CHALLENGES FACING HEADTEACHERS IN MANAGING DAY SECONDARY SCHOOLS IN IMENTI SOUTH DISTRICT, MERU COUNTY, KENYA

BY

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REG. No. E55/OL/0051/03

RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION) OF KENYATTA UNIVERSITY

NOVEMBER, 2012
DECLARATION

This project is my original work and has not been submitted to any other institution for any other programme.

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DEDICATION

This project is dedicated to my dad Benson Mutembei and my mum Harriet Nkatha for their word of encouragement since I was young. My mother’s humble ambition for me was that I should be able to achieve my destiny through education. She believed education is the key to success.

I also dedicate this project to my loving husband Bishop Kiogora Magambo, my two lovely daughters Linah Gatwiri and Favour Nkatha and my beloved son JohnMark Mwenda, for their psychological and moral support.
ACKNOWLEDGEMENT

I am greatly indebted to my supervisors, Dr. N.O. Ogeta and Mr. D. Wesonga for their commendable academic nurturing. Without their encouragement, support and diligence in supervising, this project would not have seen the light of the day. The writing on Dr. Ogeta’s office, “Never Give Up” always gave me the spirit of a finisher. I appreciate the department of Educational Management, Policy and Curriculum Studies for the support they have given me. I also wish to acknowledge with gratitude Kenyatta University, the University of my Choice for the support accorded to me. I am greatly indebted to Mr. Madanji O. Gabriel of Kenyatta University for his patient, guidance and support.

I am very thankful to Adonai, the LORD of my life for this far I have come. He is my Ebenezer.
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<td>Constituent Development Fund</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>AEO</td>
<td>Area Education Officer</td>
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<td>District Education Officer</td>
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<td>HM</td>
<td>Headmaster</td>
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<td>HT</td>
<td>Head Teacher</td>
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<td>UNESCO</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>NARC</td>
<td>National Rainbow Coalition Party</td>
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<td>P.D.E</td>
<td>Provincial Director of Education</td>
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<td>LATF</td>
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ABSTRACT

The main purpose of this study was to identify the challenges facing Head teachers in managing day secondary schools in Imenti South District, Meru County. Secondary school administration has played a key role in most secondary institutions throughout Kenya. Despite this, most secondary school head teachers face challenges that affect the efficiency needed in their respective institutions. The study endeavored to determine challenges and problems facing head teachers in managing day secondary schools and determine possible solutions. The study identified the causes of these challenges and outlined the effort taken by head teachers in order to overcome them. The research employed a descriptive survey study design as a better option to conduct the study. Out of twenty day secondary schools, only ten day secondary schools were sampled. The researcher used questionnaires and interview schedules to collect data. With a target population of 2780, simple random sampling was used to select respondents in these groups namely; 10 School BOG chairmen, 10 Principals, 10 Deputy Principals, 80 Teachers and 800 Students totaling to 910 respondents. Data was obtained and analyzed by use of Statistical Package for Social Sciences (SPSS) computer package to determine the challenges facing head teachers in managing day secondary schools in Imenti South District, Meru County. Both qualitative and quantitative data analysis were used to analyze data collected. Responses from questionnaire, interview schedules were organized according to pertinent aspects of the study. The findings were analyzed through descriptive statistics by use of frequencies, tables, graphs and pie-charts. From the study it came out clearly that among the many challenges facing head teachers in managing day secondary schools key among them was; financial management and curriculum and instruction which 100% of the respondents said were very challenging. Pupil personnel recorded 80% of the challenges head teachers face while 70% cited school community relations as a challenge. This study recommends that head teachers should be well trained on financial management while the government should increase funding for day secondary schools and the same should be released at the beginning of the school term. The schools should be provided with adequate curriculum and instructional materials. The students and teachers need to be regularly encouraged and motivated. The community should be sensitized on the cost sharing in day secondary schools. This study proposes further investigation on whether there is a correlation between the principals' qualifications and the challenges experienced and a study on whether female head teachers face similar challenges as their male counterparts. A further research is also recommended on the factors leading to low student enrollment in day secondary schools in Imenti South District, Meru County.
CHAPTER ONE

1.0 INTRODUCTION

This chapter of the research study dealt with the background of the study, statement of the problem, the purpose of the study, the objective of the study, research questions, research assumptions, the limitations and delimitations, significant of the study, the conceptual frame work and operational definition of terms.

1.1 Background to the Problem

Education is the main basis of transmitting knowledge, skills, training and attitude to the labour force. It is the third factor of economic development. Schultz (1999) and Denison (2008) summarized their study of return on educational investment in USA between 1929 and 1957. They found that between those periods, real national income grew by 3% annually. This productivity of labour increased to about 73% of the national income. Education had improved quality of labour and was responsible for 23% of the annual rate of growth in national product.

The government of Kenya has ever since 1963 invested heavily on education. The government of Kenya set up a number of committees and task forces to review the education systems and to tackle the emerging issues with a view of improving the quality and delivery of education services. Despite the many market and non-market benefits, which accrue both to the individual and the state, many children still remain disadvantaged to complete primary education due to wastage in form of drop out and repetition. The overall wastage rate in Kenya ranges from 30% to 47%, meaning that half
of the children drop out while others repeat classes, implying that overall economic and 
social development of the nation is rated at the rate of 50% (Eshiwani, 1998).

Education is of basic importance in the planned development of the nation. The 
provision of education and training for all is fundamental to the success of any 
governments overall development strategy. For most countries, education takes the lion’s 
share of the nations’ income. In line of universal access to basic education, the 
government of Kenya in 2002 declared free primary education (FPE) for all. President 
Kibaki announced that the NARC government had set aside an extra Kshs 2 billion to 
cater for schools.

The government’s policy on primary education was to achieve universal primary 
education (UPE) by 2005 which is the key strategy towards attaining the overall 
education for all by 2015. This is a clear testimony as to the importance the government 
attaches to education in this country. As a result of free primary education, the enrollment 
of children increased from 5.9M in 2002 to 7.2M in formal public schools alone in 2004. 
This was an increase of 18%, (Sessional Paper No.1, 2008). Enrollment to secondary 
schools was a challenge due to lack of adequate secondary schools to match that of 
primary schools. In 2007, there were 3,661 public secondary schools and 641 registered 
private secondary schools compared to 18,081 public primary schools. The imbalance 
worsened following the implementation of FPE as more pupils were able to graduate 
from the primary level to secondary schools. Most secondary schools were not able to 
admit all the pupils graduating from the primary schools. Secondary schools were mainly 
boarding in nature and the cost of education was high thus many parents were not able to 
educate their children. This led to the establishment of day secondary schools that could
cater for the increased number of students and were cost effective. In addition, the cost of boarding secondary school is higher than that of day schools by more than 50%

Imenti south in Meru County was not left behind as day secondary schools were established in almost all villages. The strategy in Imenti South was to have a day secondary school in every two primary schools. The government then posted head teachers to those day secondary schools. These head teachers have encountered many challenges in the management and administration of the day secondary schools. According to Okumbe, (2002) one of the primary objectives of administration in any organization is to co-ordinate the efforts of its members towards achievement of the organizational goals. The main objective of administration of the school as an institution is to improve on teaching and learning hence the activities of the head teacher as the school administrator must be directed towards accomplishing this aim. All schools are established to provide a conducive environment, which enable children to learn. In order for any school to accomplish these objectives, proper administration must be established.

No matter how well a school is equipped, no matter how well qualified the teaching personnel, no matter how impressive the school curriculum is, and no matter how much money we are prepared to spend in our schools, without proper management of schools, our national educational aims and objectives might never be fully realized.

The management of education is different in several respects from the administration of industry or commerce. In education, there is no profit motive for the manager. The motive of education administrator is to produce the best results for the parents and their children. In additional, it is difficult to assess the results of education. In case of changing social attitudes, it may take a generation before we can even guess at the results.
(Cole, 2009). On top of that, the production process can vary from teacher to teacher even within the same school. There is one person who is at the centre of the education process around whom all the learning and teaching processes revolves. This is the head teacher and it is agreed among educational researchers and practioners, that the head teacher is the single most influential factor on the success of a secondary school. Administration involves many people holding different offices; it is normally the head teacher who calls the tune. The head teacher is the chief executive or the managing director of an educational institution. Therefore, as the educational administrator, the head teacher must be concerned with all those activities through which the aims of the school and the means of their implementation are placed in operation.

Through the entire process of education, there is a high priority for careful and unobtrusive development of social skills. Without these skills, young people however clever will not be able to cope with much more complicated and sometimes much less civilized world outside the school. Brian, (2009) states the qualities required of a successful school manager or head are, a highly sensitivity to other people’s thoughts and feelings (empathy), a manifest tolerance of a wide range of religious, skin colour nationalities, sexual moves and political views, a persistence amounting to obstinacy when the cause justifies it, extreme patience, a highly objectivity, diligence, punctuality and above all a capacity to remain calm under stress, high ingenuity in discovering new and alternative solutions to old problems.

The educational manager has responsibilities both to his staff and to the society. The product of education is not things or services, it is the people. Educational managers share in the responsibility for the future of the society to which they belong. According to
(Campbell, 2010), the basic responsibility of the schools is the development of the skill of the mind, but overall mission has been enlarged. Schools are now asked to help each child to become as good and as capable in every way as natural endowment permits. The schools are asked to help children acquire any skill or characteristic, which a majority of the community deems worthwhile. The school head must now expect to know a great deal about politics, economics and social trends for they provide the climate within which the educational institution operates. Griffin, (2007) contends that the functional role of a school as an industry is a complex one. A school is a unique industry in the sense that its raw materials, that is, the students are inmates and have to be transformed into an appropriate product whose quality cannot be judged from the external appearance. The product of a school is judged by the way its passed students perform in the society. In order to perform its role effectively and efficiently a school and by implication the education system must be able to afford a foresighted educational leadership which is based on sound management principles and techniques. This shows that the society or more precisely the school milieu in which education is taking place has always viewed the head teacher as an important person. He is responsible for everything that happens in his school. Kochar, (2009) adds that the head teacher is the indispensable formulation of the forces of education.

By virtue of the authority vested on the head teacher, he is responsible for staffing, motivation and guidance of subordinates. The liaison role involves the manager in horizontal relationships with individuals and groups outside their unit or outside the organization. An important part of the head teacher’s job is linking between the school and the community. Information role relates to seeking and receiving information. This
information enables the head teacher to develop an understanding of the working of the
school and its environment. Information may be received from internal or external
sources then lastly the spokesman's role involves the head teacher as formal authority in
transmitting information to people outside the school such as the Board of Governors, the
general public, government and the press. This suggests that the head teacher should be a
thoroughly trained professional. Mbaabu, (2004), argues that the head teacher is held
responsible for so many roles in the school that his/her tasks nowadays are quite
complex. The head of a school should play a leading role in improving the quality of
teaching and learning. He/she should ensure that the school achieves its objectives in an
effective and efficient manner. It is therefore in the interest of the head teacher to search
for ways and means of improving oneself as a manager.

The school objectives should take into account the needs of the students, the staff, the
community and the nation. Students' needs include the desire for a complete education
that prepares them for the world of work, fostering of creativity to facilitate problem
solving, strengthening their abilities to learn independently, the provision of a variety of
co-curricular activities and opportunities for them to enjoy and learn their cultural
heritage. In addition to the needs of the pupils, the head teacher needs to be sensitive to
the critical role that the staffs play in achieving school objectives.

