CONSTRAINTS THAT IMPINGE UPON THE ROLE OF HEADTEACHERS IN PRIMARY SCHOOL MANAGEMENT

BY

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A PROJECT SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION (PTE) OF KENYATTA UNIVERSITY

1990
DECLARATION

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

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DEDICATION

My Thanks to my beloved wife Dorothy, my son Kibet and my two daughters Chelimo and Chepngetich without whose tolerance and good-humoured acceptance of my periodic withdrawal from family life, this project would not have been completed. This work is also sincerely dedicated to my parents whose encouragement and efforts made me to be what I am.
The researcher would like to express his unconditional gratitude to his supervisor: Dr. Nelson M. Karagu, (Senior Lecturer and Chairman, Department of Educational Administration, Planning and Curriculum Development, Faculty of Education, Kenyatta University) whose tireless guidance, untold patience and encouragement made the project a success.

I cannot adequately express my special thanks to Mr. A.D. Bojana who gave me a lot of advice while writing this project.

My sincere thanks is extended to Mrs. Joyce J. Morogo who patiently and accurately typed my project.

I cannot also forget to sincerely thank both Mr. Richard Koech (APSI - Waldai Zone) and Mr. Moses Wao (Clerk - AEO's Office, Belgut Division) who willingly welcomed me to their division.

Finally, I am most grateful to the headteachers of Belgut Division who filled the questionnaires and held discussions with me.
**CONTENTS**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>i</td>
</tr>
<tr>
<td>Declaration</td>
<td>ii</td>
</tr>
<tr>
<td>Dedication</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vii</td>
</tr>
<tr>
<td>Abstract</td>
<td>ix</td>
</tr>
</tbody>
</table>

**CHAPTER ONE: THE PROBLEM AND ITS RELATED COMPONENTS**

1.1 Introduction ------------------------------------- 1
1.2 Statement of the Problem ------------------------- 3
1.3 The Purpose of the Study ------------------------- 4
1.4 Significance of the Study ------------------------ 5
1.5 Assumptions of the Study ------------------------ 6
1.6 Scope and Limitations --------------------------- 7
1.7 Research Questions Raised in the Study --------- 8
1.8 Definition of Terms Used in the Study --------- 8
1.9 Organisation of the Rest of the Study --------- 12

Footnotes --------------------------------------------- 13

**CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.1 Introduction ------------------------------------- 14
5.4 Suggestions for Further Research ------------ 78

BIBLIOGRAPHY -------------------------------------- 80

APPENDICES ---------------------------------------- 82
LIST OF TABLES

Table I - Headteachers Responses in the Area of Finance 46
Table II - Headteachers Responses in the Area of Curriculum and Instruction 48
Table III - Headteachers Responses in the Area of Staff Personnel 50
Table IV - Headteachers Responses in the Area of Pupil Personnel 52
Table V - Headteachers Responses in the Area of Physical Facilities 54
Table VI - Headteachers Responses in the Area of School-Community Relationship 55
Table VII - Headteachers Responses in the Area of School organization and Management 57
Table VIII - Headteachers Responses in the Area of Constraints Based on Responsibilities Relating to TSC, DEO, KNUT 58
ABSTRACT

The main concern of the researcher in this study was to find out the constraints that impinge upon the role of headteachers in Primary school management in Belgut Division in Kericho District.

Purpose of the Study

The purpose of this study was to identify:

1. The constraints that primary school headteachers faced in carrying out their duties and responsibilities.
2. The extent to which these constraints hindered the headteachers in carrying out their roles.
3. The leading constraints that primary school headteachers were faced with in carrying out their duties.
4. The special constraints that these headteachers might have faced in carrying out their administrative duties.

Procedure

A review of literature was made to identify the importance of the primary school headteacher, his/her role, constraints that impinge upon his/her role as he/she performs the daily duties and responsibilities that relate
to finance, curriculum and instruction, staff personnel, pupil personnel, physical facilities, school-community relationship as well as the general school organisation and management.

A questionnaire made up of four parts was developed by the researcher and was used as the main tool to collect the data. In part one the respondents had to give their background information while in part two the head-teachers had to rank the constraints according to their seriousness in their respective schools. Part three consisted of special constraints which required the head-teacher to answer the questions accordingly. The last part needed the respondents to give their respective comments in form of suggestions and recommendations.

The sample consisted of thirty headteachers selected randomly from a population of 146 schools from Belgut Division of Kericho District. The number of respondents came down to 26 because 4 headteachers did not complete the questionnaires. This was equivalent to 86.7% of all the sampled schools. Total responses from this number were analysed using frequency tables and percentages.
Limitations

There were several factors that limited the findings of the study. The first factor was the finances allocated to this study. The amount was too little that the researcher was forced to limit his travelling within the division. The second factor was time. The 3 months period was not sufficient to cover the research in great details. The third factor was that the sample of 30 respondents was a limitation in that the findings might not be applicable to all primary school headteachers in Kenya.

Findings

1. The constraint that constituted the greatest difficulty to the headteachers lay in the area of curriculum and instruction. This was mainly in the area of obtaining adequate instructional materials like textbooks and exercise books.

2. The parents were unwilling to contribute funds and that it was a problem to collect money from them. Some of them were generally poor but most lacked the cooperation deserved to enable any worthwhile fundraising.

3. In most schools, teachers did not stay for long before being transferred hence breaking the continuity of teaching in the affected schools. However, such
teachers were replaced by either ageing and traditional or untrained teachers who lowered the performance in some schools.

4. The officials from Ministry of Education, especially the APSI, AEO and DEO, gave very little guidance to teachers as they were not seen visiting schools.

5. In most schools there was shortage of classrooms, workshops, teachers' houses and space for expansion. This was linked to lack of funds.

6. Most headteachers found it a great task to supervise, coordinate and direct the daily activities of teachers in their respective schools.

7. There was a lot of public criticism which led to lack of commitment and hence parents became difficult in providing the necessary facilities for the welfare of the school.

8. Some schools experienced special constraints namely; political differences, religious differences, headteachers' personal or family problems, poor relationship between PTA and school committee.
RECOMMENDATIONS

1. There is need to create the position of the Administrative Assistant in primary schools. This person will handle tasks and duties which are not of an academic nature but that the headteacher will be final authority. The headteacher will then be free to devote all his time and energy to directing the instructional programme.

2. The Teachers Service Commission (TSC) should appoint through interviews the very best and qualified teachers to leadership roles.

3. The Kenya Educational Staff Institute (KESI) should organise regular refresher courses for most primary school headteachers. This will instil in them new ideas and tactics on how to run their schools.

4. There is need for all primary school headteachers to start a national association namely, "Kenya Primary Schools Headteachers Association." They can use it to discuss ideas on how to solve some of the constraints they face in their respective schools.

5. There is need for more rural primary school headteachers to solicit funds from charitable organisations.

6. The APSI's, AEO's and DEO's should constantly attend in-service courses. Such courses should be well organized so that these officers will later use the acquired knowledge to guide and advice the primary school headteachers accordingly.
CHAPTER ONE

THE PROBLEM AND ITS RELATED COMPONENTS

1.1 INTRODUCTION

All primary schools are built for the sake of providing conditions and services which will enable children to learn. It is at this stage that pupils are in their formative years and they therefore need a headteacher who can make the school environment conducive to learning by shaping the growth and development of children. In order then for a school to achieve and accomplish these objectives, proper administration must be stabilised.

In the early years of Independence in Kenya, it could be argued that the traditional functions of headteachers required no specialised training. This was because school systems were small and so administration was relatively easy. Hence, if a teacher was competent and effective in the classroom, he could be faced with minimum constraints on being appointed a headteacher. The need for specialised preparation (training) for Primary school headteachers in Kenya was then overlooked.

However, as quantitative expansion took place after the introduction of "free" primary education, accompanied by a diversified educational structure of
the 8-4-4 system, the tasks of headteachers became more complicated. Therefore, the assumption that a good teacher makes an effective headteacher could no longer hold. In order to cope with these new challenges, the primary schools need progressive and dynamic headteachers who are firmly interested in, and committed to, the education of children. This therefore calls for the need for proper preparation of headteachers or rather a different preparation than they had as classroom teachers. Such professional training will improve the methods and techniques of handling administrative tasks so as to bring about greater efficiency and effectiveness in running primary schools. This will instil in them tactics of dealing with problems as they come.

In Kenya, any person aspiring for headship in primary schools does not require any professional qualifications other than those required of teachers. As a matter of fact, teaching experience has been the only emphasised requirement. Hence, due to lots of administrative tasks coupled with lack of relevant professional competence, most headteachers are faced with crucial constraints. This point has been stressed by Mbiti when he says:
Many teachers have been and will be given a headmastership without any formal preparation for it. When a teacher is picked out to be a headmaster, he will find himself in a different world altogether with new responsibilities, commitments, new problems and in most cases less free time.

Therefore, apart from the headteacher's professional training, he should seek for guidance and advice from the field officers of the Ministry of Education concerning the constraints that he faces in striving to accomplish the objectives of both his school and the ministry concerned. This project then has endeavoured to unearth the various constraints that are faced by primary school headteachers.

1.2 STATEMENT OF THE PROBLEM

In Kenya today (1990), most headteachers irrespective of their formal training are faced with a lot of constraints. However, some are not of their making. Nevertheless, this has led to public criticism on the type of leadership the primary school headteachers give to their school communities.

Both the Ministry of Education officials and parents usually blame the headteachers when their pupils don't perform well in national examinations. The most common blame is that the affected headteacher is said to harbour a don't care attitude about what goes on in his school.
Hence this generally leads to laxity on the part of
the teaching staff as well as the pupils. What then
could be the cause of such behaviour on the part of a
headteacher?

