skills are seen as necessary. Headship is now seen to involve to a large extent the function of management.

Mam (1976) says that:

Schools are not sanctions of harmony
... they are sites of unending conflicts,
targets of growing distrust and objectives of decreasing support.

The headteacher today has to deal with unruly students, irate parents, sullen taxpayers, unwieldy organisations and a myriad of pressure groups. Clearly, all the problems of the staff revolve around the headteacher. This way, the headteacher is, in a real sense, the focus and pilot of his school. Thus, the headteacher should possess a number of many attributes amongst which include the ability to teach and be versed in the theory and practice of education.

This demands that he/she be a person of very high intelligence, broad-minded and tolerant as all types of children in the society attend his school. He/she should have personal charm, though an even temper is also good to deal with irate parents and unruly children. Headteacher should be a person of high vision with an
inclusive mind that cuts right into the rudiment of the problem. One should be an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all. He/she discerns and utilizes the abilities of his staff to inspire in them an attitude of confidence and cooperation.

Okumbe (1999) defines educational management as the process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals.

This definition intimates that the educational manager is both a policy maker and executor. One should structure and adjust educational administrative machinery to achieve goals, managing personnel and resources are in his/her domain. The headteacher deals with educational practices and caters for the implementation of educational policies. Thus, he deals with the planning, directing, controlling, executing and evaluating a school’s educative processes. It is the headteacher’s special task to provide the best programme of instruction for the children in his school so that those can obtain an all-round education. As a manager, the headteacher has to understand the constantly changing values and objectives of the school. This will help one sort out his priorities.
The administrative tasks carried out by headteachers in the school administration are as follows:

- **Curriculum and instructions** – selecting and providing the necessary instructional material.
- **Staff personnel task** – like supervision of teaching staff for improvement of teaching and learning.
- **Pupil personnel task** – like controlling and maintaining discipline of students.
- **School plant** – by putting up and maintaining physical structures like school buildings etc.
- **Finance business management** – by drawing out the school budget.
- **School community relations** – by maintaining good relations between the school and surrounding community.

The school headteacher has to work out a formal system to control, supervise, plan and make decisions about various activities of the school. He/she has to use the established authority of his/her position to get things done to fulfill the goals and objectives of education in the country.
1.2 Statement of the problem

Education is an activity concerning virtually everybody. Citizens expect good value for the money they have spent on education. There is widespread feeling that education is wasteful. Subsequently, many countries have embarked on major reforms in order to improve their systems and adapt them to their needs and realities e.g. recommendations of the Koech report.

The headteacher of the early '80s when Mbaabu (1983) and Odali (1984) carried out their researches is not the same headteacher of 2000. The duties /roles have greatly increased and so the challenges and problems. That is why the Kenya Education Staff Institute (K.E.SI) has embarked on serious and thorough educational management training of headteachers, deputy headteachers and senior teachers.

The problems seem to relate to the fact that headteachers are appointed from among teachers whose training mainly focused on classroom. A little or no induction course is administered before appointment. Research is needed in order to maintain a satisfactory level of performance of the education system. It is needed even more...
in cases of major education reforms such as the on-going 8-4-4 system which we adopted without proper research.

1.3 Objectives

1. To find out whether age, experience and gender has any effect on the administrative problems experiences.

2. To find out the problems headteachers are facing in performing the six administrative tasks of school management.

3. To seek headteachers' views on the causes of the problem and how to overcome them.

4. To find out the extent to which these problems hinder headteachers from carrying out their administrative roles effectively.

1.4 Research Questions

The following research questions guided this study;

1. What problems do Headteachers face in performing the following;

   (a) Curriculum and instructions?
   (b) Pupil personnel management?
   (c) Staff personnel management?
   (d) Financial and business management?
2. What are the causes of the identified managerial problems encountered by headteachers in the six tasks?

3. What ways and means have headteachers used to cope with the problems?

4. What are possible solutions and recommendations can headteacher give to assist them overcome these problems?

1.5 Assumptions

The following assumptions were made:

(a) The headteachers told the truth about the administrative problems that they face in their institutions.

(b) The sample of 10 schools used in the study was assumed to be representative of the whole district.

(c) That the headteacher were capable of being effective even under difficult working environment.

1.6 Purpose of the study

The main purpose of this study was to find out the problems headteachers are facing in performing the six main administrative tasks of school management. The study also sought headteachers'
views on the causes of the problems, how the headteachers cope with
the problems and recommendations on how to overcome them. The
study also sought to find out the extent to which these problems
hinder headteachers from carrying out their administrative roles
effectively.

1.7 Significance of the study

It is taken for granted by many people that when a teacher is
promoted or appointed to the post of headship, he or she would
function automatically, irrespective of difficulties or constraints that
might be experienced. There is little or no induction course given
prior to appointment so the newly appointed head relies mainly on his
/ her past experience as deputy head or classroom teacher.

In our secondary schools today, the lack of adequate facilities,
equipment, textbooks and materials, new technology e.g. use of
computers, style of discipline employed, scarce financial support
among many others are likely to set limits to the extent that a
headteacher can be effective. In short, this study is expected to
highlight the current problems in our education system., possible
solutions/recommendations which possibly would be of great help to
education supervisors, inspectors, serving headteachers, teachers in
teacher training colleges, their students and teaching fraternity in general.

1.8 **Scope and limitations of the study**

Problems associated with secondary education are many and varied. New ones are constantly being added as more and fresh pressures and demands are made on the school. Therefore, it is not possible to identify and study all the problems that a headteacher of a secondary school is likely to encounter.

This study mainly concentrated on the problems that headteachers face in the six areas of administrative tasks. These are:

1. Curriculum and instruction.
2. Pupil personnel management.
3. Staff personnel management.
5. School physical facilities.
6. School community relations.

The study was conducted in 60 public secondary schools in Trans Nzoia District. The district has a total population of 11,599 students distributed in its 7 divisions;
The schools were further divided into boys/girls/ay/boarding/mixed
day/boarding. The study was limited to 10 teachers from the public
schools which is 16% of the total population of headteachers in the
district.

The researcher would have liked to conduct the study in more than
one district. However, as a self-sponsored student, finance was a
major constraint. This constraining factor would not permit
generalizability to other districts in Kenya.

The other constraining factor was time allowed within which the study
was to be completed. The study population comprised only
headteachers of all public secondary schools in Trans Nzoia District. The researcher appreciated that there were other sources that could have offered valuable information regarding administrative problems headteachers face. These sources however, could be incorporated in further research as diversification of this study any further would have made the study unmanageable.

1.9 Definition of terms

Administration: Refers to capacity to co-ordinate the activities and efforts of the members of the school towards accomplishment of common goals and objectives.

Training: Refers to instructions in job related areas, given to headteachers before and after the appointment to enable them manage schools effectively.

Pre-service training: Refers to training given before one commences on the job.

In-service training: A short training given to those already in a profession with an aim of refreshing or updating participants on subjects or curriculum changes.
On-the-job training: A training that requires a carefully controlled and supervised apprenticeship with actual responsibilities with time.