It is also important for the head teacher while formulating the school objectives, to
consider the needs of the community. These needs include the educational expectations
of parents for their children, the promotion of good citizenship, respect for community
values and parental involvement in school programs.
1.2 Statement of the Problem

Most head teachers of day secondary schools in Imenti South, Meru County face many challenges in the line of management. According to Cole, (2009), schools are sites of unending conflicts, targets of growing distrust and objectives of decreasing support. The head teacher has to deal with unruly students, irate parents, sullen tax payers, unwieldy organizations, myriad pressure groups, inadequate facilities and finances. All these revolve around the head teachers who offer both managerial and instructional leadership in the schools, (Owen, 2009). These head teachers are posted to day secondary schools that have minimal resources yet they are required to deliver results. These day secondary schools have inadequate teaching and non teaching staff, facilities, equipment and finances. Kyungu (2007) states that finances are instrumental to the achievement of all the major activities of the school. The head teachers of day secondary school are disadvantaged due to inadequate finances thus meeting the school objectives has been very challenging. The enrollment of students is very low as the community sees day secondary schools as of low class, thus the head teacher has the responsibility of getting students to join the school. In most cases, the students who enroll in these schools are those from very poor families and who performed poorly in primary schools and have no alternative secondary schools to join. The head teachers in day secondary schools have the responsibility of getting results from these students which is very challenging with scarce and minimal resources. Though the resources are scarce, the head teacher has to ensure that the school achieves all its objectives in an effective and efficient manner. Day secondary schools are located in the villages and the head teacher has a responsibility of maintaining healthy community relations. The community has its own expectations and is
required to offer adequate support to the day secondary schools. This poses a big challenge to the head teachers especially when the community fails to play its role. The head teacher is required to build a realistic expectation of what the school can do to the community according to Campbell (2010). With inadequate resources like physical facilities, finances, instructional materials and equipments, inadequate teaching and non-teaching staff, student needs and school-community relations, the day secondary school head teachers are faced with many challenges which this research study aimed to investigate. The research was carried out in Imenti South, Meru County.

1.2.1 The Purpose of the Study
The study sought to investigate the challenges faced by head teachers in managing day secondary schools in Imenti South, Meru County.

1.3 Objectives of the Study
The study focused on the following objectives:-

a) To determine the financial, curriculum, staff, student, physical facilities and community challenges facing head teachers in managing day secondary schools.

b) To establish the causes of the challenges head teachers face in managing the day secondary schools.

c) To assess the strategies put in place by the government to assist head teachers to tackle these challenges.

d) To establish the efforts head teachers have taken to overcome these challenges.
e) To make recommendations on how to improve the management of day secondary schools.

1.4 Research Questions

The study sought to answer the following research questions.

a) What are the financial, curriculum, staff, students, physical facilities and community challenges facing head teachers in managing day secondary schools?

b) What are the causes of these challenges?

c) What strategies is the government putting in place to assist head teachers in tackling these challenges?

d) What efforts are taken by head teachers to overcome these challenges?

1.5 Significance of the Study

The findings of this study would be important to the Ministry of Education (MOE), Teachers Service Commission (TSC), policy makers and financiers on the matters of allocating finances and would offer them better ways of supporting day secondary schools. The head teachers would discover new ways of managing the minimal resources in their respective day secondary schools more effectively and efficiently in order to achieve the set objectives. The study would be important to the community as it would give them a better understanding of how day secondary schools are run, thus offering the much needed support. The study highlighted the current challenges experienced by head teachers in managing day secondary schools. The possible solutions and recommendations would be of great help to the education system, supervisors, quality
assurance officers, serving head teachers, teachers in the training colleges, students and teaching fraternity in general.

1.6 Delimitation of the Study

There are many secondary schools in Imenti South District; mixed secondary schools, girls’ secondary schools, boys’ secondary schools, private secondary schools and day secondary schools. This study concentrated only on the day secondary schools in Imenti South, Meru County. The research confined itself to head teachers, deputy head teachers, teachers, students and BOG chairmen who are directly involved in the schools. The head teachers of day secondary schools in Imenti South face many challenges in managing the school, which led to this study.

1.6.1 Limitations of the Study

Most day secondary schools in Imenti South are found in remote areas thus the researcher encountered transport problems due to bad roads during data collection. In some schools, the researcher had to seek help from the community in order to trace them since the schools did not have clear signboards. The study consumed a lot of finances in terms of traveling, consultation, printing and data collection.

1.7 Assumptions

The study was based on the following assumptions.

a) That the head teachers would be honest with their responses.

b) Appointments would be fulfilled.
c) All the questionnaires would be returned.

1.8 Theoretical Framework

The real father of modern management theory is the French industrialist Henry Fayol, (1954). He regarded the elements of management as its functions – planning, organizing, commanding, coordinating and controlling. Noting that principles of management are flexible, not absolute, and must be usable regardless of changing and special conditions, Fayol listed fourteen principles of management based on his experience and he applies them to all kinds of work, managerial as well as technical.

These principles are the division of work which refers to the specialization that economists consider necessary for efficiency in the use of labour. In authority and responsibility, Fayol finds authority and responsibility to be related, with the latter arising from the former. He sees authority as a combination of official factors, deriving from the manager's position and personal factors, "compounded of intelligence, experience, moral worth, past service and others. Discipline is another factor which he refers to as "respect for agreements which are directed at achieving obedience, application, energy and the outward marks of respect," Fayol declares that discipline requires good superiors at all levels. He noted that unity of command was another principle that states employees should receive orders from only one superior. Unity of direction is another principal which states each group of activities with the same objective must have one head and one plan. As distinguished from the fourth principle, it relates to the organization of the "body corporate" rather than to personnel. In the principle of subordination Fayol states that individuals should subordinate for the general interests of the organization because when
the two are found to differ, management must reconcile them. The remuneration principle states that the methods of payment should be fair and afford the maximum possible satisfaction to the employees and the employer. The next principle is centralization which refers to the extent to which authority is concentrated or dispersed. Individual circumstances will determine the degree that will “give the best yield.”

On scalar chain, Fayol thinks of this principle is a “chain of superiors” from the highest to the lowest ranks, which, while not to be departed from needlessly, should be short-circuited since to follow it scrupulously would be detrimental. Order is another principle and Fayol follows the simple adage of “a place for everything/everyone and everything/everyone in its, his/her place.” This is essentially a principle of organization in the arrangement of things and people. He notes equity as another principle which refers to loyalty and devotion which should be elicited from the personnel by a combination of kindliness and justice on the part of managers when dealing with subordinates. He noted stability of tenure as another principle which refers to unnecessary turnover as both the cause and effect of bad management, Fayol points out its dangers and costs. Since one of the “keenest satisfactions for an intelligent man to experience, Fayol exhorts managers to “sacrifice personal vanity” in order to permit subordinates to exercise it. He notes initiatives as another principle that refers to the thinking out and execution of a plan. Lastly, there is the principle of esprit de corps which states that “in union there is strength,” as well as an extension of the principle of unity of command, emphasizing the need for teamwork and the importance of communication in obtaining it.

A number of these principles relate directly or are influenced by the organization structure in which the process of management takes place.
1.8.1 Conceptual Framework

Figure 1.1: Conceptual framework showing the challenges head teachers face in management

Source: Researcher.

The Kenya’s education system has two basic objectives namely the technical objective of furnishing future manpower with necessary skills and knowledge and the social objective of inculcating those values which not only contribute to the enrichment of people’s lives but which are also essential to the maintenance of a cohesive and productive society.
Every school has objectives which are in line with the national education objectives. For the school to achieve its objectives, several needs must be met.

First, the school mission should be well stated. The head teacher should involve many individuals with varied expertise and from diverse backgrounds when formulating the school mission. The mission acts like a road map that gives all the stakeholders the direction the school should take. Secondly, the school should be able to meet the countries national needs which are both technical and social in nature. Thirdly, the school has students who are the key stakeholders. Managing them is vital in the overall management of the school. Fourthly, for the smooth and effective running of a school, the head teacher needs to gain the support and commitment of both professional and support staff. Fifthly, the school is a community within the larger community and the wider society, thus it cannot be separated from the community. The community needs should be taken into consideration for the school to achieve its overall goals. Last but not the least; the school needs to have common values that target unity and not disintegration.

1.9 Operational Definition of terms

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

Administrative leadership: A social process concerned with identifying, maintaining stimulating, controlling and unifying
Challenges:

formally and informally organized human and material energies within the school and is designed to accomplish pre-determined objectives.

Refers to a new or difficult task that tests one's ability and skill. In this study, challenge refers to the difficulties that the head teachers face in managing day secondary school, thus testing their abilities and skills.

Community:

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

Consideration:

Refers to something that should be kept in mind in well-being status and contribution of making a decision. It is behavior which is indicative of friendship, mutual trust, respect, warmth in relationship between the head teacher and member of staff.

Head teacher/Principal:

Refers to the officially designated head of the school.
Human relation skills: Refers to the executive ability of the head teachers to work effectively with people individually and in groups’ settings in the school.

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

In - service training: A short training given to those already in a profession with an aim of refreshing or updating participants on subjects or curriculum changes.

On-the job training: Refers to training that requires a carefully controlled and supervised apprenticeship with actual responsibilities with time. This is the training head teachers and teachers go through while doing the job.

Management: Refers to a process of setting and achieving goals by the head teachers through planning, organizing, controlling, communicating, directing, enhancing and coordinating in the school. The head teacher, who is a manager, has to work with and through people.
School community relations: Refers to any deliberate plan by both the school and community to involve each other in one another’s affair or any systematic two-way process of communicating between the school and its immediate community.
CHAPTER TWO
LITRATURE REVIEW

2.1 Introduction

This section deals with the review of specific literature concerning the research done in the area of administrative problems faced by secondary school head teachers under the following subtopics:

(i) Education and Economic Development
(ii) School Management
(iii) Educational Efficiency
(iv) Challenges Faced by Head teachers
(v) Summary

2.2 Education and Economic Development

Education is a cornerstone of economic and social development. It improves the productive capacity of societies and their political, economic and scientific institutions. It also helps alleviate poverty by mitigating its effects on population, health, nutrition and increases the value and efficiency of the labour force. Economies world-wide are transformed by technological advances and new methods of production that depend on a well-trained and intellectually flexible labour force. Education produces literate population that can deal with problems encountered at home and at work. Literate citizens are better able to play a full role in civil affairs. The abilities of collating, analyzing and interpreting information are skills encouraged by educational experience. Levels of awareness of both the immediate and more general context in which decisions
have to be taken on development issues are also enhanced by the possession of higher levels of education. They support good governance, the development of Human Rights and democratization of political systems.

Todaro (2008) and Ngware (2009) are in support that education is the foundation of economic development of human resources. Psacharopoulos, (1985) found very high social rates of return and estimated that the social rates of returns to complete primary education were 27% and the social rates of returns to secondary education were 15 – 17%. Education is widely accepted as a leading instrument for promoting economic growth for Africa. Therefore, Kenya as a leading nation must not be left out where growth is essential if the continent is to climb out of poverty. African countries and donor institutions for decades had neglected tertiary education as an added means to improve economic growth and mitigate poverty (Tilak, 2009). In the present Africa, education is very vital in that it creates and produces literate population that can deal with problems encountered at home and at work. Contrary to this, Psacharopoulos (1985) says some time-series data has recently started to become available, he says he found evidence that over time the rate of return to education declined slightly in developing countries but remained relatively stable in developed countries. In industry and agriculture sectors, education has increased physical productivity of workers. Lockheed & Lau (2009) studied deeply the productivity of farmers with different attainments in developing countries; assessed the effect of education on agriculture production by comparing the output of farmers with educational attainments. They found out that the four years of primary education increased the productivity of farmers by 8.7% in developed countries and 10% to farmers in developing countries. This shows that access to education
increases the ability of farmers to allocate resources efficiently, improve choice of outputs e.g. fertilizers, pesticides on the overall productivity.

Adult illiteracy is substantially higher for women than for men. In low human development countries, excluding India, the adult literacy rate has a mean of 59% for males and 34% for female. In the least developed countries, the figures are 47% and 24% respectively and in Sub – Saharan Africa the same pattern is apparent (56% to 34%). Lesotho is the only one, where female literacy exceed male, (UNDP, 2010). Equitable access to education and indicators of participation and educational outcomes, there is an overwhelming case for assistance to improve the attendance levels and achievement of girls in many developing countries. The evidence on rates of return suggests that these are generally no less than those for boys and may be greater. The significance of the widely cited externalities, improved nutrition, reduced child mortality, smaller family sizes, improved school attendance, greater equity etc. - varies from case to case. However, if any of these externalities are substantial then this will add further weight to what is already a compelling case.