As was cited in the introductory remarks, Kenya
has been faced with population explosion as well as the
introduction of the 8-4-4 system of education. It is
a system which is very much demanding in terms of
both facilities and personnel. Headteachers have not
also escaped constraints from these two areas.

It is then on the basis of the above mentioned
points that this research has been carried on to
ascertain the type of constraints that primary school
headteachers face.

1.3 THE PURPOSE OF THE STUDY

The purpose of this study was to identify:-
(i) The constraints that primary school headteachers face
in carrying out their duties and responsibilities.
(ii) The extent to which these constraints hinder the
headteachers in their carrying out their roles.
(iii) The leading constraints that primary school headteachers
are faced with in carrying out their duties.
(iv) The special constraints that these headteachers might face in carrying out their administrative duties.

1.4 SIGNIFICANCE OF THE STUDY

There are no genuine laid down procedures on the appointment of headteachers except that it is based on both seniority and merit. A procedure that is open to abuse by those charged with the responsibility of appointing headteachers. The assumption here was that teachers with experience in teaching would be in a position to handle both administrative and instructional tasks effectively in schools.

However, being teachers with no adequate formal training, they were expected to face several constraints which this project endeavoured to identify.

Through recommendations that emerged from the findings of this project, the ministry authorities may need to re-define their modes of appointing headteachers in primary schools so as to minimize the constraints that impinge upon the role of these headteachers. The Inspectorate Department of the Ministry of Education may find this information very useful when
performing their day-to-day duties. This is because they will be in a position to guide and counsel the headteachers accordingly.

The Primary TeachersColleges may as well utilise the findings of the study to consider the importance and relevance of the courses offered in Educational Administration Section of the Professional Studies. This is because the teaching of Educational Administration should be given more attention as it contributes a lot to the success of running the schools.

The findings of the study may also be helpful to the public in that they will be aware of the constraints facing the headteachers in striving to fulfil the goals and objectives that pertains to educational system in Kenya. Hence, this may then minimize the criticisms levelled on headteachers by the public.

Lastly, the study may as well assist other researchers to venture into further research projects on the basis of the findings arrived at by this researcher.

1.5 ASSUMPTIONS OF THE STUDY

The researcher carried out this study with the following assumptions:
1. The headteacher is aware of his administrative and instructional roles in the day-to-day running of his school.

2. The headteacher is aware of the constraints that face him in handling school matters.

3. Both the formal training, experience and in-service training may affect the mode of running a school by a headteacher.

4. The academic qualification of a headteacher may affect the running of a school.

5. The age of a headteacher may affect his role.

6. The sex of a headteacher may affect his/her performance in various administrative tasks in the school.

7. There are other people in the public who assist the headteachers in tackling the administrative tasks in schools.

1.6 SCOPE AND LIMITATIONS

1. This study was conducted in Belgut Division of Kericho District. The researcher worked with a sample of 30 out of 146 primary school headteachers from the mentioned division. This then may be a limitation in that the findings might not be applicable to all the primary school headteachers in Kenya.

2. Another limiting factor was the finance allocated to this study. The amount was too little that the researcher was forced to limit his travelling within the division.

3. Time was also a limitation in this study as the 3 months was not a sufficient period to cover the research problem.
4. Most respondents (headteachers) did not, in some cases, give true responses. This then could have led to a distortion of the actual "status quo" of the constraints facing primary school headteachers in Belgut Division.

1.7 RESEARCH QUESTIONS RAISED IN THE STUDY

This study attempted to answer the following research questions:

1. What are the constraints that primary school headteachers face in striving to perform their duties and responsibilities?
2. To what extent do these constraints hinder the role of headteachers in primary schools?
3. What are the leading constraints that impinge upon the role of primary school headteachers?
4. What are some of the special constraints primary school headteachers face in carrying out their roles?

1.8 DEFINITION OF TERMS USED IN THE STUDY

In this study, the following terms have been defined on the basis of the study.

Teacher: One whose function is to instruct in school.
Instruction: Refers to the classroom teaching.
Headteacher: Refers to the chief executive of the school.
whose main role is the overall running and control of the school.

**Instructional Supervision:** It is used to refer to both guidance and advice a headteacher gives to his teachers. This is to try and stimulate teachers in their classroom teaching through the use of better methods of instruction.

**Curriculum:** A course of study in the school.

**Primary School:** It is an educational institution that admits pupils from standard I to standard VIII.

**Division:** An administrative area under an Assistant Education Officer.

**Community:** Members of the public within the neighbourhood of the school.

**School-Community:** Refers to the members of the school whom the headteacher addresses himself to.

**Formal Training:** Refers to the pre-service training that is undertaken by teachers.

**In-Service:** It is a form of training where the skills and knowledge of teachers are upgraded.

**Experience:** It refers to the period of time one has served as a teacher.
Physical Facilities: These refer to all the school resources except human and knowledge resources.

Professional Training: Knowledge given to equip one with the necessary skills and expertise that pertains to teaching.

Professional Qualification: The grade a teacher obtains after completion of his training.

Academic Qualification: Refers to the level of education one attains at a given time.

Constraints: Factors which limit the headteacher in striving to perform his duties and responsibilities.

Pupil Personnel: The entire population of the pupils enrolled in the school.

Staff Personnel: All the teaching members in the school.

Role: The part played by someone in executing an assigned duty in order to reach an expected objective of an organisation.


M.ED(PTE): Master of Education (Primary Teacher. Education), Degree Programme.


T.S.C: Teachers Service Commission.

D.E.O: District Education Officer.

A.E.O: Assistant Education Officer.
A.P.S.I: Assistant Primary Schools' Inspector.
C.P.E: Certificate of Primary Education.
K.P.E: Kenya Preliminary Examination.
K.J.S.E: Kenya Junior Secondary Examination.
E.A.C.E: East African Certificate of Education.

P3 - A professionally qualified primary school teacher of grade 3.
P2 - A professionally qualified primary school teacher of grade 2. A teacher can be promoted to this grade from P3.
P1 - A professionally qualified primary school teacher of grade 1. A teacher can be promoted to this grade from P2.
S1 - A professionally qualified secondary school teacher of grade 1. A teacher can be promoted to this grade from P1.
1.9 ORGANIZATION OF THE REST OF THE STUDY

Chapter Two of this study will outline the literature based on researches done in areas related to this study.

Chapter Three will discuss the methodology used in the study. Chapter Four will deal with the analysis and interpretation of the data. Chapter Five will focus on both the summary, conclusions and recommendations as suggested by the researcher.
FOOTNOTES

1. Mbiti, D.M; Foundations of School Administration,
   Nairobi: Oxford University Press, 1974,
   p.48.
2.1 **INTRODUCTION**

The review of literature related to this study has been subdivided into three areas namely:-

1. The Importance of the Primary School Headteacher
2. The Role of the Primary School Headteacher
3. Constraints that impinge upon the Role of the Headteacher pertaining to:
   
   (i) Finance
   (ii) Curriculum and Instruction
   (iii) Staff Personnel
   (iv) Pupil Facilities
   (v) Physical Facilities
   (vi) School-Community Relationship
   (vii) School Organization and Management
   (viii) Responsibility Constraints related to TSC, DEO, KNUT.
2.2 THE IMPORTANCE OF THE PRIMARY SCHOOL HEADTEACHER

The headteacher is the main instrument through which the school fulfills its functions and therefore the success or failure of a school depends largely on the headteacher.

The headteacher then derives his importance from the role he plays in his school. Indeed the above is very much in keeping with Ochieng's sentiments that:

What are the functions of a school headmaster? He is, foremost, the leading teacher. Next to that he is the chief school administrator. Lastly, he is also a community leader. To be considered successful a headmaster must excel in the three roles.¹

Ochieng observes that, by saying a headteacher is a leading teacher, it does not mean that he must be the most educated of the school staff. His leadership hinges mainly on his devotion, discipline, conscientiousness and commitment. A headteacher needs a greater understanding of general knowledge of school subjects to be able to guide junior teachers teaching those subjects. Given the fact that many Kenyan schools have unqualified teachers, the headteacher should be able to assist particularly beginning teachers who have just received training and those who have no training at all.
To do that it is assumed that the headteacher must be a properly educated and trained teacher, with a specific subject matter, but with general professional teaching skills.

As a top school administrator, the headteacher needs a thorough knowledge of national educational structure and objectives. Only then can he perceive the relevance of the educational goals of his school. Mbiti supports this point when he says:

He (headteacher) must realize that his major task is to make the school's purpose clear to everyone; to see that the necessary equipment and monetary resources are available for school use, and to motivate his staff, the pupils, and the parents to produce a lively school spirit as well as excellence in work performance.

A school is usually judged by the way the headteacher relates himself to the pupils, his school staff, and to the community as a whole. The headteacher must live an exemplary life which will appeal to both the pupils and the public he serves. He must endeavour to be the best and most conscientious teacher on the school staff to the end that those who serve under him may follow his good example.

The headteacher who is the leader of the school, is looked upon to reflect knowledge, modernism and appropriate behaviour. If he does that then he lives up to his role
as a community leader. Given the fact that our children spend most of their youth in school, the headteacher is looked upon by the government, society and parents as the guardian of appropriate moral behaviour in the youth. Headteachers then are expected to behave in a manner which is acceptable to society whose children's development they influence greatly. In other words, he must be a good example of both moral conduct and integrity.