Management: Refers to a process of setting and achieving goals through planning, organising, controlling, communicating, directing, enhancing and co-ordinating in an organisation. The manager has to work with and through people.

Human relations skills: Refers to the executive ability to work effectively with people individually and in group settings.

Administrative experience: Period of term of years a person has served as a headteacher.

Administrative leadership: A social process concerned with identifying, maintaining, stimulating, controlling and unifying formally and informally organised human and material energies within an integrated system designed to accomplish pre-determined objectives.
Consideration: Refers to something that should be kept in mind in well-being status and contribution of making a decision. It is behaviour which is indicative of friendship, mutual trust, respect, warmth in relationship between the leader and member of staff.

Headteacher/Principal: The Headteacher in the secondary school is the officially designated head of the school.

Initiating structures: Refers to those actions whereby leaders define their own role and let followers know what is expected of them. It involves such activities as scheduling, assigning members of the group particular tasks and establishing standard of performance.

Leader: The individual in the group who is given the task of directing and co-ordinating the task relevant to group activity, in this context, the headteacher.

Community: Refers to the social institution in which the education of the youth is conducted. The school includes the area it occupies, the
physical facilities and the personnel found within it, that is pupils, teachers, non-teaching staff, subordinate workers.

School community relations: Refers to any deliberate plan by both the school and community to involve each other in one another's affairs or any systematic two-way process of communicating between the school and its immediate community.

Schools today are common place to manage. This is due to the fact that an increasing number of people have a wide range of abilities and interests amongst students, and the challenge is providing them with relevant and creative skills for them to succeed in an increasingly complex society. While in the past productivity and success in classroom teaching were important criteria by promotion, today a wider range of skills are seen as necessary.

All schools are built for the sake of providing conditions and services which can enable students to learn. It is at this stage that pupils are in their formative stage and they need a headteacher who will make
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of related literature has been done. The first section deals with the relevant studies in school administration and management roles, duties and responsibilities of headteachers. The second part deals with the review of specific literature concerning the research done in the area of administrative problems faced by secondary school headteachers.

Schools today are complex organisations to manage. This is due to the fact that we now recognise the difficulties of providing for a wide range of abilities and interests amongst students, and the challenge of providing them with relevant and useable skills for them to succeed in an increasingly complex society. While in the past proficiency and success in classroom teaching were important criteria for promotion, today a wider range of skills are seen as necessary.

All schools are built for the sake of providing conditions and services which will enable students to learn. It is at this stage that pupils are in their formative years and they need a headteacher who will make
the school environment conducive to learning. For a school to achieve and accomplish these objectives, proper administration must be established.

2.2 School administration and roles of Headteacher

The headteacher derives his importance from the role he plays as a leader of an institution. The position of a headteacher in any given school is very crucial as an organiser of all that goes on in the school. In stressing the importance of a headteacher in the administration of a school, Mbiti (1974) says;

The Chief Executive of the school is the headteacher. The success of any school depends on how effective the Headteacher is as an administrator. Many teachers have been and will be given headship without any formal preparation for it. It is therefore necessary for the student teacher to familiarise himself with some ideas related to the work of a headmaster so that he can be reasonably well equipped with basic knowledge needed for the job. When a teacher is picked up to be a headmaster, he will find himself to be in a different world altogether with new responsibilities, new problems and in most cases less free time.

The headteacher has a very important role to play in a school. He is charged with the overall responsibility running of the school.
The schoolhead’s manual for heads of secondary schools in Kenya, 1975, lists the duties of a headteacher as:

1. Overall running and control of the school.
2. Strong interest in the welfare of the pupils both spiritual and temporal.
3. He must be in close touch with all school activities whether academic or out of class.
4. Organisation and control of all the staff.
5. He is the accounting officer of the school responsible for all revenue and expenditure.
6. Managing the school office.
7. Selection and allocation of subjects appearing in the school curriculum.
8. Maintenance of all buildings and grounds.
9. Agent of the Teachers’ Service Commission (T.S.C) as well as the channel of communication to the District Education Officer (D.E.O) and other ministry officials.
10. Usually Secretary to the Board of Governors (B.o.G).
11. A reasonable teaching load is advisable.
Odali (1984) sees these duties as major roles that the headteacher has to play and classifies them as:

1. Managerial leadership.
2. Instructional leadership.

Managerial leadership consists of those duties which require organisation and administration. According to J.A. Okumbe, the functions of educational management are outlined as follows;

The first foremost function of a headteacher as a manager is the assurance that sound policies, goals and objectives are formulated in a given school and that the methods are determined for the achievement of these objectives. It is incumbent upon the headteacher that he or she ensures that the policies and objectives of the school are dearly stipulated and well-known to both the occupants and the society. It is through policies and objectives that the direction and destination of the school activities can be patterned.

The second function of educational management is to procure the resources necessary for the achievement of the objectives. The headteacher should be able to identify the sources of funds, the appropriate learning and teaching resources, the appropriate
curriculum and above all congenial human resources. The headteacher having then identified these resources must ensure that these resources are procured in good time for the successful achievement of the objectives.

The third function of educational management is to organise and co-ordinate the activities of the school with the prime function of achieving the objectives of the school with maximum efficiency and effectiveness. The headteacher does the function of organising by ensuring that both the staff (teaching and non-teaching) and students are allocated duties in accordance with both expertise and abilities. The material resources are also allocated in the most appropriate manner. It is incumbent upon the educational manager to understand his/her disposal so that the division of labour is done in the most appropriate way to ensure that the objectives are achieved. In co-ordination, the headteacher ensures that the varied duties allocated to individuals are unified in such a manner that all energies are expended towards a common goal.

The fourth function of educational management is to influence and stimulate the human resource available. In influencing, the educational manager provides an appropriate organisational climate
and enabling environment— which gives the staff and the students the assurance that the human factor is recognised in the school for successful achievement of the objectives. The headteacher is expected to provide articulate leadership skills which gear the school's organisational structure and its personnel towards a deliberate integration of both the organisational and personnel goals. In stimulating, the headteacher strives to release maximum potentials from both the staff and students through proper application of motivation and job satisfaction theories and principles. The headteacher as a manager thus recognises that human beings are endowed with abundant potentials which should be deliberately and carefully released to ensure maximum utilization of resources at the disposal of the school.

The fifth function of educational management is to integrate the school and its activities into the setup of the society. A school is not an island—it is founded within a society for a noble role of serving the society. The headteacher does this through Board of Governors, councils, Parents Teachers Associations, church organisations and also participates in various community activities. The idea of integration is to strengthen the school community relations. This is important because the school derives most of its financial and social support
from the community. For the community to provide maximum support to the school, it must be seen both in words and deeds that the school is part and parcel of the society. It is thus imperative that the educational manager should effectively involve the various organisations, operating within and without in the various and relevant school activities so as to enhance and perpetuate the school’s operations. The image and prestige of a school are thus shaped through this interaction between it and the society.