2.3 School Management

Schools today are complex organizations to manage. This is due to the fact that we now recognize the difficulties of providing for a wide range of abilities and interests among students, and the challenge of providing them with relevant and useable skills for them to succeed in an increasingly complex society. While in the past proficiency and success in classroom teaching were important criteria for promotion, today a wider range skills are seen as necessary. All schools are built for the sake of providing conditions and services
which will enable students to learn. It is at this stage that students are in their formative years and they need a head teacher who will assist them. The head teacher is the key person in management, development, implementation and evaluation of all activities pertaining to the day to day running of the school. The Ministry of Education Science and Technology School Management guide (2008) emphasizes that the head teacher is responsible for all matters pertaining to the smooth running of the school. The school manual for heads of secondary schools in Kenya, 2007, lists the duties of a head teacher as follows:

(i) Overall running and control of the school.
(ii) Strong interest in the welfare of the pupils both spiritual and temporal.
(iii) He/she must be in close touch with all school activities whether academic or out of class.
(iv) Organization and control of all the staff.
(v) He/she is the accounting officer of the school responsible for all revenue and expenditure.
(vi) Managing the school office.
(vii) Selection and allocation of subjects appearing in the school curriculum.
(viii) Maintenance of all buildings and grounds.
(ix) Agents of the Teachers’ Service Commission (T.S.C) as well as the channel of communication to the District Education Officer (D.E.O) and other ministry officials.
(x) Usually Secretary to the Board of Governors (B.O.G)
(xi) A reasonable teaching load is advisable.
In his research, (Owens, 2009) sees these duties as major roles that the head teacher has to play and classifies them as Managerial and Instruction leadership. Managerial leadership consists of those duties which require organization and administration. According to (Okumbe, 2002) the functions of educational management are outlined as follows:

The first foremost function of a head teacher as a manager is the assurance that sound policies, goals and objectives are formulated in a given school and methods determined for the achievements of those objectives. (Brian & Ross, 2008) affirms that the head teacher should involve many individuals with varied expertise and from diverse back grounds in the formulation of school policies, philosophy and objectives. It is incumbent upon the head teacher that he or she ensures that the policies and objectives of the school are clearly stipulated and well-known to both the occupants and the society. It is through policies and objectives that the direction and destination of the school activities can be patterned.

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

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

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

The fifth function of educational management is to integrate the school and its activities into the setup of the society. A school is not an island; it is founded within a society for a noble role of serving the society. Koontz & Weihrich, (2010) noted that the task area of school community relations has the dual purpose of obtaining and maintaining
community support for school programmes and of assuring that the community is fully involved in the activities of the school. The head teacher does this through the Board of Governors, councils, Parents Teachers Associations, church organizations and also participates in various community relations. This is important because the school derives most of its financial and social support from the community. For the community to provide maximum support to the school, it must be seen both in words and deeds that the school is part and parcel of the society. Okumbe, (2002) points out that the head teacher has the task of interpreting the education programmes to the community, assisting the community to contrast its current sense of what schools do and ought to do with other conceptions of education, working closely with representatives of the community and enabling staff to understand and appreciate the community. The image and prestige of a school are thus shaped through this interaction between it and the society or community.

The sixth and fundamental function of the educational management is to evaluate the school's activities in accordance with the blueprint. Evaluation enables the school to determine whether it is achieving its predetermined objectives or not. It provides the school management with the necessary feedback for improvement redesign or complete overhaul of the system for better results. The head teacher as the educational manager of the school utilizes both formative and summative evaluation techniques; educational management ensures maximum efficiency and effectiveness in the school.

2.3.1 Administrative Functions

On administrative functions (Okumbe, 2002) listed the following as the administrative tasks which all educational administrators perform:-
(a) Curriculum and Instruction

According to the Ministry of Education, the curriculum of a school includes not just the planned academic performance but also the co-curricular activities and other events, as well as that which pupils learn through the nature and the quality of the school ethos. The main task of the head teacher of each school is to provide and deliver effectively an appropriate curriculum using all the resources (human, material and financial) which are readily available. This involves mobilizing all possible resources including those from the MOE, the community and other organizations and then ensuring their full and effective use. Curriculum management includes time-tableing, curriculum development and assessment, resource management, provision of test, and their control. The curriculum has been defined as all the experiences provided by a school to educate the pupils. It also involve helping teachers provide the best information on the subject matter taking into account the interest of the students and contemporary social needs. A curriculum is a course of subjects and co-curricular activities that must be covered by the pupils but it should also aim at developing them mentally, physically and morally and at embracing the hidden curriculum which includes behavior patterns and attitudes of the pupils and staff and the general tone and ethos of the school. Some of the basic principles which should be taken into account in designing the school curriculum according to module 4 on managing the curriculum and resources by the Ministry of Education (2007):-

(i) It should satisfy the philosophy and educational purposes of the school and the Nation.

(ii) It should be developed from 'grassroots' level and should include parent and community contributions.
(iii) It should make allowance for the special education needs of pupils.

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

(v) It should provide practical educational experiences.

Every head teacher should know that a school is not the same as the curriculum prepared by the government; it has to be managed and planned. Every head teacher has a considerable task in ensuring a full and balanced curriculum in the school. Another aspect of curriculum and instruction is time-tabling. The head of the school has a number of resources at his or her command, teachers, teaching areas, finance and time. A time-table is the means by which these resources are marshaled to provide the greatest possible educational opportunities and alternatives for pupils in the most cost-effective manner. The more efficiently resources are utilized, the better the education for the greater number of children. Decisions expressed by the time-table affect the entire school population and reflect the educational programme and philosophy of the school.

(b) Personnel Management

i) Staff Personnel Management

Managing the human resources available at a school is probably the most important task for a school head. In personnel management, the head teacher should identify, develop and effectively release the maximum potentials of employees for the benefit of both the school as well as the individual worker. For the smooth and effective running of the school, the head teacher needs to gain the support and commitment of both the professional and support staff. In any country, the major portion of the national budget allocated to education is spent in paying personnel. The success, therefore, of any school
programme depends on how efficiently the school head can deploy this important resource for the best use of the school. The recognition of personnel management as an important element of the school head’s daily activities and the increasing emphasis on in-service training for teachers has led to an increased interest in the field of staff development. Since the school head is often viewed as a ‘manager of people,’ it is important then for him/her to be equipped with the skills associated with personnel management to assist him/her in managing the school more efficiently. As outlined by the Ministry of Education, module 3, personnel management involves; Staff selection, staff development, staff motivation, staff appraisal, staff records and managing meetings. Mbiti, (1999) supports by outlining the following as important points which a head teacher must observe in his/her dealings with the staff members:-

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

(ii) He must avoid showing any form of favor to a particular teacher.

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

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

(v) He must endeavor to create a high sense of morality and professional commitment to the school.

(vi) Must delegate duties and responsibilities to other teachers

In addition the head teacher as a leader of staff must by his actions indicate that individual contributions are valued. The teachers are human and the need for feeling wanted is just as strong as in any other person. In this matter (Campbell, 2010) stresses, “In short the relationship an administrator establishes with his staff to achieve the purpose of the school may be the essence of administration.”

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ii) Pupil Personnel Management.

Pupils are the key stakeholders within the school. In fact, pupils in secondary school are the raw materials of the education industry. They are the ones who learn and are the ones through which the education objectives are achieved. Managing them effectively is vital in the overall management of a school. Campbell, (2010) notes that pupil personnel include:-

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

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

iii) Discipline of pupils. Discipline is the system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner. While schools should attempt to determine the cause of misbehavior of pupils and to treat the cause and not the symptoms of such actions, there are times when pupils must be corrected or disciplined.

Guidance and counseling is of great importance in every school hence the head teacher should embrace it. According to the Ministry of Education, Science and Technology, School Management Guide (2008), guidance is defined as the offering of advice to the pupils to show them the right direction while counseling is used to mean advising and cautioning pupils who may have gone astray or are out of control. For the head teacher to manage pupils smoothly, an effective and efficient guidance and counseling committee should be established.

Activities included within the task area of pupil personnel embrace those services that supplements regular classroom instructions. The role of administration is to integrate the
personnel functions with the instruction and to co-ordinate and supervise the various kinds of personnel services. Inventories of the number of pupils and breakdowns of pupil by various characteristics or qualification are kept by the head teacher. Then on the basis of this information decisions can be made about what classes, what services should be provided and how these might be obtained. Organizing consists of classifying pupils into groups and matching them with available space and staff personnel. Maintaining working relationships among these groups is part of the tasks of co-ordination and supervision. The head teacher should also communicate with the pupils and as part of his supervisory role, attempt to influence and control their behavior. The school rules and regulations should be well communicated to the students. The head should ensure there are effective channels of communication e.g. notice boards, assembly and pupil representatives.

The head teacher has a role of ensuring that the student’s welfare is taken care of. The head teacher ensures that the pupils are satisfactorily comfortable in the school to enable them concentrate on their studies. The head teacher should ensure the facilities are adequate and well maintained, precautionary measures should be in place e.g. fire extinguishers, provision of medical care services as well as proper feeding programme.

(c) School Plant (Physical facilities)

This refers to the physical layout of the school, including physical facilities such as classrooms, laboratories, dormitories, workshops, dining hall and the grounds. The head teacher has the overall responsibility of managing the school plant. Thus, the head teacher should concern himself with the following areas as outlined by (Hoy, 2010):

i) Diligent signing of school facilities.

ii) Maintenance and repair of school facilities.
iii) Enhancing cleanliness in classrooms, dormitories, halls, eating areas and within the surrounding environment.

iv) Provision of maintenance and repair materials.

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

Eric, (2009) goes on to say that school plants exist to facilitate the instructional programme. School plants like other physical facilities, require instant programme of maintenance. Equipment wears out and must be replaced; paint deteriorates and must be replaced. Roof eventually leaks and must be repaired. Most maintenance jobs require skilled craftsmen, including plumbers, painters, electricians, masons and many others. To manage physical resources effectively, the head teacher should delegate some of the responsibilities to teachers and support staff.

(d) Financial and Business Management

Managing funds is one of the major tasks of a school head. School finance is an important and crucial factor for it determines to a larger extent the running of the school. Without finances, the school would not be able to procure goods and services that are required in executing its day to day educational programmes. The successes of any school programme depend very much on the way the financial inputs are managed and this in turn affects the overall performance of each school. It is therefore important for all school heads to have sufficient knowledge of finance to be effective financial managers. According to Szilagyi (2008), financial management in an educational organization is concerned with four main areas.

(i) Understanding the sources of revenues for the school.
(ii) Preparation of the school budget.

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

(iv) Management of services of non-certified personnel.

Kyungu (2007) also states that the administrative activities and financial management are instrumental to the achievements of the major purposes of the school. Today, education is a big business and the head teacher is right in the middle. The budget should reflect the nature of the needed school performance. Campbell (2010) stresses this point by saying that the basic position of the instructional programme is stressed. The budget should not provide simply for the personnel but rather all for particular parts of the programme. The budget should stipulate not simply money for equipment but money for particular parts of the programme. Effective participation in budget development demands both knowledge and planning on the part of the head teacher. This aspect is clearly stated by (Stephen, 2008) who says that, for effective participation in school; budget making requires not only business acumen, but clear conception of instructional programmes necessary for their achievement. The nature of the programme goals and factors such as student enrollment becomes primary considerations in moving from programme conceptions to budget considerations. Such factors determine needs in relation to each of the budget categories.

(e) School Community Relations

According to Campbell (2010), the building of a realistic expectation of what the public schools can do in a community represents one of the major tasks of any school administrator. Only with such understanding can school procedures make sense to the citizens and lead to significant advances in school performances. It is generally said that a
school is not an island, but a part of the community in which it is located. Members of the community are now more involved in the school affairs than ever before. School – community relationship requires particular attention, considering that the 8-4-4 system calls for the participation of parents and the community as whole in providing funds, facilities and supplies through self-help efforts. As such, the head teacher has to be accountable to the community. Mbiti (1999) also says that the head teacher has to know the community well enough to be able to make members of the community interested in what their children are doing in the school. According to Okumbe (2002), the head teacher has the following to do:-

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

(ii) To interpret the educational performance to the community.