Olembo's (1975)\textsuperscript{3} views are in agreement with Ochieng's sentiments that headteachers derive their importance from the several functions they perform. These functions, according to Olembo, can be broken down into three categories namely; instructional, administrative and social functions.

Hence, without a headteacher, the school will lose direction in that little guidance and advice on instructional matters will be given as the headteacher, with the assistance of his staff, directs, organises and controls all the activities that take place in school. At the same time little appropriate moral conduct in the youth in schools will be instilled. It is because of these very vital and demanding functions that a headteacher is held in high esteem. To be able to fulfil the roles satisfactorily there is an urgent need to equip the headteacher with all the relevant abilities and skills which will contribute to making him a better and more effective school head. When all is said and done, the primary school head occupies a very strategic and important position in the school system.
Historically, the headteacher was appointed as a teacher among the other teachers to see to supervision and instruction in his school. His selection was based on the criterion of ability. Over the years the meaning of the title (headteacher) has assumed different interpretations.

Kwakwa describes a headteacher as:

The keeper of the keys, the director of transportation, the co-ordinator of correspondence, the quartermaster of stores, the deviser of intricate schedules, the publisher of handbooks, the director of public relations and when time permits, the instructional leader capable of exercising significant leadership of an educational nature within the school.4

Kwakwa (1973)5 observes that it is because of these interpretations that the present hue and cry in American education is over the changing role of headteacher from administrator to instructional leader. The irony of the situation is that while more is expected of the headteacher, nothing is being done to relieve him of those clerical duties which are, in some way or other, part of his duties. It has been addition with little subtraction.

Kwakwa argues that, if some of these headteachers are questioned about maintaining the educational programme, they may defend themselves in this way:
That telephone calls must be answered, reports to the head office must be made, callers must be received, mails must be attended to, supplies must be requisitioned and distributed, order in corridors and on the school grounds must be maintained, routine duties of minor importance must be attended to, signals of student or teacher unrest must be recognised and solutions sought.

When these multitudinous chores have been performed, the headteacher will rightly claim that very little time remains for the higher level responsibilities. These responsibilities demand so much of the headteacher and eat so much into his time that he has not been able to function to the very best of his ability.

There are several educational systems, for example, United Kingdom, Canada and United States of America that have come to recognize the headteacher's significant role in the educational structure and are doing something to enhance the headteacher's professionalism for the job. Such educational systems have realised that if primary education is not entrusted in the hands of well trained headteachers there is no guarantee that maximum production can be expected. Worse still, a developing nation such as Kenya cannot afford to waste. It is therefore vital that headteachers should be provided with professional skills to enable them to function effectively.

O'Connor (1965) argues that, whatever roles a headteacher performs, it is primarily his job to see that his staff develop pupils who are mature, alive and instilled with
the spirit of service towards mankind, spiritually, intellectually, morally, physically and socially.

As has been noted in this section, there are lots of activities which take up the headteacher's time. O'Connor (1965)\textsuperscript{8} then notes that the headteacher acts as the captain of the ship steering his vessel peacefully forward through stormy seas. The headteacher keeps his ship moving forward always making greater and greater progress. Naturally he meets with occasional setbacks and difficulties but he expects a certain amount of trouble because of the nature of his job. This does not, however, make him afraid to launch out on new and uncharted courses as this is his right as headteacher and his staff expects that he launches them.

The work of being a headteacher is not an easy task. To make the matter worse, there are no fixed formulas on how to succeed in fulfilling all the tasks that a headteacher needs to perform.

\section*{Constraints that Impinge Upon the Role of the Primary School Headteacher}

It is not possible to exhaust the above topic because of its wide and complex nature. At the same time, the constraints that impinge upon the role of one schoolhead may vary with those that affect other heads.
However, the researcher has endeavoured to review literature in the following eight areas:

2.4.1. Finance

Money is an obvious and important element for the success of any venture. In this connection, curriculum programmes cannot be launched without the necessary funds to support them. Any expansion in schools create a need for more money. Consequently, funds are always limited and therefore this becomes a challenge to primary school heads.

The headteacher is the accounting officer of his school, hence, he is responsible for all revenue and expenditure. He has been delegated this responsibility by the school committee. This is a very responsible position of trust and it is therefore the headteacher's moral duty to ensure that this trust is not abused.

The primary school head is in charge of huge sums of money usually in the form of donations, harambee fundraisings or levies such as activity funds. This requires the headteacher to be knowledgeable about school accounting procedures to escape from financial misappropriation or mismanagement of school funds. The Daily Nation while emphasising on school accounts says:

They (headteachers) should be financially knowledgeable in order to handle the schools accounts properly.
However, such knowledge does not exist in most school heads as they have not been trained in book-keeping. Therefore, they get into problems as adequate financial records are never kept.

The launching of the 8-4-4 system of education, has brought with it financial constraints in that headteachers have to find out means and ways of securing the funds to run their schools. These include funds to construct workshops, laboratories, equipment and facilities. Mr. Kipkulei, while addressing the annual general meeting of the Kipsigis Branch of the KNUT held in Kericho Teachers Training College, cautioned headteachers against mismanaging school funds and stressed that:

Prudent planning and careful control of expenditure in the implementation of projects in schools was paramount.

The parents who are supposed to finance the school projects have failed to meet the financial demands due to high cost of living. This becomes even worse because the headteacher is not authorised by the government either to collect any funds from school children or send any pupil home for failure of payment of any money.

2.4.2 **Curriculum and Instruction**
These areas involve giving guidance to teachers so as to develop greater competence in teaching. They also involve assisting beginning teachers to translate theories learnt in teachers' colleges into classroom practices. Therefore, these are areas where the headteacher helps, his teachers so that they can see more clearly the problems and needs of pupils. However, some headteachers lack appropriate knowledge pertaining to these areas. Olembo while focussing on this point stressed that:

Without proper guidance from the head-teachers who are at the strategic position in the administrative structure there is no assurance that any sound policies and recommendations concerning instructions in Kenya schools will be effectively implemented.11

It is on this account that the educational authorities in Kenya should consider seriously giving training in school administration to primary school heads in areas such as instructional leadership. Thus, before a headteacher is placed in a new responsibility, he must undergo a formal training for that particular job. The assumption that such jobs do not require formal training over and above that of teachers, is professionally wrong. It is actually through this assumption that most failures in school administration in relation to curriculum have cropped up. This is due to lack of appropriate knowledge pertaining to both curriculum and instructional matters leading to poor supervision.
of staff by the headteacher.

The procurement of sufficient instructional equipment and supplies has become very difficult to some headteachers. Some schools especially in the rural areas have had to do without basic classroom supplies. This has been a great injustice not only to the pupils and dedicated teachers, but also to the curriculum planners. This is because the curriculum cannot be properly taught and evaluated without supporting equipment. The District Education Officer (DEO) while stressing the importance of the classroom supplies told leaders in Nandi District that:

Only 25 percent of the total textbooks expected to be used by the pupils were available, making it impossible for the teachers to execute their duties effectively.12

Most Primary schools are subjected to serious shortage of essential instructional and learning materials like textbooks and exercise books among others. Mr. Cheloti, while addressing Nandi leaders observed that:

His officers were shocked at one time when they found a class of 40 pupils sharing only one textbook, while in another primary school, pupils had only one exercise book for all lessons.13
It usually takes a long time to convince the parents to purchase these books for their children because they argue that primary education is nowadays free. This task then becomes a great challenge to the primary school head.

2.4.3 Staff Personnel

A teacher is not simply a number among many employees. He is a personality. Hence, he has his own unique needs which should be satisfied. It is within a group of teachers that some of them have very negative attitudes towards work, others lack commitment and dedication towards their profession. These differences among teaching staff have made headteachers' work difficult in dealing with the staff personnel. The headteacher is challenged with a difficult role of creating harmony, promoting good staff morale and a climate conducive to good teaching and learning process within the school.

Some primary school headteachers are faced with problems of lack of adequate qualified teaching staff. This is usually very serious in schools with high pupil enrolment. Therefore, this will lead to overloading the few teachers. Such
situations may as well trigger off unbecoming behaviour, for example, riots or strikes on the side of the pupils.

2.4.4 Pupil Personnel

The increase in the pupil population in Kenyan Primary Schools has compounded the headteacher's responsibilities in terms of discipline and administration.

Punishment is perhaps the most controversial control technique. The use of corporal punishment as a control technique is questioned both on moral and legal grounds. In Kenya, corporal punishment should only be administered by the headteacher. However, it is not a surprise to find any teacher administering it. When they do it, they go beyond the reasonable measure and hence cause bodily harm to the pupil. This has led to severe complaints from parents and some end up in court.

Some primary school heads are not concerned with the progress report of each child in their schools. It is not a must that a headteacher should do this, but he can delegate this responsibility to the classteacher. His is only to
ensure that it is done and that respective parents are informed of the progress made by their children. Mbiti while emphasising this point remarked that:

There is nothing more interesting to a parent than a report about the progress of his child in school.\textsuperscript{14}

Good performance can be obtained if teachers perform their teaching duties with a lot of commitment and dedication.