The sixth and fundamental function of the educational management is to evaluate the school’s activities in accordance with the blueprint. Evaluation enables the school to determine whether it is achieving its predetermined objectives or not. It provides the school management with the necessary feedback for improvement, redesign or complete overhaul of the system for better results. The headteacher as the educational manager of the school utilises both formative and summative evaluation techniques and appropriate corrective or otherwise measures are applied and implemented as necessary. Through appropriate application of the various evaluation techniques, educational management ensures maximum efficiency and effectiveness in the school.
2.3 Administrative functions

Okumbe (2001) lists the following as the administrative tasks which all educational administrators do:

1. Curriculum and instruction.
2. Student personnel.
3. Staff personnel.
4. School plant (physical facilities)
5. Financial and business management.
6. School community relations.

2.3.1 Curriculum and Instruction

According to the Ministry of Education, the curriculum of a school includes not just the planned academic performance but also the co-curricula and other events, as well as that which pupils learn through the nature and the quality of the school ethos.

The main task of the headteacher of each school is to provide and deliver effectively an appropriate curriculum using all the resources - human, material and financial - which are readily available. This involves mobilising all possible resources including those from the ministry of education, the community and other organisations and ensuring their full and effective use.
Curriculum management include:

1. Time tabling.
2. Curriculum development and assessment.
3. Resource management.
4. Provision of textbooks, library and media resources.
5. Their control.

The curriculum has been defined as all the experiences provided by a school to educate the pupils. It also involves helping teachers provide the best information on the subject matter taking into account the interest of the pupils and contemporary social needs. A curriculum is a course of subjects and co-curricular activities that must be covered by the pupils but it should also aim at developing them mentally, physically and morally and at embracing the hidden curriculum which includes behavior patterns and attitudes of the pupils and staff and the general tone and ethos of the school.

Some of the basic principles which should be taken into account in designing the school curriculum according to module 4 on managing the curriculum and resources by the Ministry of Education (1997):

1. It should satisfy the philosophy and educational purposes of the school and the Nation.
2. It should be developed from 'grassroots' level and include parent and community contributions.

3. It should make allowance for the special education needs of pupils.

4. It should take into consideration the culture, customs and traditions both of the country and the religion.

5. It should provide practical educational experiences.

Every headteacher should know that a school is not the same as the curriculum prepared by the government and it has to be managed and planned. Every head has a considerable task in ensuring a full and balanced curriculum in their school.

Another aspect of curriculum and instruction is time-tabling. Time-tabling in the curriculum is brought to the pupils. The head of the school has a number of resources at his or her command, teachers, teaching areas, finance and time. A time-table is the means by which these resources are marshalled to provide the greatest possible educational opportunities and alternatives for pupils in the most cost-effective manner. The more efficiently resources are utilised the better the education for the greater number of children. Decisions
expressed by the time-table affect the entire school population and reflect the educational programme and philosophy of the school.

2.3.2 Personnel Management

Staff

Managing the human resources available at a school is probably the most important task for a schoolhead. In any country, the major portion of the national budget allocated to education is spent in paying personnel. The success, therefore, of any school programme depends on how efficiently the schoolhead can deploy this important resource for the best use of the school.

The recognition of personnel management as an important element of the school head’s daily activities and the increasing emphasis on in-service training for teachers has led to an increased interest in the field of staff development. The schoolhead being often viewed as a ‘manager of people’ it is important then that the schoolheads needs to be equipped with the skills associated with personnel management to assist him/her in managing the school more efficiently, as outlined by the Ministry of Education, module 3 personnel management. They are as follows:
a) Staff selection, staff development, staff motivation, staff appraisal, staff records and managing meetings

Mbiti (1999) also outlines the following as important points which a headteacher must observe in his/her dealings with the staff members.

a) He must set an example of courtesy and trust towards other people.

b) He must avoid showing any form of favour to particular teacher.

c) He must provide opportunities for teamwork among the staff members.

d) Must create a sense of respect and trust in every teacher.

e) He must endeavour to create a high sense of morality and professional commitment to the school.

f) Must delegate responsibilities to other teachers.

In addition the headteacher as a leader of staff must by his actions indicate that individual contributions are valued. The teachers are human and the need for feeling wanted is just as strong as in any other person. In this matter Campbell (1974) stresses,

In short the relationships an administrator establishes with his staff to achieve the purpose of the school may be the essence of administration.
2.3.3 Pupil personnel management

Campbell (1974) notes that pupil personnel include:

i) Pupil inventory where an organisation keeps the enrolment and attendance data.

ii) Pupil personnel services; a very important aspect of the pupil personnel area is the provision of appropriate pupil personnel services.

iii) Discipline of pupils. While schools should attempt to determine the cause of misbehaviour of pupils and to treat the cause and not the symptoms of such actions, there are times when pupils must be corrected or disciplined.

Activities included within the task area of pupil personnel embrace those services to pupils that supplement regular classroom instructions. The role of administration in the area is to integrate the personnel functions with the instruction and to co-ordinate and supervise the various kinds of personnel services. The major tasks involve or are related to the organisation and the provision of special services where these are needed.
Inventories of numbers of pupils and breakdowns of pupil by various characteristics or qualifications are kept by the headteacher. Then on the basis of this information decisions can be made about what classes, what services should be provided and how these might be obtained.

Organising consists of classifying pupils into groups and matching them with available space and staff personnel. Maintaining working relationships among these groups is part of the tasks of co-ordination and supervision.

The headteacher should also communicate with the pupils and as part of his supervisory role, attempts to influence and control their behaviour. The school rules and regulations should be well communicated to the students. The head should ensure there are effective channels of communication e.g. noticeboards, assembly and pupil representatives.

2.3.4 School plant (physical facilities)

In this area, the headteacher should concern himself with the following areas as outlined by Okumbe (2001):

i) Diligent signing of school facilities.
ii) Maintenance and repair of school facilities.

iii) Enhancing cleanliness in classrooms, dormitories, halls, eating areas and within the surrounding environment.

iv) Provision of maintenance and repair materials.

v) Enhancing health and safety concerns through appropriate school design, maintenance and repair.

Campbell (1974) goes on to say that school plants exist to facilitate the instructional programme. School plants like other physical facilities, require instant programme of maintenance. Equipment wears out and must be replaced, paint deteriorates and must be replaced. Roof eventually leaks and requires repair. Most maintenance jobs require skilled craftsmen, including plumbers, painters, electricians, masons and many others. To manage physical resources effectively, the head should delegate some of the responsibilities to teachers and support staff.

### 2.3.5 Finance and business management

Managing funds is one of the major tasks of a school head. The sources of any school programme depends very much on the way the financial inputs are managed and this in turn affects the overall performance of each school. It is therefore important that all
schoolheads have a sufficient knowledge of finance to be able to be effective financial managers.

According to Okumbe (2001), financial management in an educational organization is concerned with four main areas.

i) Understanding the sources of revenues for the school.

ii) Preparation of the school budget.

iii) Monitoring expenditure in the light of the approved budget.

iv) Management of services of non-certified personnel.

Mwagu (1978) also states that:

The administrative activities and financial management are instrumental to the achievement of the major purposes of the school.