(iii) Working closely with the representatives of the community.

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

(v) Enabling staff to understand and appreciate the community.

Olembo (1998) goes on to say that schools operate as an integral part of a community. The characteristics of the community may be significant in explaining the pupils to the school and in suggesting the design of a suitable school programme. There is a need for a two-way communication in school-community relations. Information gained through school-community contact will help the head teacher to co-ordinate schools activities with those of other agencies thus avoiding conflicts as well as appropriate supervision to ensure a smooth liaison of the two.
2.3.2 The Role of Head teacher

In recent years, the role of the head teacher has become increasingly complex. Schools today are complex organizations to manage. This is due to the fact that we now recognize the difficulties of providing for a wide range of abilities and interest amongst students, and the challenge of providing them with relevant and useable skills for them to succeed in an increasingly complex society. While in the past proficiency and success in classroom teaching were important criteria for promotion, today a wider range of skills are seen as necessary. Headship is now seen to involve to a large extent the function of management. (Cole, 2009) Says that schools are not sanctions of harmony but they are sites of unending conflicts, targets of growing distrust and objectives of decreasing support. The head teacher today has to deal with unruly students, irate parents, sullen taxpayers, unwieldy organizations and a myriad of pressure groups. Clearly, all the problems of the staff revolve around the head teacher. This way, the head teacher is, in a real sense, the focus and pilot of his school. Thus, the head teacher should possess a number of many attributes amongst which include the ability to teach and be versed in the theory and practice of education. This demand that the head teacher should be a person of very high intelligence, broad-minded and tolerant as all types of children in the society attends his school. He/she should have personal charm, though an even temper is also good to deal with irate parents and unruly students. The head teacher should be a person of high vision with an inclusive mind that cuts right into the rudiment of the problem. One should be an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all. He/she discerns and utilizes the abilities of his staff to inspire in them an attitude of confidence and cooperation. Okumbe (2002) defines
educational management as the process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals.

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

(i) Curriculum and instructions – selecting and providing the necessary instructional materials.

(ii) Staff personnel task – like supervision of teaching staff for improvement of teaching and learning.

(iii) Pupil personnel tasks – like controlling and maintaining discipline of students.

(iv) School plant - by putting up and maintaining physical structures like school building etc

(v) Finance business management – by drawing out the school budget.

(vi) School community relations – by maintaining good relations between the school and the surrounding community.

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

2.4 Educational Efficiency

Education uses both public and private resources Ayot (1999). The government invests heavily in education because it sees education as a right for every child in the country to have and a way of preparing her manpower to manage her institutions. This is also evidenced by (Gachukia, 2006) and UN charter (2001) that education is a basic right for every child. Efficiency is the ability of any system to produce the greatest output from a given set of inputs or achieving a specified amount of output while utilizing minimum inputs. Internal efficiency refers to the capacity of the education system to turn out graduates at any levels in the most efficient manner so that wastage, repetition (stagnation) are reduced at all levels of the education system. In attempting to compare costs and rates of returns from alternative educational programmes or outputs of the education system, students are both considered as an input and output. The challenges facing educational planner requires him to evaluate the exit and bridge points in the educational system. At exit point the educational system should allow completion of a cycle of learning for the acquisition of a functional literacy (reading, numeracy and writing). At bridge point students may move from one stage to another (Primary – Secondary – University), where exit and bridge points coincide, primary school completion provides labour market qualifications and pre-requisite for secondary
education. Gravenir (2004) noted that the government of Kenya has ever since independence (1963) attached importance to the provision of education by investing heavily to the education sector. This is evidenced by national allocation to the Ministry of Education.

At independence, the government spent 14.6% of the recurrent expenditure on education. In 1970/71, it rose to 30% and to 34.9% in 1974/75. By 1976/77, it had risen up to 36.3% and by 1988/89 it was 38%, (Eshiwani, 1998). Between 1997/98 to 2001 financial years, the Ministry of Education received 36% the highest budget allocation compared to other ministries of the government budget (Republic of Kenya, 2007). Such large sums of investment in education than other sector of the economy need to guarantee maximum returns in terms of quantity and quality output (graduates) but it is observed from the previous literature review that wastage in terms of dropouts, repetition is a major concern in the educational system. This means the internal efficiency of the education system is not effective as compared to the portion of finances invested in education.

A comparison between schools and industries show that the teachers transform a set of inputs i.e. Pupils into a set of output (graduates) in a fairly uniform way. Research done in low-income countries (Kenya and Philippine) showed that levels of cognitive achievement were significantly improved by provision of textbooks and other pedagogy materials. They concluded that resources were extremely important to the quality of schooling; where teachers and pupils used the available inputs and interacted with each other in creative ways, unlike in the factories where outputs are technically determined before production.
2.5 Challenges Faced by Head teachers

Schools and education authorities have become increasingly aware of the need to be effective. This is partly due to pressures for accountability brought about by the government, the parents and by the economic downturn resulting in reduced resource allocations. At the same time, a realization of the importance of the issue has grown as school heads and staffs have sought to increase effectiveness in the school setting as part of the development of professionalism. However, there are many challenges and constraints the heads face while striving to achieve this noble cause. One of the main challenging factors is the lack of professional training for head teachers in Kenya. Olembo (1998) noted that Educational authorities in Kenya should consider seriously giving professional education to head teachers in matters related to instructional leadership. Our education system, its structure and curriculum has undergone changes.

This poses a challenge to the head teacher. He states that there is no formal induction course for this difficult role of headship offered in the newly appointed heads. Most of the heads run the schools using teaching experiences and perhaps the only training he received while deputizing, worse still some head teachers are appointed straight from the classroom.

Challenges posed by these changes and innovations in our education system needs a progressive and dynamic head teacher who is firmly interested in and committed to the education of the students. However, not every classroom teacher will have these qualities. This therefore calls for school head teachers to be well trained and committed. Cameron (2009) has stressed this aspect of training for managers to develop work agenda, act out roles and engage in planning, organizing, leading and controlling, they need sound
knowledge base and key management skills, technical, human and conceptual skills. The other task where many heads have challenges is in financial management. Managing funds is one of the major tasks of a school head. It is therefore important that all school heads have a sufficient knowledge of finance in order to be effective financial managers. However, financial management is one of the areas where many practicing heads have had neither pre-service nor in-service training prior to their appointments and this has contributed to the failures of many schools. Mbiti, (1999) notes that money is an important element for the success of any venture. The rising cost of education has put a lot of stress on the schools and the parents, with the starting of cost-sharing parents have been overburdened. The head teacher has therefore to be very careful in planning his budget and spending money. He says that the most important thing for a headmaster to bear in mind is that any money received is public money. Thus, education being a public venture requires that its manager be knowledgeable in financial management. The other challenge head teachers face is in relation to the community where the school is situated. Kyungu (2007) agrees that, a school is not an island but part of the community in which it is located. The members of the school community should not only include teachers, students and parents but should also include community members who do not fall in the three categories mentioned. The school community is expressed in many ways, i.e. through community participation in school events, community criticism of the school programmes, discussions and interaction with community members. Mbiti (1999) says that school activities must reflect as far as possible the nature of the school and the aspirations of the community. Sometimes heads of schools receive hostility from the community. The reasons may be varied; for example if the teacher does not belong to the
school community, he is considered to be imposed on them. The parents and other
members of the community may, become indifferent, hostile and un co-operative in the
welfare of the school resulting to the stalling of school programmes and projects which
depend on community moral and financial support. Olembo (1998) goes on further to say
that the head is the school’s public relations officer; he is the spokesman of an
organization. He/she provides information to the public in what the organization is doing
and also listens to comment from the community. It is clear that the school head has an
important role as a public relations officer to ensure the good relations are established
between the school and the community and with the education authorities.

2.5.1 Education and Vision 2030

Kenya vision 2030 is the country’s new development blue print covering the period 2008
to 2030. It aims to transform Kenya into a newly industrialized “middle income country
providing high quality life to its citizen by the year 2030”. The country is expected to
have met its Millennium Development Goals (MDGs) whose deadline is 2015. The
MDGs are eight internationally agreed goals for social-economic development which
includes among others Universal Free Education (UPE).

The foundations for Kenya’s vision 2030 are structured under economic, social and
political pillars. Kenya recognizes that education is fundamental if vision 2030 is to
succeed. There is need to transform the education sector to meet human resource needs of
the country and to provide quality education to meet the needs of the society and the
economy. Education will be used to create a cohesive knowledge-based society, culture
of hard work, efficiency, accountability, respect for law and issue based political
engagements. The overall goal for 2012 was to reduce illiteracy by increasing access to education, increase the transition rate from primary to secondary school and to raise the quality and relevance of education. To achieve this, one of the flagship projects of education in vision 2030 is to build and fully equip 560 new secondary schools to accommodate the increased number of students' graduating from primary school to secondary school. Perhaps this is one of the reasons for the establishment of day secondary schools.

2.6 Summary

From the reviewed literature, it's evident that head teachers face many challenges in the management of day secondary schools. The challenges of the twenty first century are highly demanding for the secondary school management and the Head Teacher in particular. In the recent years, the role of the head teacher has become increasingly complex as schools have become difficult and complex institutions to manage. The head teacher must therefore possess a number of attributes amongst which include being versed in the theory and practice of education administration. He or She must be deeply grounded in academic, pedagogical and other related areas such as, law, information technology and other emerging issues so as to cope with the challenges they meet in managing schools. The head teacher is the managing director, chief executive officer and the institution's BOG secretary, all rolled into one. The roles are so many and very demanding, sometimes blending and other times overlapping. The head teacher as an educational manager has responsibilities to the BOG, students, parents, staff, and the society at large. Day secondary school head teachers are posted to secondary schools that
have minimal resources. These day secondary schools have inadequate teaching and non-teaching staff, educational facilities, instructional materials, equipments and finances yet the head teacher is required to deliver. The day secondary schools are located within communities and good school community relations are paramount. The head teacher is accountable to the community which at large extent supports the schools. The current study thus, intended to investigate the challenges facing head teachers in managing day secondary schools in Imenti South, Meru County. This area has so far not been tackled as evidenced in the literature review, and these challenges already exist.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This section deals with various procedures and strategies that were useful in the study. It focused on research design, study locale, target population, sample size and sampling techniques, data collection instruments, piloting, data collection techniques, methods of data analysis and logical and ethical considerations.

3.2 Research Design
The study employed descriptive survey design because the variables used were not manipulated since the challenges under study already existed. The methodology involved in this design was mostly quantitative and qualitative in nature providing descriptive data. Sundeep, (2007) asserts that before much progress can be made in solving educational problems, descriptive phenomena must be obtained by means of descriptive research.

3.3 Location of the study
The Ameru are a community living primarily on the agricultural northeastern slope of Mount Kenya in the Eastern Province of Kenya. The name “Meru” refers to both the people and the location, as for many years there was only one geo-political district for the Meru people. This changed in 1992 when the district was divided into three: Meru, Nyambene and Tharaka-Nithi. Recently, the region has been divided into two counties, Meru, Tharaka-Nithi. These people are unrelated to the Meru people in northern Tanzania, other than that they are both Bantu-speaking. The Meru are primarily agrarian,
with some animals. Their home life and culture is similar to other highland Bantus. Meru people are divided into seven sections namely Tigania, Igembe, Imenti, Miutuni, Igoji, Mwimbi and Muthambi. The Chuka and Tharaka are considered as Meru but have different oral histories and mythology. The Meru were traditionally governed by elected and hierarchical councils of elders from the clan level right up to the supreme "Njuri Ncheke" council that governed all seven sections. The Njuri is the only tradition judicial system recognized by the Kenyan state. Imenti south is within the larger Meru County. I chose Imenti South District of Meru County because I have been a banker there from 2007 to 2012 and I interacted with the head teachers who were my clients. As I interacted with them, I noted the day secondary school head teachers seemed to have more challenges than those in boarding schools: I received more calls from day secondary school head teachers on the financial status of the school accounts and rarely did those other head teachers call. As I talked with these head teachers, I realized their challenges were not only financial but they also experienced curriculum, staff, student community and physical facilities challenges. This prompted me to carry out this research. Lawson (2003) observed that the ideal setting for any study is one that is directly related to the researchers’ interest.