The headteacher must realize that his school is a social institution where both teachers and pupils interact for special purposes. For these purposes or objectives to be realized, there is need for some restrictions. These restrictions appear in the form of rules and regulations governing the pupils' as well as the teachers' conduct while at school. However, parents on the other hand should assist the school heads in moulding the character of their children especially when the pupils are with their parents at home. \textit{The Daily Nation} while focussing on this point stressed that:

Parents should not support the youths when they go wrong at school. Mistreatment of teachers and headteachers, for example, shaving them in public, making them sweep pupils' toilets in front of their pupils and parents, and beating them up for disciplining their children should not be allowed to happen in our school system.\textsuperscript{15}
2.4.5 Physical Facilities

High pupil enrolment which resulted from "free" primary education and free school milk has forced many schools to expand their physical facilities. This has brought a lot of challenges to school heads in that they lack both the space and funds for expansion. Hence, there is lack of classrooms and workshops. The teachers' houses is also one of the main constraints primary school heads are facing. Prof. Saitoti, while speaking at Mashuru Secondary School in Kajiado District stressed that:

Good teachers' houses acted as incentives and helped retain staff in schools.16

Education in any society is a communal affair, a vital matter in which each and everyone should be involved. Though this is a noble idea, both the community and parents do not contribute sufficient funds to expand their schools. Mr. Kibaki while addressing both parents and students during a prize-giving ceremony at Gathera Secondary School in Othaya Division emphasized that:
It was Government Policy that parents should continue constructing schools without depending solely on the Government.17

In some Schools, though the buildings are available, they lack the necessary equipment such as desks or tools. This is also a disturbing constraint that some primary school heads face.

2.4.6 School-Community Relationship

It is the duty of the headteacher to enhance harmonious relationships among members of the school community. This can be done through community participation in school events as well as discussions and meetings with community members. Mbiti while focussing on this point says:

A school is not an island but a part of the community in which it is located.18

Unless the headteacher establishes effective communication with the community leadership, he will not be successful in promoting new innovations in his school. This is particularly true in Kenya where Most of the new projects such as construction of workshops, classrooms or libraries undertaken by schools are carried out in the harambee spirit.
Funds for such projects are contributed by the school community on a voluntary basis. The Sunday Standard while in support of this fact indicated that:

Faced with shortage of finance, educational setups are turning more and more to the community for provision of amenities. Without harambee spirit the educational process in this country would get it hard going.19

However, Odali (1984)20 and Mbaabu (1983)21 agree that though the headteacher is striving to have good relationship with the community, some community members spread malicious talks against the headteacher, or his staff members. Others may go to the extent of rejecting the headteacher with the pretext that he was imposed on their school. This has resulted in divisions and therefore lack of co-operation from the community. This has also created disunity among the staff members hence making it difficult for the headteacher to run the school effectively.

2.4.7 School Organisation and Management

In general, it is true to say that unless a headteacher can organise his administrative work to allow himself time to deal with staff business and general organisation of the school duties, he will find himself in a perpetual muddle of unfinished jobs and unsatisfactory situations. Unfort-
unately, this state of affairs first affects the staff, who become discontented and unco-operative. This feeling amongst the staff is quickly passed on to the pupils and results in disciplinary difficulties in all classes.

A headteacher needs to plan his work appropriately so as to attend to most of his duties and responsibilities. Mbogua (1970) suggests that such a large amount of work can be covered during non-teaching periods, after school hours and during weekends. This will minimize complaints from both the staff and the pupils and hence a harmonious and co-operative atmosphere will prevail in the school.

2.4.8 Responsibility Constraints related to Teachers Service Commission (TSC), District Education Officer (DEO), Kenya National Union of Teachers (KNUT)

There are frequent transfers of teachers in some schools. These transfers are initiated by either the TSC or the local DEO. Connected with this problem is that the same officers at times post too many ageing and traditional teachers to one school. Such teachers contribute to the poor performance in the affected primary school. This is because the ageing teachers are not fully dedicated to their work as their retirement is approaching.
On the other hand, if the headteacher is very old, he may not understand the needs and expectations of the young teachers in his school because of the generation gap. The headteacher could also be too young to understand the expectations of the older teachers. Such are the issues which create a lot of problems to the headteacher.

The Daily Nation (3.10.90) identified one other constraint that the researcher came across while reading through the related literature and has not been mentioned anywhere in the eight areas as a political interference in the running of primary schools. The Daily Nation has the following observation on the school that politics killed:

What caused the stoppage and subsequent abandonment of the school? Politics, sabotage ... That is what most people in the area claim.

The politicians blame the teachers for poor performance, while the latter often behind the scenes, accuse the politicians of interference in an area that is the preserve of professionals. In some instances, politicians have openly been told off school affairs, while they themselves have exerted pressure on action against some teachers. This point was expressed clearly in The Sunday Standard when it said:
It is wrong for the politician to threaten a teacher with sacking over poor examination results without trying to understand underlying causes.25

In *The Daily Nation*, the headteacher of Kosyin Primary School in Eldoret North while emphasising on political interference told the press that:

Their incumbent Member of Parliament hindered harambees organised for the school and that he had tried to get the headmaster sacked from the school.26

Therefore, both the headteachers as well as their teachers are usually interfered with by the local incumbent politicians. This reduces their morale of working hence poor results.

**SUMMARY OF THE REVIEW OF LITERATURE**

The researcher has endeavoured to review literature in three main areas. The first part dealt with the importance of the primary school headteacher. It is in this area that the headteacher was seen as the leading teacher, the chief school administrator as well as a community leader. The second part involved literature review on the role of the primary school headteacher. His role was broken down into three broad categories namely; instructional, administrative and social. Hence the headteacher was seen
to have a crucial role in directing, organising and controlling all the activities that take place in his school. However, it was found out that the headteacher has so many tasks to perform such that he might not have got adequate time to accomplish them all.

The constraints in the third part that were experienced by the primary school headteachers were categorized and discussed in eight main groups. In the first group on finance, the headteacher was seen to face financial problems due to lack of knowledge on school accounting procedures. The headteacher had problems with parents who were unwilling to contribute towards the construction of the school classrooms and workshops.

Some headteachers lacked appropriate knowledge pertaining to both curriculum and instruction and, this had led to poor supervision of the staff. It was also found out that most primary school heads had problems in acquiring sufficient equipment and supplies for use in classrooms, for example, textbooks and exercise books.

On staff personnel, the headteacher was faced with difficulties connected with lack of sufficient qualified staff.
Headteachers were faced with disciplinary problems both from the staff and the pupils. Some teachers were not committed to their work while parents complained bitterly to the school authorities when their children were punished for wrong doing in school.

It was found out that most primary school heads lacked funds to expand their physical facilities in schools. This was worse especially in those schools where they had poor relationships with their community. Such members of the community were very indifferent when it came to the development of the affected schools. Though the headteacher had no sufficient time to attend to most of his duties and responsibilities, he should have found time during non-teaching periods or after school hours or even during weekends to finish any pending work. This would minimize complaints from both his staff and pupils.

TSC and local DEO's tended to transfer teachers from some schools too frequently. At times they were replaced with either untrained or ageing teachers who may not have been productive as those transferred.

The researcher also reviewed literature on political interference in schools. Most schools were interfered with by local politicians hence poor performance.
FOOTNOTES


5. Ibid., p.10.

6. Ibid., p.10.


8. Ibid., p.23.


17. Ibid., p.11, Col.5.


24. Ibid., p.18, Col.2.
CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 THE SAMPLE

The researcher used a simple survey method in conducting this study. The sample was made up of 30 primary school headteachers from Belgut Division or Kericho District. The 30 primary schools were selected randomly from a total of 146 primary schools in the division.

3.2 RESEARCH TOOLS AND THEIR ADMINISTRATION

The researcher used a questionnaire in collecting the necessary data from the subjects. The questionnaire consisted of four parts. The first part dealt with the background information on both the headteacher and his school.

Part two dealt with the main aspects of the research namely, constraints that impinge upon the role of headteachers in primary school management. The constraints have been identified and put into eight main categories namely: Finance, Curriculum and Instruction, Staff Personnel, Pupil Personnel, Physical facilities, School-Community Relationship, School Organization and Management, Responsibility Problems as they relate to TSC, DEO and KNUT.
Part three dealt with special constraints that have not been covered in part two. These special constraints include, Political Differences, Religious Differences, Personal or Family Problems, Relationship between PTA and School Committee, Legal Factors and Nature of the Headteacher's Job.

Part four dealt with comments made by the relevant headteacher. These comments were in the form of suggestions and recommendations on how the constraints could be overcome. The headteacher also put down any other constraint that might not have been covered in the questionnaire.

3.3 COLLECTION OF DATA

The researcher visited all the 30 selected primary schools and administered the questionnaires personally to the respondents. The questionnaires were left for completion by his subjects for about a week. After one week the researcher went back to the respective schools and collected the completed questionnaires.

3.4 ANALYSIS OF DATA

After the data had been collected, the researcher analysed items in the questionnaire by use of tables of
frequency distributions and percentages. After each table, interpretation of results was presented. Chapter 4 thus deals with this data analysis and presentation.
CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 GENERAL COMMENTS ON RESPONSES

The researcher while collecting data, learnt that Belgut Division was one of the biggest educational divisions in Kericho District. It had a total of 146 Primary Schools. All the mentioned primary schools were administered by an Assistant Education Officer (AEO) stationed at Sosiot Centre. The division was sub-divided into 7 educational zones. Each zone being run by an Assistant Primary School Inspector (APSI).

Out of the 146 Primary Schools, 30 schools were randomly selected and used for the study. To ensure that the schools were selected randomly, each school was written on a small paper and put inside a basket. After shaking the basket, 30 papers were picked at random. The Headteachers of each of the picked 30 schools became the sample for the study. The questionnaire was then sent to each of the 30 headteachers.

After collecting the questionnaires, it was found out that out of the 30 primary schools to which the
questionnaires were sent, 26 headteachers of the 30 primary schools responded to the questionnaires which constituted about 86.7% of the total questionnaires administered.