Today, education is a big business and the headteacher is right in the middle. The budget should reflect the nature of the school performance needed. Campbell (1974) stresses this point by saying:

The basic position of the instructional programme is stressed. The budget should not provide simply for the personnel but rather for particular parts of the programme. The budget should stipulate not simply money for equipment but money for particular part of the programme.
Effective participation in budget development demands both knowledge and planning on the part of the headteacher. This aspect is clearly stated by Macklearly and Hencley (1970) when they say:

Effective participation in school, budget making requires not only business acumen but also a clear conception of instructional programmes necessary for their achievement. The nature of the programme goals and factors such as student enrollment becomes primary considerations in moving from programme conceptions to budget considerations. Such factors determine needs in relation to each of the budget categories ....

2.3.6 School community relations

According to Campbell (1974), the building of a realistic expectation of what the public schools can do in a community represents one of the major tasks of any school administrator. Only with such understanding can school procedures make sense to citizens and lead to significant advances in school performances.

It is generally said that a school is not an island, but a part of the community in which it is located. Members of the community are now more involved in the school affairs than ever before. School-community relationship requires particular attention, considering that the 8-4-4 system calls for the participation of parents and the community as a whole in providing funds, facilities and supplies.
through self-help efforts. As such, the headteacher has to be accountable to the community.

Mbiti (1974) also says of the headteacher:

He has to know the community well enough to be able to make members of the community interested in what their children are doing in the school.

According to Okumbe (2001), the headteacher has the following to do:

i) Assisting the community to contrast its current sense of what the schools do and ought to do with other conceptions of education.

ii) To interpret the educational performance to the community.

iii) Working closely with the representatives of the community.

iv) Working with other non-governmental organisations involved in the health of the community and the youth.

v) Enabling staff to understand and appreciate the community.

Olembo (1992) goes on to say that school operates as an integral part of a community. The characteristics of the community may be significant in explaining the pupils to the school and in suggesting the design of a suitable school programme. There is a need for a two-
way communication in school community relations. Information gained through school-community contact will help the headteacher to co-ordinate school activities with those of other agencies thus avoiding conflicts as well as to endorse appropriate supervision to ensure a smooth liaison of the two.

2.4 Challenges faced by Headteachers

Schools and education authorities have become increasingly aware of the need to be effective. This is partly due to pressures for accountability brought about by the government, the parents and by the economic downturn and resulting in reduced resource allocations. At the same time, a realisation of the importance of the issue has grown as school heads and staff have sought to increase effectiveness in the school setting as part of the development of professionalism.

However, there are many challenges and constraints that heads face while striving to achieve this noble cause. One of the main challenging factors is the lack of professional training for headteachers in Kenya.

Olembo (1992) noted that:

Educational authorities in Kenya should consider seriously giving professional education to headteachers in matters related to instructional leadership.
Our education system, its structure and curriculum has undergone changes. This poses a challenge to the headteacher. Olembo goes on to say, that there is no formal induction course in this difficult role of headship offered in the newly appointed heads. Most of the heads run the schools using teaching experiences perhaps only training he receives while deputising, worse still some headteachers are appointed straight from the classroom.

Challenges posed by these changes and innovations in our education system need a progressive and dynamic headteacher who is firmly interested in and committed to the education of children. However, not every classroom teacher will have these qualities. This therefore calls for a school headteacher to be well-trained and committed person.

Kathryn M. Bartol and David Martin (1981) have stressed this aspect of training:

For managers to develop work agenda, act out roles and engage in planning, organizing leading and controlling, they need sound knowledge base and key management skills, technical, human and conceptional skills.

The other task where many heads have challenges is in financial management. Managing funds is one of the major tasks of a
schoolhead. It is therefore important that all schoolheads have a sufficient knowledge of finance to be able to be effective financial managers. However, financial management is one of the areas where many practising heads have had neither pre-service nor in-service training prior to their appointments and this has contributed to the failures of many schools.

Mbiti (1974) notes that money is an important element for the success of any venture. The rising cost of education has put a lot of stress on the schools and the parents. With the starting of cost-sharing parents have been overburdened. The headteacher has therefore to be very careful in planning his budget and spending money.

Mbiti (1999) says:

the most important thing for a headmaster to bear in mind is that any money received is public money.

Thus, education being a public venture requires that its mangers be knowledgeable in financial management. The other challenge headteachers face is in relation to the community where the school is situated.
As Mbiti (1999) noted:

A school is not an island but a part of the community in which it is located.

The members of the school community should not only include teachers, students and parents but should also include community members who do not fall in the three categories mentioned. The school community is expressed in many ways, i.e. through community participation in school events, community criticism of the school programmes, discussions and with community members.

Mbiti (1999) says that school activities must reflect as far as possible the nature and the aspirations of the community. Sometimes heads of schools receive hostility from the community. The reasons may be varied; for example if the headteacher does not belong to the school community, he is considered to be imposed on them. The parents and other members of the community may, become indifferent, hostile and unco-operative in the welfare of the school resulting to the stalling of school programmes and projects which depend on community moral and financial support.

As Olembo (1992) goes on further to say that;

The head is the school's public relations officer, he is the spokesman of an
organisation. He/she provides information to the public in what the organisation is doing and also listens to comments from the community.

It is clear that the schoolhead has an important role to play as a public relations officer to ensure the good relations are established between the school and the community and with the education authorities.

3.1 Study Area

The study was conducted in North Kivu, a district of the Eastern Province of the Democratic Republic of the Congo. The region is bordered by the South Kivu, Ituri, and South Sudan, with the borders of the district in the West and the Congo to the North. It is one of the districts in the Western Province and it is mainly known as North Kivu.

3.2 Study Sample

A sample of 10 headteachers was drawn from the target population of 50 schools. The researcher therefore worked with a sample size of 17% and according to Serpell and Harkess (1973) is a descriptive research as the sample size of between 10% and 20% is acceptable.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
The chapter describes the research methodology used to conduct this study. The study is a descriptive research and it entails field study survey seeking to establish problems headteachers were facing in their duties. The study also sought headteacher’s views on the causes of the problems, how they coped with them and recommendations.

3.1 Study Area
The study was conducted in Trans Nzoia District. It has an estimated population of 11,599 students. The district borders West Pokot in the North, Bungoma in the West and Uasin Gishu to the South. It is one of the districts in Rift Valley Province, commonly known as North Rift.

3.2 Study sample
A sample of 10 headteachers was drawn from the target population of 60 schools. The researcher therefore worked with a sample size of 17% and according to Jacob’s and Razarich 1972, in a descriptive research a sample size of between 10% and 20% is acceptable.
The sample covered the 7 divisions in Trans Nzoia district and comprised the following schools;

1. Boys' boarding 2
2. Girls' boarding 2
3. Mixed day 2
4. Mixed day/boarding 2
5. Mixed boarding 2

The divisions were represented as follows:
Central, Saboti, Cherangani, Kimimini, Kwanza, Kaplamai, Endebess.

There were 51 male and 9 female headteachers in the sample, aged between 30 and 55 years with headship experience ranging from 3 – 30 years.