3.4 Target population

Imenti South District has 20 Day Secondary Schools. The study targeted 20 head teachers, 20 deputy head teachers, 200 teachers, 2500 students from day secondary schools in Imenti South District and 20 BOG chairmen. Therefore the total population was 2780 respondents. The population was raised from the DEOs records in Imenti south.
3.5 Sampling Techniques and Sample Size

3.5.1 Sampling techniques

Simple random sampling technique was used by the researcher to select respondents from the following categories, head teachers, deputy head teachers, BOG chairmen, teachers and students. The respondents were drawn from the target population of 2780.

Table 3.1 Sampled respondents from target population

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Number sampled</th>
<th>%</th>
<th>Sampling procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Teachers</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Deputy Head Teachers</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>Simple random</td>
</tr>
<tr>
<td>Chairmen – BOG</td>
<td>20</td>
<td>10</td>
<td>50</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Teachers</td>
<td>200</td>
<td>80</td>
<td>40</td>
<td>Simple Random</td>
</tr>
<tr>
<td>Students</td>
<td>2500</td>
<td>800</td>
<td>32</td>
<td>Simple Random</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2780</td>
<td>910</td>
<td>32.8</td>
<td></td>
</tr>
</tbody>
</table>

3.5.2 Sample Size

The researcher used the simple random sampling techniques due to various limitations that could not allow researching the whole population. Out of 20 head teachers 10 were sampled. Out of 20 deputy head teachers, 10 were sampled. Out of 200 teachers, 80 were sampled, out of 20 BOG chairmen, 10 were sampled and out of 2500 students only 800 were sampled. Therefore the total sampled respondents were 910, which was 32.8% of the target population.
3.6 Research Instruments

Two types of research instruments were used in the study. Questionnaires and interviews were used in this survey. The existing records were also examined. The data was collected from all the selected and sampled day secondary schools. This was done through administration of various instruments to a cross-section of respondents drawn from Head teachers, Deputy Head teachers, Teachers, Students and BOG chairmen.

a) Questionnaire

A questionnaire is an instrument used to gather data, which allows measurements for against a particular view point (Orodho, 2009). Questionnaires help the researcher to get more information as respondents are given more freedom to express their views and opinions. Questionnaires were administered to the head teachers and students and were filled under the researcher's supervision which gave objective data on the challenges facing head teachers in managing day secondary school.

i) Head teachers' questionnaire

The instrument was structured to seek information on head teachers' personal background, the general information or background of the school, the physical facilities and resources available. This instrument had both open-ended and close-ended questions. Open-ended questions or items gave the respondents more freedom to express their views and opinions and also to make suggestions. The close-ended questions guided respondents to give specific responses to the researcher.

ii) Students' Questionnaire

The questionnaire was used to collect information from students on the challenges they faced in relation to the school administration. The students were many thus the
questionnaire was more appropriate to collect the data. This was administered to form three and four students who have been in the school for a longer time and have experienced the challenges first hand.

iii) Teachers’ questionnaire

The questionnaire was used to collect information from the teachers on the challenges head teachers faced in relation to school administration. The teachers’ responses helped get more information on the challenges head teachers faced in managing the day secondary schools.

b) Interview schedules

According to Orodho (2008), an interview is an oral administration of an interview schedule. This instrument helps the interviewer to cover all the dimensions of the investigation through probing of the participants. Interviews allowed the interviewer to follow up respondent’s answers to obtain more information and clarity vague statements. They build trust and support with respondents, thus making it possible to obtain information that the individual probably would not review by any other data collection method. The interview schedule was used to gather information from deputy head teachers and the BOG chairmen.

ii) Interview schedules for deputy head teachers.

The interview schedule was used to gather more information on the adequacy of resources available in day secondary schools, their availability and whether they are effective and efficient. The deputy head teachers assist the head teachers in running the schools and are aware of the challenges. The interview schedule helped in getting more information from them.
n) Interview schedules for the BOG chairman.

The interview schedule was used to get the background and general information from the BOG chairman. The BOG chairmen could give more vital information as they are involved in the school management together with the head teachers.

3.7 Piloting

The questionnaires and interview schedules were pre-tested in three schools, one day secondary school in each zone. The piloting was done to ensure clarity and sustainability of the language used. Piloting also sought to determine whether the instruments were reliable and valid. Expert opinion from the supervisors was sought to help check on the content and constant validity of the instruments. The pre-test questionnaires were filled under the researchers' observation. The piloting helped to detect whatever weaknesses that could have been evident in the instruments and improvement was made accordingly.

3.7.1 Validity of the Instruments

According to Orondu (2009), validity refers to the extent an instrument measures what it is supposed to measure. The research instruments were validated through application of content validity procedures. According to Kombo (2006), content validity is established by an expert. The experts of the educational planning was sought after, to access relevance and validity of the content used in questionnaires, interview schedules, and observation checklist in order to provide the researcher with feedback.
3.7.2 Reliability of the instruments

The reliability of the study addressed the similarity of the results through repeated trials. Kombo (2006) refer to reliability as the consistency of an instrument to yield the same results at different times. Reliability is the degree to which a question consistently measures what it is supposed to measure (Orodho, 2009). The identified problems were supplied with the instruments and scored manually by the researcher for the consistency of results. Responses were analyzed and results recorded manually. After a period of two weeks the same instruments were applied to the same respondents and analysis done. The results were again recorded manually and the results were recorded accordingly. The Pearson Product-Moment Correlation Coefficient formula given below was used to calculate the correlation coefficient in which: the X values were data points, that is number of respondents of corresponding questions for the first trial and the Y values were data points obtained in the second trial. A correlation coefficient of +0.7 was obtained which indicated a perfect relationship between the first and the second results.

\[ R = \frac{n \sum XY - \left( \sum X \right) \left( \sum Y \right)}{\sqrt{\left( n \sum X^2 - \left( \sum X \right)^2 \right) \left( n \sum Y^2 - \left( \sum Y \right)^2 \right)}} \]

Where: \( \sum XY = \) Sum of the gross products of the values of variables X and Y
\( (\sum X) (\sum Y) = \) Product of the sum of X and the sum of Y
\( \sum = \) Sigma (meaning sum of) sum of the values obtained in piloting
\( \sum X^2 = \) Sum of squared values of X
\( \sum Y^2 = \) Sum of squared values of Y
3.8 Data collection Techniques

The target population for this study was 2780 from which 910 respondents were sampled from Imenti South, Meru County. The researcher made sure the research instruments were complete and readily available. The questionnaires and interview schedules were error free and the number to be supplied was adequate. Other agents subscribed to supply the copies to the respondents were given in advance. To be orderly, the researcher designed a schedule representing actual dates and time framework of each activity and event in this research study. The researcher sought permission from the Department of Educational Management, Policy and Curriculum Studies and Graduate School at Kenyatta University. An introduction from the Graduate School to the Ministry of Higher Education was sort to give the researcher the permit to collect data. On production of the research permit to the DEOs office, permission was granted by the DEO to visit the selected schools. The permit was presented to the head teachers. The head teachers, deputy head teachers, BOG chairmen, teachers and students of the schools selected were informed in advance concerning the visits and for data collection in the respective schools.

3.9 Methods of Data Analysis

The data was gathered from 10 sampled day secondary schools through administration of various instruments to a cross-section of respondents drawn from Head Teachers, Deputy Head teachers, Teachers, Students and BOG members. The research sites were sampled in Imenti South District, Meru County. Standardized instruments like questionnaires and interviews were used in this survey and the examination of the existing records.
Qualitatively, data was obtained, and description was chiefly emphasized from numerical data terms. Data was organized into main themes according to the research questions and objectives and then drew inferences, conclusions and recommendations. Quantitatively, the study used tables and descriptive statistics to analyze.

The researcher examined all the coded data and critically made inferences. In this relation data became information only when it became relevant to the problem identified by the researcher. After the data collection exercise, the researcher was in possession of all the filled forms of questionnaires from the respondents. Before starting the compilation and coding of the data, the researcher ensured that each question had been answered and the answers properly recorded, that is, checked the completeness, accuracy, and the uniformity of the research instruments. From here the researcher developed a coding scheme.

The researcher used the statistical analysis in data organization, that is, interpreted using descriptive statistics, frequencies, tables, graphs and charts in this study. In a nutshell the study relied on what analytical framework intended to show, the scale by which variables are measured, number of variables that were analyzed, relationship between variables, the number of samples that were involved and the nature of data.

3.10 Logistical and Ethical Consideration

a) Logistical Consideration

The research involved a lot funds in terms of making trips to the selected schools in Imenti South District in Meru County, and also in terms of printing, typing, binding, consultation and photocopying. In such circumstances it was advisable to tighten the budget in order to maximize the expenditure without distorting the whole exercise.
Therefore, the researcher introduced wisely cost-saving measures to be precise. The factor of time was very crucial since the distances between the selected schools was great as it consumed a lot of time to cover the whole district. It was advisable for the researcher to make prior arrangements for faster and efficient means of accessing the areas especially on the selected areas only. The scope of this study did not allow 100% collection of data. This was because of the massive population of the potential respondents. Therefore, in this case simple random sampling was widely used by the researcher to collect data for inferential purposes.

b) Ethical consideration

The participation in research was voluntary and people had the right to refuse or divulge certain information about them. The participants were made aware of the positive and negative aspects or consequences of participation. The informed consent involved two main factors. First, the consent of the subjects was disclosed to the researcher, secondly, assurances of confidential use of research data collected on individuals. The consent helped in the explanation that the purpose and nature of the research was to benefit the participants. The researcher asked permission to conduct the research from the Ministry of Higher Education Office through the Permanent Secretary and the Kenyatta University Graduate School.

The researcher avoided deception in case of limited finance or volatile situations which could lead to inadequate collection of data. The researcher at all costs avoided plagiarism, which was tantamount to stealing other people’s works, which could erode the integrity of the researcher and lead to serious professional repercussions. The researcher also avoided fraud, in terms of the researcher faking the data.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction
This chapter is divided into two main sections. Section one presents demographic data for
the subjects. The second section presents the results of the study which are organized
along the research questions.

4.2 Demographic data
Respondents’ demographic data is presented below. It included students’ gender and
class, head teachers gender, age and academic qualifications. The data was solicited to
enable the researcher to get the background information on the schools in the study
sample. This background information was to assist the researcher in generalizing the
study findings to the sampled population.

Table 4.1 Characteristics of Sampled Schools

There are three types of day schools in the district, namely mixed day schools, boy’s day
schools and girl’s day schools. Majority of the day schools are mixed.

<table>
<thead>
<tr>
<th>Type of School</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed day</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Boys day</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Girls day</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.1 shows all categories of public day schools in the district were represented. Thus the findings of the study give a good representative sample of all the different types of public day secondary schools in the district.

**Figure 4.1 Distribution of sampled classes**

Only form three and four students were involved in this study. This is because they have been in these day secondary schools for over two years and they have experienced and understand the challenges more than the form twos and ones.

Figure 4.1 shows that majority of respondents were from form 4 class, that is 66% and 34% from form 3. The form threes and form fours have been in school for a longer time and have experienced these challenges first hand.
Figure 4.2 Teachers Respondents' distribution across gender in sampled schools

In most of the schools, the number of male teachers was slightly higher than that of the female teachers.

Figure 4.2 indicates that a slight majority of respondents were males (52%), while females were 48%. Thus the findings of the study gave a good representative sample of teachers by gender.

Figure 4.3 Head Teachers Respondents

Most of the day secondary schools sampled were headed by male head teachers especially those that were mixed.
Figure 4.3 indicates that majority of Head Teachers respondents were males (86%), while females were 14%. Thus the findings of the study shows gender discrepancy which can be explained by the fact that many of the day secondary schools sampled in the district are mixed.