The study intended to examine the constraints faced by the primary school headteachers in Belgut Division of Kericho District.

4.2 TYPES OF CONSTRAINTS

In brief the respondents identified the following types of constraints while responding to the questionnaires:

4.2.1 Finance

(a) Collecting funds from parents
(b) Organisation of harambee meetings to raise money for the improvement of the school.
(c) Preparation of a budget plan for the school
(d) Accounting and auditing for everything in the school.

4.2.2 Curriculum and Instruction

(a) Supervision of instruction
(b) Obtaining adequate instructional material
(c) Teaching an overcrowded class
(d) Getting along with pupils in class
4.2.3 Staff Personnel

(a) Providing counselling service for teachers
(b) Disciplining teachers who don't prepare lesson plans and schemes of work
(c) Dealing with teachers who are drunk or late for duty
(d) Delegating duties to members of staff and deputy headteacher
(e) Handling personal problems of teachers
(f) Handling staff meetings
(g) Reporting of teachers who are absent from duty
(h) Coping with teachers of opposite sex
(i) Frequent shortage of teaching staff
(j) Assisting untrained and new teachers.

4.2.4 Pupil Personnel

(a) Maintaining proper discipline among pupils
(b) Guiding and Counselling pupils
(c) Administering corporal punishment to pupils
(d) Reporting pupil progress to parents
(e) Providing and supervising co-curricular activities
(f) Organizing lunch programmes in school.

4.2.5 Physical Facilities

(a) Availability of adequate classrooms
(b) Availability of stores for safe custody of school equipment and school milk.
(c) Availability of sufficient teachers' houses
(d) Availability of sufficient workshops
(e) Availability of adequate desks for all pupils
(f) Availability of enough latrines/toilets for the school.
(g) Maintaining and repairing the existing physical facilities
(h) Keeping store ledgers up-to-date
(i) Obtaining adequate space for school physical plans.

4.2.6 School-Community Relationship

(a) Hostility from community
(b) Public criticisms
(c) Parents are difficult in providing their children with school uniforms
(d) Involving the community in school programmes and activities
(e) Promoting the welfare of the community and showing the community the need for the school
(f) Providing sound communication system between the school and the community.

4.2.7 School Organisation and Management

(a) Keeping all types of school records, inventories and reports
(b) Co-ordinating and directing the activities of teachers
(c) Organising the school time-table and seeing to the (supervising) day-to-day operation of the school.
(d) Planning the day-to-day running of the school.

4.2.8 Constraints based on responsibilities relating to TSC, DEO, KNUT,

(a) Frequent transfer of teachers from the school
(b) Many untrained teachers posted to the school
(c) Many ageing and traditional teachers posted to the school
(d) The APSI's, AEO's and DEO's give very little guidance to the teachers
(e) KNUT is often interfering with teachers' work.

4.3 THE LEADING CONSTRAINTS

These constraints were further analysed to determine the leading constraints. This was done by using a frequency count of those constraints ranked as number one. This then enabled the researcher to rank the constraints in order of their degree of seriousness. In this way, the researcher was able to determine the leading four constraints in every category by the number of respondents who viewed a given constraint as very serious.
Using a frequency count, various tables were drawn to show the ranking of the four leading constraints in every category; their frequencies, that is, the number of respondents who identified a constraint as very serious; and their percentages, that is, the ratio between the number of respondents who identified a particular constraint as number one and the total number of respondents multiplied by 100%.

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collecting funds from parents</td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>2</td>
<td>Preparation of a budget plan</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Accounting and auditing for everything in the school</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Organisation of harambee meeting</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Table I above shows the leading constraints as concerns finance to be the collection of funds from parents. This is followed by the preparation of a budget plan for all the equipment and facilities used in the school. The table also indicates that the headteachers were not well conversant with accounting and auditing for everything in their schools.
As is evidenced from the table, the headteacher was faced with a task of how to collect the necessary funds from the parents. This was a serious constraint to most headteachers especially with the introduction of the Eight Four Four (8-4-4) system of education. This system is practically oriented and hence requires that science laboratories, workshops, equipment and other facilities be provided. Most of the funds are supposed to come from parents who on the other hand have failed to meet these high financial demands due to ever increasing inflation and in some cases lack of money. Hence the headteacher had nothing to do except to run the school with the meagre facilities that were available.

With the availability of some finances, the headteachers apparently were faced with the constraint of preparation of a budget plan in their respective schools. This led to either mismanagement or misappropriation of the school funds or at times both. It was observed that handling of school funds requires an adequate budget to be prepared and followed so as to curtail misuse of public funds. However, it was found out by the researcher that most headteachers have no adequate knowledge of budget preparation.

The other serious area on the finances, was that some headteachers were not in a position to keep proper accounts of all the funds they receive in their respective schools. Efficiency in handling school funds requires an adequate system of records to be kept of all receipts and monies collected and that these records should be reconciled and
audited periodically. A task that most headteachers were not familiar with.

As a financial manager, the headteacher should ensure maximum use of all the school funds. He should be able to explain to parents how the school money has been spent. He should also tell them what else is needed. In any case, if the money is spent well, and that the parents can see the progress made in the school using the money they have contributed, they will be happy and ready to contribute more.

**TABLE II**

**HEADTEACHERS RESPONSES IN THE AREA OF CURRICULUM AND INSTRUCTION**

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Obtaining adequate instructional materials</td>
<td>16</td>
<td>61</td>
</tr>
<tr>
<td>2</td>
<td>Getting along with pupils in class</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Teaching an overcrowded class</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Supervision of instruction</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>
As shown in Table II, the leading constraints was obtaining adequate instructional materials. These instructional materials included textbooks, exercisebooks, tools as well as science apparatus. This was the most serious constraint as those who ranked it as number one constituted the largest percentage, that is, 61%. The second leading constraints were getting along with pupils in class as well as teaching overcrowded classes. The two constraints shared a frequency of four. However supervision of instruction seemed not to give problems to most headteachers as there were only two who ranked it as number one.

Obtaining adequate instructional materials was considered as a very serious constraint by many primary school headteachers as shown in Table II. The school's are at present asked to solicit funds from parents to subsidise for the shortage of both textbooks and exercisebooks. In fact the researcher found out that the pupils are asked to purchase their exercisebooks as none are supplied by respective schools. Though some schools were able to purchase a few textbooks, they were never sufficient for all the pupils. However, it takes a long time to convince the parents to buy these books for their children as they argue that primary education is free.

Getting along with pupils in class by creating a good and conducive climate necessary for teaching and learning in the class was another major constraints. This
might have been brought about by teaching overcrowded classes. Therefore because of a big number, the teachers concerned could not control the classes. The teachers were not also in a position to understand the needs of each child as they were many, hence, indiscipline cases grew in number.

Some headteachers viewed supervision of instruction as a constraint. The majority of them felt that they were overloaded with both administrative and teaching duties. However, others felt it was due to lack of cooperation from the staff. Some headteachers felt that due to the introduction of the Eight Four Four (8-4-4) system of education, they had no knowledge of the content of newly introduced subjects. This was because the elderly headteachers were trained many years ago prior to curriculum changes.

**TABLE III**

**HEADTEACHERS RESPONSES IN THE AREA OF STAFF PERSONNEL**

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Delegating duties to members of staff</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Frequent Shortage of teaching staff</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Dealing with teachers who are drunk or late for duty</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Handling of staff meetings</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>
The constraint that led in Table III was the delegation of duties to members of staff followed by frequent shortage of teaching staff. Most headteachers felt that it was a task to delegate duties to respective teachers in their schools. The researcher found out that this was because some teachers have very negative attitudes towards work while others lack commitment and dedication towards their profession. Hence they endeavoured to stay aloof from performing some duties delegated to them by their headteachers.

The researcher found out that some schools were faced with lack of teaching staff. Therefore headteachers had a task in convincing the available teachers to teach extra lessons. This became worse with schools that had high pupil enrolment. Some headteachers felt that the situation was made worse when the same few teachers came to school when they were late. Such were the teachers who also came to school drunk and could do very little work.

However, it was the feeling of most heads that dealing with a group of staff members who obviously have differences in their personalities, was a difficult task. The headteacher was therefore challenged with a difficult role of creating harmony, promoting good staff morale and a climate conducive to good teaching-learning process within the school.

The researcher found out that there were headteachers who were unable to handle staff meetings. In some schools
the researcher was surprised to note that there was no staff meeting held since the start of third term (1990). The reason being that headteachers of those schools feared being criticized by their staff members during such meetings. While in other schools, the headteachers held staff meetings and dictated the teachers on what to do.

### TABLE IV

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maintaining proper discipline among pupils</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>Guiding and Counselling pupils</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>Organising lunch programmes in school</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Reporting pupil progress to parents</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

Maintaining proper discipline among the pupils was a serious constraint faced by headteachers. A headteacher has to know ways and tactics of disciplining the pupils. It was unfortunate at times to hear that a parent had gone to harass a headteacher in his school over punishment of his child. Others even had their cases taken to court.
Both the society, the parent and the teachers should understand that pupils' positive records of good citizenship, courtesy, honesty, and industry in school were sometimes of more value to them than most of the subject marks achieved. Therefore, all should join hands in promoting good discipline in their young ones.

Guidance and counselling of pupils was the second leading constraint in Table IV. The headteachers were faced with disturbing and challenging task due to lack of concern and eagerness to learn on the part of the pupils. Hence, pupils attended classes for the sake of it while others did so because the headteacher demanded attendance from them.