The 10 headteachers were given the questionnaire which was intended to give a general picture of the problems the headteachers were facing in the process of performing the six managerial/administrative tasks.

The interview was given to 4 out of the 10 headteachers. The 4 headteachers represented all the divisions in the district and all the
categories of schools. They comprised 2 male and 2 female headteachers.

3.3 Sampling procedures
Using clusters of schools in each of the divisions in the district, a 3-stage sampling procedure was employed to serve the 10 headteachers. In the first stage, a proportionate sample of 50% of the schools in each division was obtained using proportional stratified sampling technique. The second stage was to stratify the clustered schools in each division in girls/boys/boarding/mixed/day/boarding schools and sample them again to ensure that each stratum was represented.

Simple random sampling was used where more than one school met the selection criteria. In a situation where only one school met the criteria, purposive sampling techniques was used.

For purposes of the interview, 5 out of 10 headteachers in the sample were again purposively sampled. They represented the 7 divisions and all categories of schools.
3.4 Research Instruments

Data were collected using a questionnaire and an interview schedule. Bore and Gallan say that the questionnaire and individual interview are the most common instruments for data collection in a survey research. The questionnaire was appropriate for gathering information on the headteachers and the school. The information related to the headteacher, age, sex, qualification, teaching and administrative experience, pre-service and in-service training and on the job etc. It was also appropriate for gathering information on problems headteachers face in the 6 main administrative tasks.

The advantage of using a questionnaire is that questions for each respondent are framed in the same way, i.e. there is uniformity and therefore they give information that is more comparable than from an interview which is more flexible (Sax, 1968). The questionnaire of this study was in two sections (A and B).

An interview schedule was also used to supplement the questionnaire where in-depth information was not provided for by the responses from the questionnaires. An interview allows free expression of
opinion by the interviewee and also allows the interviewer to clarify questions and probe further where necessary.

3.5 Data collection procedure

The researcher personally visited the sampled secondary schools having made prior arrangements with the headteacher on the most appropriate date and time for visit. During the visit, the researcher created rapport with the respondent and the purpose of the research explained. The respondents were then requested to fill in the questionnaire for the researcher to collect at a later date. An interview was conducted as a follow-up on the questionnaire to provide deeper insight into the findings. The questionnaire and interview schedule are provided in the Appendix A, B and C respectively.

3.6 Data Analysis

The data were initially analysed to determine the problem headteachers faced. The data were then quantified and summarised in tables using frequencies and percentages.

a) Problems encountered by headteachers in performance of each of the six tasks of school management.
b) The causes for the identified managerial problems in each task area.

c) Strategies headteachers used to cope with the identified managerial problems in each task area.

d) Headteachers' recommendations on how to overcome the identified managerial problems in each task area.

The data on the above problems encountered by headteachers in performing the main task of school management were analysed through frequencies and percentages which were tabulated.

The interview data were used to supplement and clarify information which was obtained through the questionnaire. These data were analysed through the same procedure as that of the questionnaire.

The results of the analysis of the questionnaire and interview were used to make recommendations on how headteacher's administrative problems can be solved.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The purpose of the study was to establish the problems the headteachers face in performing their duties. To fulfill these objectives of the study data were collected using a questionnaire and interview schedule.

This chapter therefore presents analysed data collected in the following order.

3.1 Characteristics of schools in the study.

3.2 Headteacher's personal data.

3.3 Problems faced by headteachers in performance of the six main task areas of school management.

4.1 Characteristics of schools

Included in the school characteristics were type of school, pupil enrolment and staff distribution by gender. The data or type of school, pupil enrolment and staff distribution by sex were solicited to enable the researcher to get the background information on he
schools in the study sample. The background information was to
assist the researcher in generalising the study findings to the sample
population.

4.1 Table: Characteristics of schools used in the study.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>No.</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys' Boarding</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Girls' Boarding</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Mixed day/boarding</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.1 shows all categories of schools in the district were
represented equally. Thus the findings of the study give a good
representative sample of all the different types of public schools in
the district.

Table 4.2: Enrollment by sex

N = 4179

<table>
<thead>
<tr>
<th>Sex</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>2514</td>
<td>60.15</td>
</tr>
<tr>
<td>Girls</td>
<td>1665</td>
<td>36.85</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4179</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Table 4.2 shows that the Boys' enrolment is higher than the girls. The Boys' enrolment is 60.15% compared to that of the girls (39.85%). The findings explain this big discrepancy and whether it has contributed to the administrative problems experienced by headteachers in the district.

Table 4.3: Staff distribution by sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>97</td>
<td>41.1</td>
</tr>
<tr>
<td>Male</td>
<td>139</td>
<td>58.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>236</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 shows that the male teachers are more than the female teachers. The male percentage is 58.9% while female percentage is 41.1%. The findings attempt to explain whether the numerical difference has contributed to some of the problems experienced.

4.2 Headteachers' personal data

Included in the headteachers' personal data were age, sex, academic qualifications, teaching experience and criteria used for their appointment to headship. The data were sought to provide background information on the headteachers. The information also
enabled the researcher to establish the calibre of headteachers in the study sample.

Table 4.4: Headteachers' personal data

<table>
<thead>
<tr>
<th>Age of Headteacher</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 – 39</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>40 – 49</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>50 – 54</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>55 and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.5: Gender of headteacher

<table>
<thead>
<tr>
<th>Gender of Headteacher</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
### Table 4.6: Headteachers' academic qualifications

<table>
<thead>
<tr>
<th>Academic Qualifications of Headteacher</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Masters</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Degree</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 4.7: Headteachers' teaching experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 yrs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3 - 6</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>7 - 10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>11 - 14</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>14 - above</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>W= 10</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table 4.8: Deputyship experience

<table>
<thead>
<tr>
<th>Deputyship experience</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 yrs</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3 - 6</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>7 - 10</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>10 - 14</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14 - above</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.9 Headship experience

<table>
<thead>
<tr>
<th>Headship Experience</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 yrs</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3 – 6</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>6 – 10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>11 – above</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to tables 4.4 – 4.9, all respondents viewed age as an important aspect for efficient headship. The main reasons headteacher gave in support of age were, that age is generally associated with maturity which is regarded as crucial to responsibility. Age generally associated with experience which helps one build him/herself and thus avoids trial and error approach to work. It also gives confidence to pupils and staff personnel as well as the school community.

From my sample, the study shows that 705 of the heads were aged between 40 years and 49 years. They are all in the middle age where they are expected to be active and productive.
Gender

The study shows the number of male teachers is 70.5% compared to the female which is 30%. This discrepancy can be explained by the fact that many of the schools in the district are mixed. There is a tendency to give headship to males in mixed schools. It is generally assumed that a female head will not be able to discipline boys in a mixed school.

Experiences before Headship

All respondents were of the opinion that some reasonable period of teaching experience is important for efficient school headships. This is because it gives one experience in such areas as pupil management while in class handling disciplinary matters, dealing with counselling and guidance issues and other school activities.