**Figure 4.4 Head Teachers Academic Qualification in Sampled Schools.**

The academic qualification of the head teachers was sought and majority of them were degree holders.

Figure 4.4 shows that majority of head teachers respondents were holders of Bachelors degree (72%) followed by Masters (14%) and Diploma (14%). In addition to the above demographic information, more background information was done regarding the age of the head teachers. Their information was summarized in the following Figure 4.4.
Figure 4.5 Distribution of Sampled Head Teachers Age

Figure 4.5 shows that majority of the head teachers respondents are aged between 40 and 49 years (57%) which shows that most of them were in the middle age where they were expected to be active and productive. They were followed by age 50-54 years at 43%. None were below 40 years and above 54 years.

Figure 4.6 Number of Teaching and Non Teaching Staff

The number of teaching staff and that of the non teaching staff differed. Majority of the teaching staff was males while that of the non teaching staff was the opposite. Majority of the non teaching staff were females.
Figure 4.6 above indicates that majority of the teaching staff 59% were male while female teachers were 41%. Majority of the support staff were females at 63% while 37% were male support staff.

Table 4.2 Principals Experience

The study sought to seek the years of experience of the head teachers in the profession, as a classroom teacher, as a head of department, as a deputy principal as well as a head teacher.

<table>
<thead>
<tr>
<th>Years of experience</th>
<th>As a Classroom Teacher</th>
<th>As an HOD</th>
<th>As a Deputy Principal</th>
<th>As a Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 3 years</td>
<td>34%</td>
<td>75%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>3 - 6</td>
<td>50%</td>
<td>33%</td>
<td>25%</td>
<td>29%</td>
</tr>
<tr>
<td>7 - 10</td>
<td>25%</td>
<td>33%</td>
<td>-</td>
<td>14%</td>
</tr>
<tr>
<td>11 - 14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>14 &amp; above</td>
<td>25%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.2 above indicated that 75% of the principals' respondents had worked earlier as Deputy Principals for 3 years and below, while 50% had been classroom teachers for 3 to 6 years. All respondents viewed age as an important aspect for efficient headship. The main reasons are that age is generally associated with maturity which is regarded as crucial to responsibility. Age generally which is associated with experience helps one build him/herself and thus avoids trial and error approach to work. It gives confidence to pupils and staff personnel as well as the school community.
4.3 Research question one: What financial, curriculum, staff, student, physical facilities, administrative and community challenges are facing head teachers in managing day secondary schools?

The research question was analyzed by summarizing the responses that relates to what it sought to answer. The summaries are presented in form of figures, tables and text.

4.3.1 Financial Challenges.

Figure 4.7 Other Sources of Funds

The research sought to seek for other alternative sources of funds in day secondary schools since what the students paid was minimal.

Figure 4.7 indicates that majority of the respondents 53% said that they received government grants followed by 26% receiving CDF/LATF funds. Some funds, 10% was received from income generating projects such as farming and cattle keeping in the
Funds from harambees organized by the school BOGs and PTA and NGO were 5% and 4% respectively. Least funds were received from the church or the sponsor. The findings agree with Ayot (1999) that education uses both public and private resources. Government of Kenya as noted by Gravenir (2004) has ever since independence attached importance to the provision of education by investing heavily to the education sector. Currently, each secondary school student receives Kshs. 10, 650 ever year as tuition fee which according to the Head teachers interviewed were inadequate to run the schools as most of them were under enrolled.

**Figure 4.8 Adequacy of funds**

Most of the respondents argued that the finances they get were not adequate to run the day secondary schools.

![Pie chart showing 86% say they do not have enough funds, and 14% say they do.](image)

In Figure 4.8 of the respondents questioned, 86% said they did not have enough funds to run the school while 14% indicated that these funds were adequate. Currently, each secondary school student receives Kshs. 10, 650 ever year as tuition fee according to
UNDP (2010). This amount of money is not adequate yet Mbiti, (1999) notes that money is an important element for the success of any venture. This is supported by Szilagyi (2008) who notes that without finances, the school would not be able produce goods and services that are required in executing its day to day education programmes. The success of any school programme depends very much on the way the financial inputs are managed and this in turn affects the overall performance of the school.

According to Stephen (2008), the availability of funds and budget making requires not only business acumen, but clear conception of instrumental programmes necessary for their achievement. The nature of the programme goals and factors such as student enrolment becomes primary considerations in moving from programme conceptions to budget considerations.

**Figure 4.9 Degree of Financial Reliability**

Financial reliability is about how dependable the finances are. That is, how the available finances are able to do what is required to be done.
Figure 4.9 shows that majority of the respondents 72% said financial reliability was average while 18% said the funds were not reliable. The flow of school funds was not consistent. The government delayed in submitting the funds which in turn delays the school programmes. Most school had parents who paid school fee in installment while others had arrears making it difficult for head teachers to meet the school financial obligations. Only 10% indicated that the degree of finance reliability was excellent. Kyungu (2007) states that the administrative activities and financial management are instrumental to the achievement of the major purposes of the school and financial independence should therefore be emphasized.

4.3.2 Curriculum Challenges

Curriculum includes all the experiences provided by a school to educate the students.

Figure 4.10 Syllabus Coverage
Figure 4.10 indicates that majority of the respondents 57% said they covered the syllabus in good time while 43% indicated that they were not able to cover it in good time. This was due to inadequate teaching and instructional materials.

**Table 4.3 Teaching and Instructional Materials**

The research sought to find whether the day secondary schools had adequate teaching and instructional materials.

<table>
<thead>
<tr>
<th>Enough teaching/instructional materials</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>58</td>
</tr>
</tbody>
</table>

Table 4.3 shows 58% of the respondents indicated that the teaching and instructional materials were not enough due to inadequate funds while 42% indicated that they were enough.

**Figure 4.11 Availability of Teaching and Instructional Materials**

- Text Bks: 66
- Revision Bks: 56
- Reference Bks: 67

Legend:
- Very adequate
- Adequate
- Inadequate
Figure 4.11 indicates that majority of the respondents 67% said that the reference books were inadequate. Sixty six percent (66%) of the respondents indicated that the text books were adequate. 56% respondents said the revision books were adequate. Lack of enough funds may be cited as the major challenge which hinders effective curriculum implementation. Head teachers are unable to buy enough teaching and instructional materials. Okumbe (2008) confirms that the main task of the head of each school is to provide and deliver effectively an appropriate curriculum using all resources which includes human, material and financial of which are readily available. This involves mobilizing all possible resources including those from the Ministry of Education, the community and other organizations and the ensuring their full and effective use.

### Table 4.4 Schools Level of Academic Performance

<table>
<thead>
<tr>
<th>Level of academic performance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
</tr>
<tr>
<td>Average</td>
<td>86</td>
</tr>
<tr>
<td>Below average</td>
<td>6</td>
</tr>
</tbody>
</table>

On the schools level of academic performance, Table 4.4 indicates that majority of the respondents 86% indicated that their performance was average. Only 8% and 6% said it was excellent and below average respectively. Cameron (2009) has stressed the aspect of training managers to develop work agenda, act out roles and engage in planning, organizing, leading and controlling. Head teachers need knowledge base and key
management skills, technical, human and conceptual skills for school academic performance to improve.

4.3.3 Staff Personnel

The staff personnel include both the teaching and the non teaching staff. The management of human resource in the school is the most important task for a school head. The study sought to find out whether the staffs were adequate, the level of replacement and the challenges facing the teaching staff in the schools.

Figure 4.12 Adequacy of teaching staff

Figure 4.12 indicates that 77% of the respondents said they did not have enough teaching staff while 33% said the teachers were adequate.
Figure 4.13 above shows that 86% of the respondents indicated that in case of understaffing, the replacement by the TSC was not done in good time. Only 14% of the respondents said the replacement was done in good time. Delay in replacement caused the BOG to employ extra teachers. The head teachers according to Mbiti (1999) must avoid showing any form of favor to a particular teacher. The TSC and BOG teachers must work as one team.

Olembo (1998) points out that managing human resources available at a school is probably the most important task for a school head. In any country, the major portion of the national budget allocated to education is spent in paying personnel. The success, therefore, of any school programme depends on how efficiently the school head teacher can deploy this important resource for the best use of the school.
In Figure 4.14 above, of the respondents interviewed, 90% agreed that lack of motivation was the main challenges followed by 78% and 75% indicating heavy workload and lack of promotion as other challenges respectively. 93% and 88% disagreed that absenteeism and lack of staff houses respectively were challenges in day schools. These are the main challenges that the head teacher has to manage so that the teachers can deliver. Campbell, 2010) stresses that the relationship an administrator establishes with his staff to achieve the purpose of the school may be the essence of administration.

Gravenir (2004) observes that the number of teachers over time may be useful to know the growth that is taking place. This serves only limited purpose unless it is linked to enrolment and pupil-student ratio is computed. The growth in number of teachers should also be linked to trained teachers. This indicator does not take into account differences in teachers’ academic qualifications, pedagogical training, professional experience and
status, teaching methods, teaching materials and variations in classroom conditions. All these factors could affect the quality of teaching/learning and pupils performance.

**Figure 4.15 Adequate Non-Teaching Staff**

Figure 4.15 above indicates that 77% of the respondents did not have enough non teaching staff while only 23% said they were enough. Most of the non teaching staff takes more than one role. In his view Chau (2009) noted that the education planner is concerned with the number of each category required for the efficient running of the school educational services and their cost as part of the total cost.

### 4.2.4 Student Challenges

Students are the key stakeholders within the school. They are the ones who learn and are the ones through which the education objectives are achieved. Without them there could be no school, staff personnel or head teacher. The study sought to find out their completion rate, their gender distribution and the student related challenges.
Table 4.5 Students Completion Rate

<table>
<thead>
<tr>
<th>Completion rate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>Average</td>
<td>88</td>
</tr>
<tr>
<td>Below average</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 4.5 above indicates that 88% of the respondents said the completion rate was average while 12% said it was below average. Only 4% said the completion rate was excellent.

Figure 4.16 Students Respondents’ Distribution across Gender in Sampled Schools

Figure 4.16 indicates that majority of respondents were males (52%), while females were 48%. Thus the findings of the study gave a good representative sample of gender.
Figure 4.17 above indicates that majority of the respondents 76% agreed that lack of school fees was a major challenge among students followed by drugs and substance abuse and peer pressure at 57% and 52% respectively. 83% of the respondents disagreed that orphan hood and single parenthood were major challenges while 60% disagreed that poor performance was a challenge among students. 55% disagree that truancy was a challenge while 45% agreed it was a challenge.

Campbell (2010) says that the head teacher should communicate with the students and as part of his supervisory role, this attempts to influence and control their behavior. The school rules and regulations should be well communicated to the students. The head should ensure there are effective channels of communication in form of notice boards, assembly and student representatives.
4.3.5 School Facility Challenges

School facilities refer to the physical layout of the school and it includes physical facilities such as classrooms, laboratories, dormitories, workshops, dining hall and grounds. The head teacher has the overall responsibility of managing the school plant.

The study sought to find out the state of the facilities in day secondary schools.

Table 4.6 State of School Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Adequate</th>
<th>In-adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration block</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>Classrooms</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>Science laboratories</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Library</td>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>Dining hall</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Kitchen</td>
<td>12</td>
<td>88</td>
</tr>
<tr>
<td>Washrooms</td>
<td>44</td>
<td>54</td>
</tr>
<tr>
<td>Playing fields</td>
<td>64</td>
<td>36</td>
</tr>
</tbody>
</table>

On rating the state of school facilities, Table 4.6 indicates that 93% said the classrooms were adequate while 96% and 88% said that the dining hall and the kitchen were not adequate respectively. The science laboratories were equally not adequate at 75% while 95% of these respondents said the school lacked libraries. 56% of the respondents agreed the administration block was adequate while 64% also agreed the playing fields were adequate. Most schools used the play grounds of the neighboring primary schools. The washrooms were not adequate 54%. Eric (2009) says that school plants exist to facilitate the instructional programmes. Therefore, physical resources should be put in place and used effectively by teachers and support staff.
From the above Figure 4.18, it can be concluded that most of the principals experienced challenges in curriculum and instruction, and financial management which recorded 100% each. Lack of enough funds was cited as the main problem which hinders effective curriculum implementations. Heads are unable to buy enough resource materials. Kyungu (2007) states that administrative activities and financial management are instrumental to the achievement of the major purposes of the school. Financial management is mainly affected by lack of financial skills in accounting as the Ministry of Education (MOE) doesn’t induct the newly appointed heads, so most of them learn on trial and error basis. Pupil’s personnel recorded 80%, school community relations 70%, physical facilities 50%, staff personnel 40%. Most respondents said they didn’t experience serious staff personnel problems because most of the schools had T.S.C teachers and the BOG
employed more teachers as needs arose. However, they felt employment of BOG teachers was overburdening the schools financially hence TSC should provide more teachers.