Though most schools didn't have lunch programmes in the division, headteachers from the few schools with such programmes found it a task to organise them. This was mainly because parents were not willing to contribute funds for such programmes. The headteachers in such schools were head cooks as they were to supervise the preparation of meals. They were also catering officers as they went round purchasing and transporting the necessary foodstuffs.

Headteachers found it a task to report pupils' progress to parents. The main reason being that most parents were illiterate and could not read the reports of their children. However, there were some who though literate assumed to be too busy to peruse through the progress reports of their
children. These were the type of parents who sent their children to school for the sake of doing so. Such parents left the whole responsibility to the school authorities.

**TABLE V**

**HEADTEACHERS RESPONSES IN THE AREA OF PHYSICAL FACILITIES**

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Availability of adequate classrooms</td>
<td>8</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Availability of sufficient teachers' houses</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Obtaining adequate space for school physical plans</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>Availability of sufficient workshops</td>
<td>4</td>
<td>15</td>
</tr>
</tbody>
</table>

Table V shows that the availability of adequate classrooms was the leading constraint followed by the availability of sufficient teachers' houses. These constraints were caused by over-enrolment in several schools. This created a lot of pressure on the side of headteachers to expand their physical facilities so as to cope with the increase in pupil enrolment. However, the expansion of these physical facilities had not been successful because of lack of both finance and space. Parents were
not willing to contribute funds for either improving the existing facilities or for constructing new ones, that is, classrooms, teachers' houses and workshops.

The researcher noted that some schools had a piece of land which was less than one acre. This hindered the expansion of various facilities as there was no adequate space for construction of new buildings. This was because the occupants of the land neighbouring the affected schools were not willing to part with their plots even after being promised full compensation.

**TABLE VI**

**HEADTEACHERS RESPONSES IN THE AREA OF SCHOOL-COMMUNITY RELATIONSHIP**

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Public criticisms</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Parents are difficult in providing their children with school uniforms</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Promoting the welfare of the community and showing the community the need for the school</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Providing sound communication system between the school and the community</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>
The leading constraint in Table VI is public criticisms. Such criticisms might be through the mass media or public meetings. Criticisms of this nature made the community lose confidence in the headteacher and became very uncooperative. As a result the running of the school was affected since no more help from the community could be solicited.

Some community members spread malicious talks against the headteachers. Others created disunity among the staff to make it difficult for the headteacher to run the school effectively hence facilitating the withdrawal of the affected headteacher from the school. The researcher found out that in some school communities there were feelings that the headteacher was imposed on them hence there was total rejection of his leadership. Such constraints made the work of headteachers very difficult and no sufficient progress could be made in the affected schools.

Headteachers were faced with a lot of constraints from both illiterate and semi-literate parents who did not see the need or value for the school. They believed that their duty was to send their children to school and that the teachers would give them all the necessary knowledge they needed. As indicated earlier, the report of the progress of their children in school did not mean anything to such parents. These were the same parents who were difficult in providing school uniform to their children. It was even
puzzling for this researcher to come across school children with extremely torn school uniforms. Such children were not comfortable in school as they were being teased by the rest of the children with smart uniforms.

The same parents failed to turn up for Parents Teachers Association (PTA) meetings and therefore made it difficult for the headteacher to provide a sound communication system between the school and the community.

**TABLE VII**

**HEADTEACHERS RESPONSES IN THE AREA OF SCHOOL ORGANIZATION AND MANAGEMENT**

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organising the school time-table and seeing to the (supervising) day-to-day operation of the school</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>Keeping all types of school records, inventories and reports</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>Co-ordinating and directing the activities of teachers</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>Planning the day-to-day running of the school</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>

Organising the school time-table and seeing to the supervising day-to-day operation of the school was the leading constraint in the area of school organisation and management. This was closely followed by keeping all types of school records, inventories and reports. The two types of constraints
constituted 46% of the constraints in the area of school organization and management.

Headteachers were faced with constraints while endeavouring to co-ordinate and direct the activities of teachers as well as on how to plan the day-to-day running of the school.

All the above mentioned constraints arose due to too many duties and responsibilities that headteachers attended to in their respective schools. This led to lack of adequate time to fulfil all the duties at a given day.

To minimise these constraints, the researcher felt that the headteachers needed a lot of cooperation from the staff, the pupils and the community particularly the parents and leaders within that community. The headteachers also needed full cooperation and assistance from the field officers of the Ministry of Education.

**TABLE VIII**

HEADTEACHERS RESPONSES IN THE AREA OF CONSTRAINTS BASED ON RESPONSIBILITIES RELATING TO TSC, DEO, KNUT

<table>
<thead>
<tr>
<th>RANK</th>
<th>LEADING CONSTRAINTS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Frequent transfer of teachers from the school</td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>2</td>
<td>The APSI's, AEO's and DEO's give very little guidance to the teachers</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Many ageing and traditional teachers posted to the school</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Many untrained teachers posted to the school</td>
<td>3</td>
<td>11</td>
</tr>
</tbody>
</table>
The leading constraint that was identified in Table VIII was the frequent transfer of teachers from the school. This was followed by minimum guidance and advice given by both APSI, AEO, and DEO to teachers in general. These two constraints apparently were considered very serious as they constituted 73%.

The frequent transfer of teachers from the schools was a constraint to headteachers as this affected the smooth running of the school. This was because there was no continuity of the work done by teachers. Every time a new teacher was posted to a school, the headteacher had to induct him so as to fit in the rest of the school community. This also led to a lot of disturbances on the side of the pupils as they were being taught by different teachers within short periods. This became even worse because the teaching methods vary from one teacher to another.

The field officers namely, APSI, AEO and DEO were identified as not giving adequate guidance to teachers.
The main reason being that they devoted much of their time to clerical work in their respective offices hence no time was left for visits to various schools in their areas of jurisdiction.

The other constraint the headteachers experienced was related to the many ageing and traditional teachers who were posted to their respective schools. Such teachers showed a lot of laxity in their duties as they harboured a don't care attitude that after all they were about to retire.

Indicated in the table also was another constraint identified by the headteachers that there were many untrained teachers posted to their schools. The researcher found out that the untrained teachers needed a lot of advice and guidance from the headteacher whose duties were already in excess. Therefore they could not be able to perform as well as the trained teachers.

4.4 SPECIAL CONSTRAINTS

The researcher identified constraints that affected some schools but were not covered in the previous areas. These constraints were considered as being special. The researcher gathered information on these constraints by interviewing the headteachers. These constraints were divided into six areas, namely:
(1) Political differences
(2) Religious differences
(3) Personal or family problems
(4) Relationship between PTA and School Committee
(5) Legal factors
(6) Nature of the headteacher's job

4.4.1 Political Differences

The headteachers of some primary schools indicated that with the existence of political differences within the school community and parents, the development of the school was very much retarded. This was because there was complete lack of cooperation amongst different members of the school as well as the community.

This constraint led to an acute shortage of funds to finance the school's projects. This was because the community members could not easily attend PTA meetings hence organising for harambee collections became very difficult. Some headteachers indicated that the incumbent politicians hardly made visits to their schools especially if the community around the school were not supporters of these politicians. This then became a problem to the headteacher who could not organise for any fundraisings as these same politicians blocked their way.
The headteachers observed that the staff members were divided on the basis of political camps. Hence they tended to talk so much that they sometimes forgot to carry out their teaching and that led to poor examination performance in their respective schools.

At the same time, some headteachers indicated that staff members were often transferred on political grounds. Such teachers tended to live in fear and taught reluctantly awaiting for any reactions from the incumbent politicians. Such fears also retarded both the development and performance of the school.

Religious Differences

The researcher identified two schools with total religious differences. One of them had four denominations each canvassing for the sole sponsorship of the school while the other had three.

This had led to lack of school development because of disunity amongst the parents as well as the school community. This was because efforts to unite the people who belonged to different denominations was not possible. Eventually it frustrated efforts made to raise funds for financing the school projects. As a result the teaching-learning process was indeed impaired as the teachers morale remained very low while the general performance of children remained far below average.
4.4.3 Personal or Family problems

The researcher observed that some headteachers were faced with constraints because of both personal and family problems.

Some headteachers were identified to have persistent family squabbles. Others engaged in family fights while some had broken homes. Such headteachers had no tranquillity in their minds which could allow them identify and deal with school problems.

In some schools the headteachers did not appear in school compound until after eleven o'clock. These same headteachers left school prior to four o'clock. The researcher found out that such headteachers were engaged in their personal businesses. They travel far and wide attending to their businesses with the pretext that they had gone to see education officials in their offices.

It was also learnt by the researcher that some headteachers never made visits to their respective schools during the school vacations. They left their schools with no one to attend to and when cases of theft arose there was nobody to solve such problems. Such were the heads who were not development conscious in their schools. They became busy in their own family affairs during such
vacations and assumed they were not on duty. This thought was wrong because teachers are on duty throughout the year except when they officially request for leave from their employer.

4.4.4 Relationship between Parents Teachers Association (PTA) and School Committee

In three primary schools, the researcher found out that there were conflicts between PTA and the School Committee. Each of them wanted supremacy over the school. As was observed by the researcher, this led to a gradual retardation of the affected schools. This was because many projects were suspended for long periods as raising of funds to finance the school projects was almost impossible.

It was learnt that many meetings often ended up with disagreements or divisions among the members with clear indications that each group was out to frustrate and suppress the good intentions and suggestions of the other. In such situations, it was exceedingly difficult for the headteachers to run the school as each group wanted to have a bigger say over the running of the school and to appear more responsible.

However, it was the feeling of the affected headteachers that the duties and roles of each group be spelt out and that none should cross over.
and attend to duties of the other group.