All respondents interviewed indicated that the deputy headship experience was mandatory before appointment to headship. The main reasons were given in support were that it exposed the incumbent to:

1. Management and decision-making process in the school in the absence of headteacher. He/she gets some experience.
2. Headship tasks such as pupil and staff management, curriculum implementation, school community issues etc.

4.3 Problems faced by headteachers in the performance of the six main managerial tasks.

The intention was to find out whether headteachers faced any problems and which one is most experienced. The findings are expressed in percentages.

Table 4.10: Task areas and problems encountered

<table>
<thead>
<tr>
<th>Task area</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pupil personnel</td>
<td>8</td>
<td>80</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Staff personnel</td>
<td>4</td>
<td>40</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>School community</td>
<td>7</td>
<td>70</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Physical facilities</td>
<td>5</td>
<td>50</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Financial management</td>
<td>10</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Analysis

From the above table, it can be concluded that most of the headteachers experience problems in curriculum and instruction which recorded 100% and financial management which also recorded 100%. Pupil personnel recorded 80%, physical facilities 50%, staff personnel 40% and school community relations 20%.

Most respondents said they don’t experience staff personnel problems because most of the schools are in the provincial category and Teachers Service Commission has posted enough teachers. School-community relations are less because the schools are not localised; they get students from the vast Rift Valley Province. However, the few district schools in the data experience problems because they get their students from the locality hence political and other parochial interferences.

Curriculum and instruction, and financial management recorded 100%. Almost all respondents faced problems in these two major administrative functions. Lack of enough funds was cited as the main problem which hinders effective curriculum implementation. The heads are unable to buy enough resource materials. Financial management is mainly affected by lack of financial skills in
accounting; the Ministry of Education doesn't induct the newly appointed heads, so most of them learn on trial and error basis.

Table 4.11: Financial and business management

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of financial management skills</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Dishonest Bursar</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

b). A summary of the reasons headteachers listed for the problems encountered.

- Inadequate training in financial management during pre-service.
- Lack of induction courses for newly appointed headteachers.
- Inadequate findings.
- Poor community support.
- Interference in school finances by parents and Board members.
- Fixed school fees structures by Government not taking into account inflations etc.
- Inadequate knowledge to monitor the activities of the bursar.
- Failure by auditors to audit the books of accounts on time.
- Inadequate bursary from the government.

**Strategies used by headteachers to cope with problems in financial management**

- Enlisting community support in findings.
- Requesting for more bursary from government.
- Exposure to financial management courses.
- Frequent consultations with relevant government sections.
- Encouraging parents to pay school fees in kind.
- Strict measures in fees collection and expenditure.

Recommendations given by headteachers on how to overcome the problem.

- Pre-service training in financial management skills; should be held regularly.
- Proper induction of newly appointed heads.
- Frequent consultancies with the relevant government sections.
- Enlisting community support in finding.

**Table 4.12: Curriculum and instruction**

a) Table 4.12: Curriculum and instruction

<table>
<thead>
<tr>
<th>Problem</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate human and physical facilities</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Overloaded curriculum and sudden frequent changes</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Ineffective curriculum supervision and inspection</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

b) Summary of reasons listed by headteachers for the problems encountered in curriculum implementation.

- Little or no consultations at all by policy makers with specialists in the field.
- Curriculum changes ignore both human and physical resources.
- Imbalance in training subject specialists leading to shortage of science and language teachers.
- Inadequate sources of supply of the required resources.
- Insufficient financial provision.
- Teachers may lack training, creativity and work capacity and therefore unable to deliver curriculum effectively.
- Limitations in the provision of space and storage facilities.
- Inadequate teacher skills and knowledge in examination and test setting and marking.

a) Strategies used by headteachers to cope with the problems in curriculum implementation.
- Openness to consult with successful headteachers, specialist teachers, curriculum developers and inspectorate.
- Enlisting the support of competent time-tabling staff who give attention to all curriculum areas.
- Applying knowledge gained through experience as a headteacher.
- Enlisting staff dedication in curriculum implementation.

b) Recommendations given by headteachers on how to overcome the problems cited in the above table.
- Proper co-ordination and networking between the headteachers and other relevant bodies. Such as Ministry of Education, curriculum developers and the inspectorate.
- Regular in-service training programmes.
- Enlisting staff in curriculum implementation.
- Proper delegation of responsibilities and follow-up of all curriculum related matters.
- Generating funding sources.

Table 4.13: The problems cited by the respondents in pupil management.

<table>
<thead>
<tr>
<th>Problems</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deviant behaviour manifesting itself in general indiscipline, frequency drug abuse</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Family related problems, e.g. single parenthood, divorce, separation, poverty</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Poor rapport between headteachers, pupils, staff - pupils.</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Over enrollment</td>
<td>2</td>
<td>20</td>
</tr>
</tbody>
</table>

The leading problem as shown in the questionnaires data in the table above were deviant behaviour cited by 70% of the respondents and family related problems cited by 50% of the respondents.

a) A summary of reasons headteachers listed for the problems faced.
   - Lack of adequately qualified guidance and counselling personnel in the school.
- Pupil environmental differences, for example deprivation in early childhood, home conditions, family size, income level affect school performance.
- Changing life values demanding new approaches.
- Peer pressure.

b) Strategies used by headteachers to cope with the main problems in pupil management.
- Headteachers making an effort to know the pupil, personnel in the institutions, their strengths and weaknesses etc.
- Sympathy, empathy and sensitivity in handling pupil problems.
- Co-ordinating guidance and counselling, remedial and welfare services.
- Maintaining good working relations,
- Communicating school rules and regulations effectively through noticeboards, assembly to pupil representatives.

c) Recommendations by headteachers on how to overcome problems cited above.
- Ministry of Education to intensify the training of headteachers in guidance and counselling skills.
- Sensitivity to changing life values and challenges.
4.3.4: Problems faced by Headteachers in Staff personnel Management.

a) The problem as cited by the respondents are shown in the table 4.14 below.

Table 4.14: The problems faced by headteachers in staff-personnel management

<table>
<thead>
<tr>
<th>Problems</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low morale</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Interpersonal conflict</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Staff shortage and turnover</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Staff indiscipline</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Staff personal problems</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The table shows the most dominant problems as low morale and inter-personal conflict cited by 70% and 50% of the respondents respectively.

- Headteachers collaborating with parents, teachers association and other authorities in instilling discipline.
b) A summary of the reasons headteachers listed for the problems encountered.

- Poor remuneration and incentives for teaching staff.
- Headteacher’s lack of means of motivating teachers.
- Staff stress and differences in personalities.
- Inadequate headteacher-staff contact due to lack of time.
- Inadequate in-service training and seminars for teacher’s self-development.
- Lack of participation by the staff in management decisions.
- Poor communications.
- Poor manpower planning while training teachers.

c) Strategies used by headteachers to cope with the problems cited in staff-personnel management.