4.4 Research Question Two: Causes of the challenges facing head teachers in managing day secondary schools

On financial management, head teachers listed challenges like inadequate training in financial management during pre-service as the main challenge. Others were lack of induction courses for the newly appointed head teachers and interference in school finances by parents and BOG members. The fixed school fees structure by the government didn’t take into account goods inflations. Some principals lacked knowledge on how to monitor the activities of the school bursar.

Challenges on curriculum and instruction were caused by little or no consultations at all with specialists in the field. The curriculum changes done from time to time ignore both the human and physical resources and teachers may lack training, creativity and work capacity and therefore unable to deliver curriculum effectively. Lack of adequate textbooks, revision books and science equipments for experiments posed a great challenge to head teachers.

Lack of adequate qualified guidance and counseling personnel in the schools, students’ environmental differences and changing life values that are demanding new approaches are causes of challenges in students’ management. Among the staff, poor remuneration and incentives, inadequate in-service training and seminars and poor manpower planning while training cause challenges among teaching staff. Inadequate physical facilities and inadequate equipment and apparatus are causes of challenges facing head teachers.
Challenges faced on school community relations are caused by interference from the community since most schools are built on harambee basis, so communities want head teachers from their localities to head. Interferences from the sponsor who want heads from their own faith to head and also PTA interferences where heads are accused of funds misappropriation are other causes of challenges in school community relations. Most parents are illiterate and believe that day secondary school education is free hence many don’t pay the school fees as required. Many families are dysfunctional and the guardians or parents do not attend school meeting.

4.5 Research Question Three: What strategies are put in place by the government to assist head teachers to tackle these challenges?

On whether there is any support from the government in tackling these challenges the Deputy Principals’ gave the following sentiments; there is through the C.D.F funds and Free Secondary Education funds. Also the Ministry of Education (MOE) has enhanced promotion strategies and that opportunities for further training for teachers have improved. The P.D.Es and D.E.Os offices hold seminars to train and remind instructors about their responsibilities.

According to Principals the Free Secondary Education has taken off well though there is need to increase these funding. C.D.F and LAFT funds are available to schools undertaking various projects if the school forward their project proposals. Funding from the MOE to buy laboratory/science equipments as well as improve the physical infrastructure has facilitated projects in the existing schools. The T.S.C has also been recruiting teachers to ease the shortage and also balance the existing staff. Capacity
building through workshops/seminars and other programs like SMASSE has been enhanced. The administration, especially the chiefs have sometimes been involved in dealing with truancy, illicit brews and other serious issues affecting education in their locality.

4.6 Research Question Four: What efforts have head teachers taken to overcome these challenges?

School Principals' saw the need to involve all stakeholders in running their institutions. Frequent meetings organized by the BOG and PTA were essential to discuss policy matters as well as planning and organizing school development projects. The head teachers try to manage the available resources maximally. The subordinate staff performs multiple roles e.g. the bursar performs the roles of a secretary. Where the teaching staff was inadequate, BOG engaged teachers as they waited for TSC to post or recruit these personnel. All new staff members were inducted accordingly. Head teachers supervised the curriculum implementation as well as enlisting the support of competent and dedicated staff. The head teacher encourages team work and motivates all the teachers. Parents were sensitized on the need to pay school fees early to avoid time wastage when sending students home for fees. They were told day secondary education is not free and are expected to play their roles by paying school fees on time. Needy students were encouraged to apply for C.D.F and L.A.T.F bursary. In-disciplined students were dealt with accordingly and at times if necessary, head teachers' involved local administration to curb cases of truancy and illicit brews. Guidance and counseling in schools is intensified as well as involving motivational speakers for both teachers and students.
Deputy school Principal’s called for proper management of the existing resources by both the teaching and non teaching staff. Teamwork amongst teachers in bringing about disciplines should be encouraged and collectively undertake guidance and counseling.

4.7 Head Teachers Suggestions on how to improve management of day secondary schools

The head teachers were given an opportunity to give suggestions on how to improve the management of day secondary schools in Imenti South District, Meru County. The suggestions were diverse and they are tabulated below.

Table 4.7 Head Teachers Suggestions on improvement of day secondary schools

<table>
<thead>
<tr>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial management</strong></td>
</tr>
<tr>
<td>Pre-service training in financial management skills should be held regularly</td>
</tr>
<tr>
<td>Proper induction of newly appointed head teachers</td>
</tr>
<tr>
<td>The government should be able to increase and release funds immediately when schools open.</td>
</tr>
<tr>
<td><strong>Curriculum and instruction</strong></td>
</tr>
<tr>
<td>Regular in-service training programs</td>
</tr>
<tr>
<td>Enlisting staff in curriculum implementation</td>
</tr>
<tr>
<td>Provision of adequate instructional materials</td>
</tr>
<tr>
<td><strong>Students management</strong></td>
</tr>
<tr>
<td>MOE to intensify training of head teachers and teachers on guidance and counseling</td>
</tr>
<tr>
<td>Sensitivity to changing life values and challenges</td>
</tr>
<tr>
<td>Head teachers collaborating with parents, teachers and other authorities in instilling discipline</td>
</tr>
<tr>
<td><strong>Staff personnel management</strong></td>
</tr>
<tr>
<td>Boosting staff morale through welfares strategies</td>
</tr>
<tr>
<td>Improve teachers remuneration</td>
</tr>
<tr>
<td>Train head teachers in personnel management</td>
</tr>
<tr>
<td><strong>School physical facilities</strong></td>
</tr>
<tr>
<td>Government should fund the building of school facilities especially the newly started day schools</td>
</tr>
<tr>
<td>Repairs and renovations and stock-taking should be done regularly.</td>
</tr>
<tr>
<td><strong>School-community relations</strong></td>
</tr>
<tr>
<td>Align school programs to community activities</td>
</tr>
<tr>
<td>Develop positive attitude towards community projects</td>
</tr>
</tbody>
</table>
Majority of Head Teachers faced problems in performing all the main tasks of school management. Most problematic tasks were lack of funds which led to lack of teaching and learning facilities and Mbiti, (1999) notes that money is an important element for the success of any venture. Availing enough funds in day schools and increasing the bursary allocation in order to cater for increasing number of needy students who seek education in day secondary schools may be a lasting solution to financial crisis in these schools. Schools will also be able to buy enough instruction and teaching materials as well as improve the physical infrastructure. The head teachers who are the school managers need to be trained on financial management. The community should also be sensitized on their role in the day secondary school since according to Olembo (1998) schools operate as an integral part of a community.
5.1 Introduction

In this chapter the results of the study were discussed and recommendations made thereafter.

5.2 Summary of the Findings

5.2.1 Demographic Data

i) All categories of public day schools in the district were represented. Thus the findings of the study give a good representative sample of all the different types of public day schools in the district. Majority of the teachers respondents were males (52%), while females were 48%. Thus the findings of the study gave a good representative sample of gender.

ii) Majority of Head teachers respondents were males (86%), while females were 14%. Thus the findings of the study shows gender discrepancy which can be explained by the fact that many of the day secondary schools sampled in the district are mixed. Majority of head teachers respondents were holders of Bachelors degree (72%) followed by Masters (14%) and Diploma (14%).

iii) Majority of the head teachers’ respondents were 40-49 years (57%) which shows that most of them were in the middle age where they were expected to be active and productive. They were followed by age 50-54 years at 43%. None were between age 20 - 39 years or 55 years and above. Majority of the teaching staff...
59% were male while majority of the support staff were females at 63%. Female teachers were 41% while 37% were male support staff.

iv) Seventy five percent of the principals’ respondents had worked earlier as Deputy Principals for 3 years and below, while 50% had been classroom teachers for 3 to 6 years.

v) A slight majority of the teaching staff 59% were male while female teachers were 41%. Majority of the support staff were females at 63% while 37% were male support staff.

5.2.2 Financial, Curriculum, Staff, Physical Facilities and Community Relation Challenges

i) Majority of the respondents 86% said they did not have enough funds to run the school while 14% indicated that these funds were adequate.

ii) On curriculum, majority of the respondents 57% said they covered the syllabus in good time while 43% indicated that they were not able to cover it in good time. A slight majority 58% of the respondents indicated that the teaching and instructional materials were not enough while 42% indicated that they were enough.

iii) On staffing, a majority of the respondents 86% indicated that in case of understaffing, the replacement by the TSC was not done fast. Only 14% of the respondents said the replacement was done in good time.

vi) On student challenges, most of the respondents 76% agreed that lack of school fees was a major challenge among students followed by drugs and substance abuse
and peer pressure at 57% and 52% respectively. Most the respondents 83% disagreed that orphan hood and single parenthood are major challenges while 60% disagreed that poor performance was a challenge among students.

vii) On the challenge of school facilities, 93% said the classrooms were adequate while 92% and 83% said that the dining hall and the kitchen were not adequate respectively. A majority of the respondents 90% said the school lacked libraries.

viii) On community relations, 70% of the respondents agreed it was a challenge while 30% said it was not a challenge.

5.2.3 Causes of the Challenges

i) On finances, the degree of finance reliability rating, majority of the respondents 72% said financial reliability was average while 18% said the funds were not reliable.

ii) Concerning the curriculum, majority of the respondents 67% said that the reference books were inadequate. Sixty six percent (66%) of the respondents indicated that the text books were adequate while 56% respondents said the revision books were adequate.

iii) On staffing, majority of the respondents 77% did not have adequate teaching staff while 33% were under staffed. Majority of the respondents 77% did not have adequate non teaching staff while 23% said they had enough.

iv) Ninety percent of the respondents agreed that lack of motivation was the main challenges followed by 78% and 75% indicating heavy workload and lack of promotion as other challenges respectively. A majority of the respondents 93%
and 88% disagreed that absenteeism and lack of staff houses respectively were challenges in day schools. Seventy seven percent (77%) of the respondents had enough non teaching staff while only 23% said they were not enough.

v) Eighty eight percent (88%) of the respondents said the completion rate of the students was average while 12% said it was below average. Majority of the respondents 76% agreed lack of school fees was a challenge to the students.

5.2.4 Strategies put in Place by the Government

i) A slight majority of the respondents 53% said that they received government grants followed by 26% receiving CDF/LATF funds. Currently, each secondary school student receives Kshs. 10,650 every year as tuition fee according to UNDP (2010).

ii) Seventy seven percentages (77%) of the respondents did not have adequate teaching staff while 33% were under staffed. The schools had both TSC and the BOG teachers. In most schools, the number of TSC and BOG teachers was equal.

5.2.5 Efforts taken by Head Teachers to Overcome the Challenges

i) Head teachers with the help of the BOG organize for harambees to raise funds. However, funds from harambees and NGO were 5% and 4% respectively. Least funds, less than 10% were received from the church or the sponsor. Some respondents 10% had other income generating projects in the school.

ii) On teaching staff, a majority of the respondents 90% lacked motivation while 10% were motivated. It is the role of the head teacher to motivate the staff.
iii) Most of the respondents 77% had inadequate staff and the available staff took more than one role in the school.

iv) On students, a slight majority of the respondents 52% agreed peer pressure was a challenge hence the head teacher organizes guidance and counseling sections for the students.

v) On rating of the school facilities, a slight majority of the respondents 56% had administration blocks while 44% did not have. Most of the respondents 75% did not have the science laboratories while 25% had. Majority of the respondents 88% did not have the dining hall. The head teacher encouraged sharing of the available resources.