4.4.5 Legal Factors

Legal factors include the national regulations and government policies among others. They at times interfered with the role of the headteacher, for example, the government policy that no pupil should be sent home for failing to pay school funds. With this policy, the headteacher could not be in a position to collect sufficient funds for the development of the school as parents relaxed knowing that their children could not be sent home.

However, some headteachers were noted to have sent their pupils home for not paying school funds. The researcher found out from these headteachers that parents of the affected children did not take it kindly. Some of these parents went round cursing and calling such headteachers names. Others rush to the offices of education officers to complain about such headteachers while others complained to their incumbent politicians. Therefore they made the work of the headteacher abit hard as these parents were very hostile to the school authorities and all the time demanding that the headteacher be transferred.
4.4.6 Nature of the Headteacher's Job

It was observed that the headteacher's job included administrative, supervisory and of course teaching duties. The job of a headteacher was too demanding that he fell short of time in trying to attend to all of them. This was because each of the mentioned responsibilities required to be done efficiently, effectively and competently.

The headteacher was required to know all the pupils personally in the school in order to be aware of their individual needs. This could pave the way for proper attention to each of these pupils. However, this was not possible due to the heavy work-load that the headteacher had. Some indisciplined pupils took advantage of this and through their influence made other school children to misbehave thus lowering the discipline standards of the school. Hence the headteacher was blamed for it and none could think of the much work that he had.

The nature of the headteacher's job was identified as a constraint in itself because the headteacher was unable to attend to all the duties satisfactorily. Other duties were not attended to completely. It was then the feeling of most headteachers that schools should be supplied with enough teachers. This could reduce the teaching load of the headteacher, hence could allow
allow him adequate time to attend to other duties. At the same time, the headteacher could delegate some of the duties to the staff members whenever necessary.

4.5 SUMMARY OF FINDINGS

The findings of this study can be summarized as follows:

1. The constraint that constituted the greatest difficulty to the headteachers lay in the area of curriculum and instruction. The most difficult area related to how to obtain adequate instructional materials like the textbooks and pupils exercise books. The constraint was common to all headteachers regardless of their sex, grade or experience.

2. The other constraint that constituted a great difficulty to the primary school headteachers was in the area of finance. The parents were unwilling to contribute funds and that it was a problem to collect money from them. Though some of them were generally poor, most lacked the cooperation deserved to enable any worthwhile fundraising. It was found out that this constraint led to lack of adequate physical facilities in that there was scarcity of funds
to expand the schools.

3. Frequent transfer of teachers from the schools was another major constraint that faced most headteachers. In most of the schools, teachers did not stay for long before being transferred hence breaking the continuity of the teaching in the affected schools. However, such teachers were replaced with ageing and traditional teachers who had reached almost their retirement age and hence lowered the performance of the school. Worse still, on retirement, they tended to be replaced with untrained teachers who required a lot of guidance from the headteachers who already had so much work to do.

4. It was also found out that the education officials like the APSI, AEO and DEO gave very little guidance to the teachers. The headteachers indicated that these officers were never seen visiting schools except during the time of problems. It was the feeling of headteachers that these officers should make frequent visits to schools to give advice and guidance to teachers and even the pupils. This can improve discipline in schools and that it will also contribute to good performance in national examinations.
5. Physical facilities was another source of constraints experienced by headteachers. In most schools there was scarcity of classrooms, no workshops and very few teachers' houses. In other primary schools there was lack of adequate space for school expansion. This constraint could be linked with lack of funds which could be used to expand the physical facilities in schools.

6. Seeing to the day-to-day operation of the school was another constraint identified by most headteachers. Such operation included supervising, coordinating and directing the daily activities of teachers. It also included the keeping of all types of school records, inventories and reports. These general organisation and management of school was found to be very tedious to the headteachers.

7. Many headteachers felt that there was a lot of public criticism which originated from parents. This led to lack of commitment and hence parents became difficult in providing the necessary facilities for the welfare of the school. They failed to see the need of a school therefore making the work of a headteacher very difficult.

8. This researcher also found out that there were some schools which experienced some special types of constraints which had serious impact on the schools' growth
and development. Such constraints related to political differences, religious differences, personal or family problems, relationship between PTA and School Committee, legal factors and nature of the headteacher's job.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The purpose of the research project was to find out the constraints that impinge upon the role of headteachers in primary school management in Belgut Division in Kericho District. Thirty primary schools were randomly selected from 146 primary schools in the division and headteachers from those schools were used as sample for the research project.

The respondents completed the questionnaires which were divided into four parts. Part one needed the respondents to give their background information while in part two they were to rank the constraints in order of their seriousness in their respective schools. These constraints were categorized into eight main areas namely; finance, curriculum and instruction, staff personnel, pupil personnel, physical facilities, school-community relationship, school organisation and management, and constraints based on responsibilities relating to TSC, DEO, KNUT. The constraints in each area were ranked separately up to four with the one considered most serious being ranked as number 1 and the one considered less serious ranked fourth.
Part three was made up of special constraints which were split into six areas namely: political differences, religious differences, personal or family problems, relationship between PTA and school committee, legal factors, and nature of the headteacher's job. The respondents answered questions that followed by putting down the answers on the appropriate blanks. The respondents were also interviewed to get more information for part three.

In part four, a space was left for the respondents to make comments. These comments were in the form of suggestions and recommendations on how the constraints could be overcome. They could also put down any other constraint that might not have been covered in the other areas. The questionnaires were completed and returned by 26 respondents out of 30 respondents sampled for the project.

The study also reviewed literature related to constraints that impinge upon the role of headteachers in primary school management. The researcher also reviewed literature on the importance of the primary school headteacher, his role and finally the constraints that he faced.

Chapter three dealt with the methodology of the study which included the sample size, the construction and administration of the questionnaire.
In chapter four, the data was analysed by indicating various types of constraints that were identified by the headteachers. The researcher discussed the major constraints in detail in the same chapter. In addition, further discussion of some special constraints which were noted in some schools was done.

5.2 CONCLUSIONS

This study has helped the researcher to arrive at certain conclusions about the nature of constraints faced by primary school headteachers in Belgut Division in Kericho District.

From the analysis of the data in the preceding chapter, the researcher was able to identify the type of constraints which caused the greatest difficulty to headteachers. These constraints lay in the areas of curriculum and instruction, frequent transfer of teachers, finance, little guidance, physical facilities, day-to-day school operations, and public criticisms.

Many headteacher were faced with constraints in areas of curriculum and instruction where some headteachers were not fully acquainted with the new changes in the 8-4-4 curriculum. The introduction of this new system of education led to the birth of new subjects
which might not have been familiar to the headteachers. In the instructional constraints, many untrained as well as elderly teachers might have been contributing factors because they didn't see the need of preparing schemes of work and lesson plans. Large enrolments in schools as a result of free primary education and free milk might have contributed to lack of sufficient instructional materials like textbooks and exercise books.

Frequent transfer of teachers might have led to posting of either untrained or elderly teachers. These teachers were unable to prepare lesson plans and as such they became a constraint to the headteacher. This resulted in poor performance of some schools in the Kenya Certificate of Primary Education (KCPE).

Many headteachers had problems in collecting funds from parents. The financial constraints might have been caused by the inflation which has hit the country. Many parents were poor and therefore had no money to contribute to the development of the school by providing physical facilities.

Many headteachers felt that adequate guidance and advice from field officers of the Ministry of Education was lacking. The headteacher indicated that they needed a lot of guidance and advice from APSI, AEO and DEO so as to keep up with new changes in the education system.

Attending to day-to-day activities in school was considered a task by many headteachers. This area of constraint ranged
from co-ordinating to directing both teachers' and pupils' daily activities in school. Dealing with teachers who were drunk as well as those who came to school late and not preparing lessons were some of the identified constraints that lowered the KCPE results in some primary schools. Public criticisms also lowered the standards of performance as this led to lack of commitment and dedication from the community.

The research project also revealed that there were some schools that were faced with special type of constraints. They included political differences, religious differences, personal or family problems, relationship between PTA and school committee, legal factors, and nature of the headteacher's job.

All these constraints differed in magnitude from school to school. However, it didn't necessarily follow that the highly qualified headteachers experienced fewer constraints as opposed to those who had lower qualifications. In other words, headteachers experienced constraints irrespective of their age, sex or qualifications though they varied in magnitude. On the other hand, it does not mean that the problems experienced by headteachers' are all external to the headteacher. If the headteacher is incompetent, ineffective and inefficient, he can be a contributing factor to the constraints experienced in the school. Therefore, the headteachers should be well-
trained and competent to be able to handle their ever demanding duties and responsibilities. They should be able to deal with constraints as they come, suggesting means and ways of overcoming them. They can only do this successfully with a lot of cooperation from their staff and pupils, the community and particularly the parents, leaders within the community, and also the field officers of the Ministry of Education.

5.3 RECOMMENDATIONS

On the basis of the data gathered and analysed the researcher recommends that:

1. There is need to create the position of the Administrative Assistant in primary school. This person would handle tasks and duties which are not of an academic nature. Under this arrangement, however, the headteacher will then be free to devote all his time and energy to directing the instructional programme. This new role will mean spending a great deal of time observing teachers in action, conferring with teachers in depth, getting to know the strength and the weakness of each member of staff, building on their strengths and neutralizing their weaknesses. It will mean making the teacher and the job he is doing the paramount consideration in the school.

2. The Teachers Service Commission (TSC) should appoint
headteachers through interviews so that only the very best and qualified teachers are put in leadership roles. Merit should be the basic criteria.