- Good management of human resources through enlisting strategies such as:

  i) Enlisting good back-up from the Board of Governors (B.o.G) and the Parents Teachers Association (P.T.A) in handling staff welfare matters.

  ii) Having dialogue with the staff and being accessible to them at all times.

  iii) Empathy and sympathy in dealing with staff problems.

  iv) Making an effort in decisions which affect them.
d) Recommendations by headteachers on how to overcome problems.

- Management with a human face.
- Creating opportunities for advice by experts to headteachers on stress management (pupils, staff, headteacher).
- Boosting staff morale through welfare strategies.
- Training headteachers in personnel management.
- Teachers Service Commissions should recognise and improve remuneration of teachers.

4.3.5: School (physical) facilities.

a) The problems on school plant are as shown below.

Table 4.15: Problems of school plant

<table>
<thead>
<tr>
<th>Problems</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of enough facilities and supplies</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Maintaining school plant and grounds</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Provision of transport and health services</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

a) A summary of reasons headteachers listed for problems encountered.
- Inadequate physical facilities e.g. school buildings, some lack enough classrooms, laboratories, workshops.
- Inadequate equipment and apparatus, for example laboratory chemicals due to poor sources of funds.
- Lack of means of transport e.g. school vans and buses.
- Lack of health services – due to inadequate funds to buy drugs and qualified nurses in the school.

b) Strategies used by headteachers to cope with the problems cited above in physical facilities.
- Organising for proper distribution of equipment, supplies and facilities.
- Adapting available space to need.
- Effective maintenance and repair of buildings.
- Effective communication processes e.g. telephone, sign-posts enquiry office noticeboards.

c) Recommendations by headteachers on how to overcome the problems cited above.
- The government should fund the building of classrooms, laboratories in the newly started schools.
- Headteachers should make best use of available resources in their localities.
- Inspection for repairs and renovations and stock-taking.

4.3.6: Problems faced by headteachers on school-community relations.

The table below presents problems faced by headteachers in school community relations, with breakdown due to excessive student activities or poverty.

Table 4.16: Problems faced on school community relations

<table>
<thead>
<tr>
<th>Problems</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent interferences from the community.</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Breakdown of communication between school and community</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Illicit brews and drugs supplied to students</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

a) A summary of the reasons headteachers listed for the problems encountered.
Interference from the community since most schools are built on harambee basis, so communities want headteachers from their localities to head.

- Interference from sponsors who want heads from their faith to head the school.

- P.TA. interferences where the head is accused of funds misappropriation.

- Communication breakdown due to negative attitude towards community activities or vice-versa.

- Indiscipline as a result of illicit brews and drugs sold to the students due to poverty.

(b) Strategies used by headteachers to cope with the problems on school-community relations.

- Planning for school-community activities and services.

- Establishment of school committees and parents association, and defining their roles.

- Need for a two-way communication in school-community relations.

- Avoiding conflicts.
(c) Recommendations by headteachers on how to overcome problems cited above.

- Aligning school programme to community activities and vice-versa.
- Exchange information through public addresses, mass media, prize-giving days, etc.
- Develop positive attitude towards community projects and vice-versa.
- Provision where need arises to the community of essential services such as school bus, school hall, water, etc.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1 Summary

The major purpose of the research project was to find out administrative problems faced by secondary school headteachers in Trans Nzoia District of Rift Valley province. The opinions of 10 headteachers were sought and obtained through questionnaires and interviews schedule. Some of the administrative roles, duties and responsibilities of the headteachers were highlighted in chapter 2. Chapter 3 dealt with the design and methodology of the study. It showed the sample, the research tools, their construction and structure and how they were administered.

Although the motivations of the headteachers were highlighted, they also faced problems that gave the teachers most headache. The study also reviewed literature related to the subject area. The data were analysed and presented in tables of frequency distributions and percentages.
administrative areas of the headteacher. Responses from the respondents showed the various types of problems faced by the headteachers.

5.2 Conclusions

This study has enabled the researcher to arrive at certain conclusions about the problems the headteachers face in administering their schools. The most serious problems facing headteachers are in the area of finance, curriculum and instruction and maintenance of school facilities. Other problems include discipline of teachers and students. The problem that gives headteachers most headache is where and how to get adequate funds to run their schools. This is particularly so because parents are the main financiers and most of them are low income earners. This poor source of funding will affect the extent to which the curriculum can be delivered effectively; thus provision of textbooks, equipment and laboratory chemicals and other essential teaching and learning materials and facilities.

Although the qualifications of the headteacher differed, they still faced the same problems; it did not follow that the highly qualified headteachers experienced fewer problems in comparison to those who were not highly qualified. This is because some of the problems
experienced were caused by factors beyond the control of the school management, for example

- Inadequate funding.
- Inability of the Teachers Service Commission to provide teachers as and when required.
- Non-existence of environmental resources.
- No electricity or sources of power in some situations.

This does not mean that the problems experienced by headteachers are all external, if he/she is incompetent, inefficient and ineffective, he/she can be a contributing factor to the problems experienced. This therefore calls for a school headteacher to be a well trained and competent person.

5.3 Recommendations

On the basis of the data collected and analysed, the researcher recommends the following:

1. The nature and quality of the curriculum offered in a school are closely related to the resources which are available and most importantly how well they are used. Even where finances are available, it is important to improvise and acquire resources from the local environment; in the following ways.
i) All possible resources should be identified and used appropriately.

ii) There should be a maximum use of all available resources.

iii) Local resources should be sought or manufactured wherever possible.

iv) The use of resources should be carefully monitored and controlled.

2. Supervision of curriculum remains the sole responsibility of the headteachers. It is important to ensure that delegated tasks are carried out on time and in proper manner.

3. Conflict management is one of the activities that a school head is exposed to on a daily basis. Conflicts and disputes are part of life. The type of conflict a school head is exposed to is not restricted to the domain of the school, and in many cases can involve the community and other stakeholders. Therefore, a sensitive approach is required by a schoolhead and endeavour to nurture a positive atmosphere.

4. The communities should be compelled to find ways of paying school fees and providing other facilities for the schools. This can be achieved through the following ways.
- Community leaders paying a leading role in mobilising the masses to participate more effectively in school projects.
- Involving community groups and former students in self-help projects for the purposes of generating funds.
- Fund raising for individual schools in the area.
- Schools may also generate substantial funds by hiring school facilities e.g. halls, vehicles, playgrounds, etc.
- Schools can engage in money generating projects such as livestock farming, keeping poultry, cattle, pigs etc and fundraising activities e.g. music dance, drama, games and sports.

"Nothing ventured, nothing gained" should be the motto of all schoolheads.

5. On discipline, the training of guidance and counselling teachers be given a priority and teachers with professional qualifications in guidance and counselling be identified and employed by Teachers Service Commission to schools. This will assist headteachers now that the use of the cane as a means of instilling discipline has been banned.
6. Headteachers cultivate a democratic and participatory environment in their schools and encourage regular "Barazas" where teachers and students express views, suggestions and grievances and where the school administration can get an opportunity to expound on policies.

7. The Ministry of Education should review the criteria for allocation of bursaries. The amount allocated be based on the enrolment in the school but not on the poverty index with special concern for orphans, students with special needs and the girl-child.