5.3 Conclusions

This study enabled the researcher to arrive at certain conclusions about the challenges faced by head teachers in managing public day secondary schools. Most of these schools experienced serious challenges in the areas of financial management, curriculum and instruction and management of student personnel. Other challenges included school community relations and physical facilities. Teaching staff personnel was also a challenge as most schools did not have enough T.S.C teachers because half of the teaching staff was employed by the BOG. Efforts made by the Principal to counter the challenges faced were numerous. They included encouraging teamwork amongst the teaching staff especially in the management of curriculum and instruction. The non-teaching staffs are encouraged to perform multiple roles instead of employing extra staff. On student’s discipline, the head teachers encourage all teachers to be involved in
guidance and counseling. The head teachers organize for motivational talks and seminars for the students as well as the teachers. Parents are sensitized on the role they play in the education of their children. They are educated that day secondary school education is not free but they cost share with the government. The head teachers involve other stakeholder in sourcing for funds not only from the students’ fees but also from CDF and LATF funding and also harambees. The government has been involved in remitting funds for free secondary education and also posting of TSC teachers though they are inadequate. However, the funding by the government was not remitted on time thus the head teachers suggested that the funds should be remitted immediately the schools are opened at the beginning of the term.

5.4 Recommendations

From this research, the researcher recommends the following.

i) Adequate financing is important as money answers to all things. The school cannot be well managed without finances, thus the government should increase funding for day secondary schools. The funds need to be released at the beginning of the term as delaying the funds disorganizes the school programs.

ii) The head teachers should be well trained on financial management before they are posted to head the schools.

iii) The parents should be sensitized on the roles they play in the education of their children. They need to be educated that the day secondary school education is not free but they cost share with the government.
iv) Students in day secondary schools should be encouraged and motivated so that they don’t see themselves as second class students as compared to those in boarding schools. Such motivation will enable them to compete with the other students.

v) Curriculum and instructional materials should be adequately provided both for teachers and students.

vi) The community should full support the day secondary schools which are within their communities. Olembo (1998) notes that schools operate as an integral part of a community, thus you cannot separate them from the society.

5.5 Suggestions for Further Research

This study has handled challenges facing principals in managing public day secondary schools. There are many other aspects of secondary schools management that can be looked into:

a) A study can be done to find out whether there is any correlation between Principals’ academic qualifications and challenges experienced.

b) A study to find out factors leading to low student enrollment in public day secondary schools.

c) A study to find out whether female principals faced challenges as their male counterparts.
REFERENCES


APPENDIX A

PERMISSION LETTER

KENYATTA UNIVERSITY,
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
POLICY AND CURRICULUM STUDIES.
P.O BOX 43844-00100 GPO,
NAIROBI.

Dear Sir/ Madam,

RE: INVOLVEMENT OF YOUR INSTITUTION IN RESEARCH

I am a post graduate student at Kenyatta University. I am undertaking a research study in the Field of Educational Administration; my research title is "Challenges Facing Head Teachers in Managing Day Secondary Schools in Imenti South District, Meru County" You have been chosen to participate in this study. The questionnaire intends to find out the nature of management challenges, which you may be experiencing in the course of your work.

The information provided will be meant for this research only and will be treated as confidential.

Your co-operation in answering the questions faithfully will be highly appreciated.

Thank you in anticipation,

Yours faithfully,

LUCY NDUMBA MUTEMBEI
M.ED. Student – Researcher
E55/OL/0051/03
APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

These questionnaires are prepared to collect general information about yourself and the school. For the purpose of keeping the source of information confidential your name and that of the school are not required. You are therefore asked to answer the questions correctly and honestly by ticking (/) in the right box number in the appropriate box.

SECTION A

1. Your sex
   - Male ( )
   - Female ( )

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

3. Academic qualifications
   - i) P.H.D ( )
   - ii) Masters ( )
   - iii) Degree ( )
   - iv) Dip/Sl ( )
   - v) Any other, specify ( )

4. Your experience in the following capacities i.e. number of years;
   - i) Classroom teacher ( )
<table>
<thead>
<tr>
<th>Role</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>()</td>
</tr>
<tr>
<td>Deputy Head teacher</td>
<td>()</td>
</tr>
<tr>
<td>Head teacher</td>
<td>()</td>
</tr>
<tr>
<td>Total</td>
<td>()</td>
</tr>
</tbody>
</table>

5. Nature of your school/ pupils

- **Boys**: ()
- **Girls**: ()
- **Mixed**: ()

6. Type of school

- **Girls Day**: ()
- **Boys Day**: ()
- **Mixed Day**: ()

7. Number of Teaching Staff

- **Male**: ()
- **Female**: ()

8. (a) Number of Non-Teaching Staff

- **Male**: ()
- **Female**: ()

(b) Number of subordinate staff

- **Male**: ()
- **Female**: ()
SECTION B.

Section B. Financial, curriculum, staff, student, physical facilities and community challenges facing head teacher in managing day secondary schools.

1. Apart from the school fees paid by the students what are other sources of your funds? (May tick more than one).

<table>
<thead>
<tr>
<th>Sources</th>
<th>Tick (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government grants</td>
<td></td>
</tr>
<tr>
<td>Church/Sponsor</td>
<td></td>
</tr>
<tr>
<td>NGOs</td>
<td></td>
</tr>
<tr>
<td>Harambee</td>
<td></td>
</tr>
<tr>
<td>CDF/LATF</td>
<td></td>
</tr>
<tr>
<td>Income generating projects</td>
<td></td>
</tr>
</tbody>
</table>

2. Do you have enough finance to run your school?
   a) Yes ( )   b) No ( )

3. What is the degree of finance reliability?
   a) Excellence ( )   b) Average ( )   c) Not reliable ( )

4. Does your school cover the school curriculum/syllabus in good time?
   Yes ( )   No ( )

5. a) Does your school have enough teaching and instructional materials?
   Yes ( )   No ( )
   b) Rate the availability of the teaching and instructional material in your school using the table below. Tick (✓).
<table>
<thead>
<tr>
<th></th>
<th>Very adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revision materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference books</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What is your level of academic performance in the last five years?
   a) Excellent ( )
   b) Average ( )
   c) Below average ( )

7. a) Do you have adequate teaching staff?
   Yes ( )  No ( )
   b) In case of any shortage of teachers, is the replacement by TSC done fast?
   Yes ( )  No ( )

8. What other challenges face the teaching staff members?

<table>
<thead>
<tr>
<th>Challenges facing teachers</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No training/ lack of in-servings courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack staff houses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy workload</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students indiscipline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. Do you have enough non-teaching staff?
   Yes ( ) No ( )

10. What is the completion rate of the students?
   a) Excellent ( ) b) average ( ) c) below average ( )

   What is the overall performance of the students?
   a) Excellent ( ) b) average ( ) c) below average ( )

11. Tick the main challenges facing the students.

<table>
<thead>
<tr>
<th>Main challenges</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of school fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphans/single parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs and substance abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How would you rate the state of the following school facilities?

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Adequate</th>
<th>Not adequate</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science laboratories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing fields</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section C: The causes of the challenges facing the Head Teachers in day schools.

13. List the main causes of the challenges facing head teachers in managing day secondary schools in Imenti South District, Meru County.

Section D: Assessing the strategies by the government to assist Head teachers to tackle these challenges.

14. What strategies have been put in place by the government to assist Head Teachers in tackling these challenges?

15. What recommendations would you make on how to improve management of day secondary school in Imenti South District, Meru County?
APPENDIX C

QUESTIONNAIRE SCHEDULE FOR TEACHERS

1. What do you think are the major challenges facing head teachers in managing day secondary school?

2. What are the major causes of these challenges?

3. What effort does your head teacher take to tackle these challenges?

4. Is there any support from the government in tackling these challenges?

5. As a teacher, what strategies can be embraced by all education stakeholders in order to tackle these challenges?
APPENDIX D

QUESTIONNAIRE SCHEDULE FOR STUDENTS

1. Sex  
   male ( )  female ( )

2. Class  
   form 3 ( )  form 4 ( )

3. What are the main challenges that you face in your school?

4. What do you think are the causes of these challenges?

5. How does your head teacher cope with these challenges?

6. How is your guardian/parent involved in tackling these challenges?

7. How has the government been involved in tackling the challenges?

8. What strategies do you think can be embraced to tackle these challenges?
APPENDIX E

INTERVIEW SCHEDULE FOR DEPUTY HEAD TEACHERS

What are the main challenges faced by head teachers of day secondary school in your district?

1. What are the causes of these challenges?

2. What are the efforts being taken by the head teachers to overcome these challenges?

3. How does the government assist the head teachers in tackling these challenges?

4. What strategies can be embraced to tackle these challenges?
APPENDIX F

INTERVIEW SCHEDULES FOR THE BOG CHAIRMAN

1. What are the main challenges that the head teacher faces in managing day secondary school?

2. What are the causes of these challenges?

3. What efforts does the head take to overcome these challenges?

4. What is the involvement of the BOG in tackling these challenges?

5. How does the government come in to assist in tackling these challenges?

6. What strategies do you think can be embraced to tackle these challenges?
### APPENDIX G

#### RESEARCH BUDGET

<table>
<thead>
<tr>
<th>Item description</th>
<th>Sub-total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Proposal writing</td>
<td>28 800</td>
<td></td>
</tr>
<tr>
<td>Desk Research—from various libraries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationary, computer, photocopies, printing and binding</td>
<td>43 200</td>
<td>72 000</td>
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<tr>
<td><strong>2</strong> Research Instruments</td>
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<td>Questionnaire (typing copies)</td>
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<td></td>
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<tr>
<td>Discussion Guide</td>
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<td>45 000</td>
</tr>
<tr>
<td><strong>3</strong> Data Collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiring of 8 research assistant @ 8000</td>
<td>64 000</td>
<td>64 000</td>
</tr>
<tr>
<td><strong>4</strong> Data analysis (SPSS)</td>
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<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td>25 000</td>
<td>25 000</td>
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<tr>
<td><strong>5</strong> Final Draft printing and binding</td>
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<td></td>
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APPENDIX H

RESEARCH CLEARANCE PERMITT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Lucy Ndumba Mutembei
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi.
has been permitted to conduct research in

Imeni South District
Eastern Province

on the topic: Challenges facing headteachers in managing day secondary schools in Imeni South District, Meru County.

for a period ending: 30th June, 2012.

PAGE 3

Research Permit No. NCST/RCD/14/012/716
Date of issue
7th June, 2012
Fee received
KSH. 1,000

Applicant's Signature

Secretary
National Council for Science & Technology
APPENDIX I

RESEARCH AUTHORIZATION


REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-330571, 2231323, 229420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

7th June 2012

Our Ref: NCST/RCD/14/012/716

Lucy Ndumba Mutembei
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
"Challenges facing head teachers in managing Day Secondary Schools
in Imenti South District, Meru County," I am pleased to inform you that
you have been authorized to undertake research in Imenti South District
for a period ending 30th June, 2012.

You are advised to report to the District Commissioner and the District
Education Officer, Imenti South District before embarking on the
research project.

On completion of the research, you are expected to submit two hard
copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD HSc
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Imenti South District.

"The National Council for Science and Technology is Committed to the Promotion of Science and
technology for National Development."
MINISTRY OF EDUCATION

Telegrams: "ELIMU" Imenti South
Telephone: 0203519450

When replying please quote

REF No: IMS/GEN/47/vol.1/47

ALL PRINCIPALS,
DAY SECONDARY SCHOOLS,
IMENTI SOUTH

RE: LUCY NDUMBA MUTEMBEI

The above named is a student at Kenyatta university. she is undertaking a research on "challenges facing headteachers in managing Day Secondary Schools in Imenti South district – Meru County".

Please accord her any necessary assistance.

J.J.KARIUKI,
FOR: DISTRICT EDUCATION OFFICER
IMENTI SOUTH DISTRICT

June 19, 2012
APPENDIX K

MERU COUNTY MAP