3. The fact that there has been some time-lag between the time of training and the time the knowledge acquired is put to use, undoubtedly means that the knowledge may have become obsolete or depreciated considerably. Hence, there is need for a provision of a regular in-service training operation in the Kenyan education system for those being appointed as headteachers. These refresher courses will acquaint them with changes in administrative requirements, methods, practices and techniques. Therefore, Kenya Educational Staff Institute (KESI) should organise regular refresher courses for the primary school headteachers. Such courses will instil in them new ideas and tactics on how to solve most of the constraints they face in their everyday running of their schools.

4. There is need for primary school headteachers to start a national association namely, "Kenya Primary Schools Headteachers Association". They can use such association as a forum to discuss and help each other with ideas of solving the constraints they face either individually or
collectively. Primary School headteachers in some districts have formed such an association but this should be extended to all areas so that at one stage they can all meet at national level.

5. Though the APSI's, AEO's and DEO's attend in-service courses, there is need for such courses to be constant and well organised. They will later help primary school headteachers adjust both their teaching and administrative methods.

6. Whereas charitable organisations are already giving financial-cum-material assistance to some schools particularly in urban centres, there is need for the rest of the rural primary school headteachers to solicit such worthwhile assistance.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

1. A similar research could be carried out to cover several districts in Kenya to enable generalized conclusions in the whole country.

2. There is need to carry out research on the relationship between the qualification of the headteacher and his leadership ability.
3. A research study could be carried out to find out whether the constraints are related to poor performance in KCPE in Belgut Division in Kericho District.

4. There is need to carry out a study to ascertain whether female headteachers experience similar constraints as their male counterparts.

5. A research study could be carried out to ascertain whether headteachers with many years of headship experience encounter the same constraints as those with few years of headship experience.
BIBLIOGRAPHY


The Headteacher,

Dear Sir/Madam,

I am a Postgraduate Student (M.Ed) at Kenyatta University carrying out a research project on "Constraints that impinge upon the Role of Headteachers in Primary School Management".

I would very much appreciate it if you could spend a few minutes of your busy schedule and complete the attached Questionnaire.

The information on the questionnaire will be kept confidential and no individual Schools or names of headteachers will be mentioned in the completed work.

Please, be as honest as possible in answering the stated questions.

Yours faithfully,

JOSEPH ARAP RONO
APPENDIX B - HEADTEACHER'S QUESTIONNAIRE

PART 1.0: BACKGROUND INFORMATION

Please fill the blanks with appropriate answers.

1.1 Your age ________________________________
1.2 Sex ____________________________________
1.3 Marital Status ____________________________
1.4 Number of years you had taught before being appointed a headteacher ________________________
1.5 Number of years you have served as a headteacher ____________________________
1.6 Number of schools you have served as a headteacher ____________________________
1.7 Your highest academic qualification e.g. KJSE or KCE etc __________
1.8 Your highest Professional qualification e.g. P2 or P1 etc __________
1.9 The sponsor of your school e.g. church or private or local community or Government etc __________
1.10 Total number of pupils in your school __________
1.11 Total number of teachers in your school __________

PART 2.0: CONSTRAINTS THAT IMPINGE UPON THE ROLE OF HEADTEACHERS IN PRIMARY SCHOOL MANAGEMENT

Below is a list of some of the constraints that a primary school head faces upon endeavouring to perform his administrative tasks. They have been identified and put into 8 main categories namely: Finance, Curriculum and Instruction, staff personnel, pupil personnel, physical
Facilities, School-community Relationships, School Organisation and Management, Responsibility Problems as they relate to TSC, DEO, KNUT.

Please rank the constraints under each category separately in order of their seriousness according to the way you encounter them in your daily school duties. That is, the constraint put down as no. 1, under every category, will be the most serious while the constraint you rank as last, will be the least serious.

2.1 FINANCE

(a) Collecting Funds from parents

(b) Organisation of Harambee meetings
to raise money for the improvement
of the school

c) Preparation of a budget plan for the
school

d) Accounting and auditing for everything
in the school

2.2 CURRICULUM AND INSTRUCTION

a) Supervision of Instruction

b) Obtaining adequate instructional
materials e.g. textbooks,
exercise books, science apparatus,
tools etc
c) Teaching an overcrowded class

d) Getting along with pupils in class i.e.
   ensuring that there is good climate
   necessary for teaching and learning
   in the class

2.3 STAFF PERSONNEL

   a) Providing and counselling service for
      teachers
   b) Disciplining teachers who don't prepare
      lesson plans and schemes of work
   c) Dealing with teachers who are drunk or
      late for duty
   d) Delegating duties to members of staff and
      deputy headteacher
   e) Handling of personal problems of teachers
   f) Handling of staff meetings
   g) Reporting of teachers who are absent from
      duty
   h) Coping with teachers of opposite sex
   i) Frequent shortage of teaching staff
   j) Assisting untrained and new teachers

2.4 PUPIL PERSONNEL

   a) Maintaining proper discipline among pupils
   b) Guiding and counselling pupils
c) Administering corporal punishment to pupils -- ( )
d) Reporting pupil progress to parents --------- ( )
e) Providing and Supervising Co-curricular activities ---------------------------------- ( )
t) Organising lunch programmes in school (in case there are any) ------------------------ ( )

2.5 PHYSICAL FACILITIES RANK (1-9)

a) Availability of adequate classrooms ----------- ( )
b) Availability of stores for safe custody of school equipment and school milk --------- ( )
c) Availability of sufficient teachers houses ---- ( )
d) Availability of sufficient workshops --------- ( )
e) Availability of adequate desks for all pupils - ( )
t) Availability of enough latrines/toilets for the school -------------------------------- ( )
g) Maintaining and repairing the existing physical facilities -------------------------- ( )
h) Keeping store ledgers up-to-date --------------- ( )
i) Obtaining adequate space for school physical plans ---------------------------------- ( )

2.6 SCHOOL-COMMUNITY RELATIONSHIP RANK (1-6)

a) Hostility from Community i.e. harassing of teachers by parents whose children are punished ( )
b) Public criticisms i.e. gossiping from parents has made the standards be low ---------------- ( )
c) Parents are difficult in providing their children with school uniforms ----------------- ( )
d) Involving the community in school programmes and activities

e) Promoting the welfare of the community and showing the community the need for the school

f) Providing sound communication system between the school and the community

2.7 SCHOOL ORGANIZATION AND MANAGEMENT

a) Keeping all types of school records, inventories, and reports

b) Co-ordinating and directing the activities of teachers

c) Organising the school time-table and seeing to the day-to-day operation of the school

d) Planning the day-to-day running of the school

2.8 CONSTRAINTS BASED ON RESPONSIBILITIES RELATING TO TSC, DEO, KNUT

a) Frequent transfer of teachers from the school

b) Many untrained teachers posted to the school

c) Many ageing and traditional teachers posted

d) The APSI's, AEO's and DEO's give very little (at times none) guidance to the teachers

e) KNUT is often interfering with teachers' work
PART 3.0 SPECIAL CONSTRAINTS

There are 6 areas identified in this section of special constraints. They include: Political Differences, Religious Differences, Personal or Family Problems, Relationship between PTA and School Committee, Legal Factors, and Nature of Headteacher's job. Please answer the following questions by putting down the answers on the appropriate blanks.

3.1 Political Differences

a) Are the local incumbent politicians keen in developing your school? NO or YES _________________________
   If NO, give reasons.
   ________________________________
   ________________________________
   ________________________________

b) Are the staff members often transferred on political grounds? NO or YES _________________________

c) Are the staff members divided on the basis of political camps? NO or YES _________________________
   If YES, What are the consequences?
   ________________________________
   ________________________________
   ________________________________

   d) Are the local community members divided on the basis of political camps? NO or YES _________________________
   If YES, what are the implications?
   ________________________________
3.2 Religious Differences

a) Is your school affiliated to more than one religious denomination? NO or YES ______________

If YES, what are the consequences? ______________

b) State the religious denomination(s) that is(are) affiliated to your school.

3.3 Personal or Family Problems

a) How many hours are you available in school in a given school day? ______________

b) Do you regularly remain back in your office after school? NO or YES ______________

If YES, state what you usually do.

__________________________

__________________________

__________________________

c) Do you regularly go to school during both the weekends and holidays? NO or YES ______________

If YES, state the duties you perform.

__________________________

__________________________

__________________________
d) Do your personal/family issues take up much of your school time? NO or YES ____________
   If YES, what are the consequences?

3.4 Relationship between PTA and School Committee
   a) Do your school operate with PTA or School Committee or both?
      ________________
   b) If the answer to (a) above is both, are there any conflicts between your PTA and School Committee?
      NO or YES ________________
      If YES, what do you think could be the reasons behind their conflicts?

3.5 Legal Factors
   a) What measures do you take against pupils who do not pay school funds?
      ________________
   b) What is the reaction of parents whose children are sent home due to non-payment of school funds?
      ________________
3.6 Nature of the Headteacher's Job

a) Do you have adequate time to attend to all your duties and responsibilities? NO or YES ______

If NO, what could be some of the consequences?

______________________________________________________________

______________________________________________________________

b) Do you have other persons who assist you in performing some of your duties? NO or YES ______

If YES, state these duties and the respective persons you assign them.

______________________________________________________________

______________________________________________________________

______________________________________________________________
PART 4.0 COMMENTS

The space below has been provided for you to make comments. Please feel free to make suggestions and recommendations on how the constraints could be overcome. You may also put down any other constraint that limits you in endeavouring to fulfil your role as a head-teacher.