8. Newly recruited deputy headteachers and headteachers be trained by KESI (Kenya Educational Staff Institute) on basic skills in management, financial control, curriculum implementation and public relations among others. This attaining qualification be used as a basis for future promotions by the Teachers Service Commission.

9. BoG (members of Board of Governors) be appointed from among persons of integrity and who are dedicated, committed, competent and experienced with a minimum qualification of Form four level of education or its equivalent and the Education Act be amended to legalise the constitution of the PTA (Parents Teachers Association), and to facilitate their membership in the BoG.
10. The government should increase investments in education to improve access, equity and quality in order to change some of the cultural norms affecting the society.

5.4 Suggestions for further research

This study has handled problems facing headteachers. This is only one aspect of secondary schools. There are many other aspects of secondary schools that can be looked into.

5.4.1 A study can be done to find out whether there is any correlation between headteachers' academic qualifications and problems experienced.

5.4.2 A study to find out whether female headteachers' faced same problems as their male counterparts.

5.4.3 A research similar as this one can be done to cover the whole province.
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Walker W. Farguhar, R.


and Manpower Training for Next Decade and Beyond, Nairobi: Government Printer.

I am a post graduate student at Kenyatta University. I am undertaking a research study in the field of Educational Administration. My research objective is to participate in this study.

I would be grateful if you would participate in the study by answering the questionnaire that will be mailed to you. All the data collected will be treated with utmost confidentiality and will be used only for the purpose of this study.

Yours faithfully,

[Signature]

Mr. Farguhar W. Hughes
Dear Sir/Madam,

RE: INVOLVEMENT OF YOUR INSTITUTE IN RESEARCH

I am a post graduate student at Kenyatta University. I am undertaking a research study in the field of Educational Administration. You have been chosen to participate in this study.

The questionnaire intends to find out the nature of administrative problems, which you may be experiencing in the course of your work.

Your co-operation in answering the questions faithfully will be highly appreciated. All the data collected will be treated with utmost confidentiality and will be used only for the purpose of this study.

Thank you in anticipation.

Yours faithfully,

Mrs. Eunice W. Njenga.
APPENDIX B.

These questionnaires are prepared to collect general information about yourself and the school. For the purposes of keeping the source of information confidential your name and that of the school are not required.

You are therefore asked to answer the questions correctly and honestly by ticking (/) in the right box in filling in the right number in the appropriate box.

SECTION A

1. Your sex
   Male ( )
   Female ( )

2. Your age
   20 - 29 ( )
   30 - 39 ( )
   40 - 49 ( )
   50 - 54 ( )
   55 and above ( )
3. Academic qualifications

i) P.H.D

ii) Masters

iii) Degree

iv) Dip/SI

v) Any other, specify

4. Your experience in the following capacities i.e. number of years;

i) Classroom teacher

ii) Head of Department

iii) Deputy Headteacher

iv) Headteacher

Total

5. Nature of your school/pupils

i) Boys

ii) Girls

iii) Mixed

6. Type of school.

i) Day

ii) Boarding

iii) Day/boarding

iv) Mixed/day
7. Category of school.
   i) National ( )
   ii) Provincial ( )
   iii) District ( )
   iv) Private ( )

8. Number of teaching staff.
   i) Male ( )
   ii) Female ( )

9. (a) Number of non-teaching staff
   a) Male ( )
   b) Female ( )

   (b) Number of subordinate staff.
   a) Male ( )
   b) Female ( )

SECTION B

This section is designed to gather information on problems you may be facing as Headteacher which are related to your role, and what you would suggest as possible solutions.

For convenience, questions are arranged according to six administrative task areas.
1. (a) Curriculum implementation (tick appropriate answer if problems faced or not).

   Yes ()    No ()

(b) List the common problems.

   i) 

   ii) 

   iii) 

   iv) 

   v) 

   vi) 

   vii) 

   viii) 

   ix) 

   x) 

(c) What are the probable reasons/causes for these problems.

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--------------------------------------------------------------------------------------------------------------------------
(d) Suggest possible solutions or recommendations to these problems.


(e) If the answer is No, to the above task, please list ways and means that may have enabled you to acquire competence in this task.

a) What are the probable reasons/causes for these problems?


2. Pupil personnel management.

Yes ( ) No ( )

a) List the common problems.

i)
b) What are the probable reasons/causes for these problems?


c) Suggest possible solutions or recommendations to these problems.


d) If the answer is No, to the above task, list ways and means that may have enabled you to acquire competence in this task.

3. Staff personnel management.

Yes ( )   No    ( )

a) List the common problems.

i) 

ii) 

iii) 

iv) 

c) Suggest possible solutions or recommendations to these problems.
b) What are probable reasons/causes for these problems?

Yes ( )
No ( )

[Reasons or causes written here]

c) Suggest possible solutions or recommendations to these problems.

[Recommendations or solutions written here]

d) If the answer is No to the above task, please list ways and means that may have enabled you to acquire competence in this task.

[Ways and means written here]

Yes ( )   No ( )

a) List the common problems.

i)  

ii)  

iii) 

iv)  

v)   

vi)  

vii) 

viii) 

ix)  

x)   

b) What are probable reasons/causes for these problems?
c) Suggest possible solutions or recommendations to these problems.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

d) If the answer is No to the above task, please list ways and means that may have enabled you to acquire competence in this task.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. School physical facilities

Yes ( )  No ( )

a) List the common problems.

i)    ________________________________________________________________

ii)   ________________________________________________________________

iii)  ________________________________________________________________
iv) 

v) 

vi) 

vii) 

viii) 

ix) 

x) 

b) What are probable reasons/causes for these problems?

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----------------------------------------------------------------------------------------------------------------------------------------

a) List the common problems.

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----------------------------------------------------------------------------------------------------------------------------------------

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----------------------------------------------------------------------------------------------------------------------------------------

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----------------------------------------------------------------------------------------------------------------------------------------

c) Suggest possible solutions or recommendations to these problems.

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----------------------------------------------------------------------------------------------------------------------------------------
d) If the answer is No to the above task, please list ways and means that may have enabled you to acquire competence in this task.
b) What are probable reasons/causes for these problems?


c) Suggest possible solutions or recommendations to these problems.


d) If the answer is No to the above task, please list ways and means that may have enabled you to acquire competence in this task.


SECTION C

The space below has been provided for you to make comments. Please feel free to make some suggestions and/or recommendations on aspects of secondary school headship which may be of importance to the education system of our country.
Interview Format for Headteachers.

1. What is the structure of administration in your school?

2. Do you think the structure as it is effective?

3. Can you comment on your professional experience and problems experienced?

4. Teaching staff

   i) Do you have enough teachers?

   ii) Are there problems experienced between you and the teachers?

5. Physical facilities

   i) Does the school have enough facilities?
ii) What assistance do you get from the following:


2. Community.

3. Any other.

6. Finance

i) What are the source of finance in your school?

ii) Is finance a major problem in your school? Explain.

7. From your experiences as a head, what can you say has been the most challenging tasks?