CHALLENGES FACED BY AREA EDUCATION OFFICERS (AEOs) IN DISCHARGING THEIR RESPONSIBILITIES IN MACHAKOS COUNTY – KENYA

BY

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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This project is dedicated to my late father, Ndavi Kinyoi and my late loving mother Francisca Yula. Their tireless efforts to ensure that I attended school with the most possible ease have inspired me this far.
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I wish to acknowledge with sincere appreciation the invaluable inputs from various individuals without whom work of this magnitude would not have been possible. First of all, my sincere gratitude goes to God the Almighty for His divine inspiration and guidance throughout the study period.

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<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>ATS</td>
<td>Approved Teacher Scale</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>DSO</td>
<td>District Station Officer</td>
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<td>EXAM</td>
<td>Examination</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>INSET</td>
<td>In-service Training for Teachers</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<td>KNUT</td>
<td>Kenya National Union of Teachers</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>P.E</td>
<td>Physical Education</td>
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<td>PDE</td>
<td>Provincial Director of Education</td>
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<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
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<tr>
<td>SMC</td>
<td>School Management Committee</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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ABSTRACT

The study set out to investigate the challenges that Area Education Officers (AEOs) face while discharging their responsibilities in Machakos District. AEOs have clearly specified roles in three broad areas: curriculum implementation, co-ordination of co-curricular activities and management of personnel matters. The study employed General Systems Theory based on the work of Ludwig Von Bertalanify to show that AEOs are a part of a system. The study was guided by research questions based on the three broad responsibility areas for AEOs: management of curriculum implementation, coordination of co-curricular activities and personnel management. Review of related literature revealed that nations value education of their citizens very much hence put in place systems of administration of their education. The study employed descriptive design research design. The target population of the study comprised of all the five AEOs in Machakos District. Since the target population was less than twenty, each case was studied in comparison with others. Purposive sampling was used to select all the five AEOs to participate in the actual study. A questionnaire designed for the AEOs was used as the main tool for data collection. Prior to the actual data collection procedure, a pilot study was conducted in one division within the district. The aim of the pilot study was to help identify items in the questionnaire that would have been ambiguous or unclear to the respondents and changed them effectively. Descriptive statistics such as frequencies and percentages were used to analyze the collected data. The study established that the main challenges that make the work of AEO's difficult as they play their roles in these areas were lack / insufficient funds and lack of transport. The study recommends that divisions should be provided with vehicles to ease the problem of transport; the Ministry of Education should fund divisions directly to avoid the problem of delayed and insufficient funds; and CDF money should be fully utilized to provide material resources in the schools.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2007), education officers are charged with the responsibility of ensuring that approved curriculum is adequately implemented, together with other responsibilities such as coordination of co-curricular activities and management of education personnel at the district level. As pointed out by Sharma and Krishna (1996), education officers, as middle level managers in the education system, play an increasingly important role in executing government education policies. They interpret, prioritize, implement, monitor, supervise and evaluate the respective policies, programmes and projects. They also provide feedback from policy users to policy makers so that any shortcomings can be addressed. It can be said, therefore, that education officers perform a cushioning role between policymakers and policy-users.

Different countries organize their supervision of curriculum implementation in different ways, depending on its role and what is expected of it. United Nations Educational, Scientific and Cultural Organization (2007) points out that, when the supervision service is supposed to offer regular advice and support to teachers, its organization and structure should logically be unlike a service that has to exercise external control of schools. United Nations Educational, Scientific and Cultural Organization (2007) however notes that most countries have very similar supervision structures, with education officers playing a key role in supervision of schools. According to Central Office of Information (1964), in England, it is the Ministry of Education's duty to promote the education of the
people of England and Wales, and the progressive development of institutions devoted to that purpose, it is also the ministry’s responsibility to secure the effective execution by local authorities under the control and direction of National policy for providing a varied and comprehensive Educational service in every area.

Leithwood and Jantzi (2005) stated that perceived unique challenges related to the increasingly complex and diverse nature of the pupil population and behaviour in secondary schools calls for greater knowledge, understanding and awareness of relevant legislation. This includes understanding of the role, structure and function of service providers, demonstrating skills in people management including adolescents, and in curriculum planning and management. For this reason, many countries have invested in making reforms towards empowering their education sectors and education officers. For instance, Lewis and Loveridge (1965) argue that there are very few governments, which do not actively pursue a positive policy in relation to education. Subsequently, many countries have embarked on major reforms to improve their systems to adapt to their needs and realities.

Education in Kenya has undergone considerable reforms. Siwolo (2004) notes that the reforms started way back before independence; and have continued up to the present day with the current implementation of Free Primary Education. Hence, attempts and efforts to put policy instruments in place to control and regulate development of education in Kenya can be traced from the advent of the missionaries and colonial settlements in the late 19th century (Siwolo, 2004).
In Kenya, the Education Act Cap 211 (1968) revised in 1980 of the laws of Kenya provides for the position of a Minister of Education who is in charge of all educational matters in the country. It also provides for the position of Provincial Director of Education, now substituted by county director of education following the new constitution and the District Education Officer in order to ensure promotion and administration of education. These officers fall under the Field and other Services Division that includes the Provincial Director of Education (PDE), The District Education Officer (DEO), The Area Education Officer (AEO) and the Zonal Quality Assurance and Standards Officer (QASO). In this structure the AEO is second from the bottom and is expected by the Ministry of Education (MOE) to be in charge of all educational programs within the division. Divisional education offices are manned by Area Education Officer, formerly known as Assistant Education Officer. The education office is situated at the Divisional Headquarters. The officers therefore perform duties similar to those of District Education officers but at the divisional level.

Okumbe (1998) defines educational management as the process of designing, developing and effecting objectives and resources so as to achieve the educational goals. This definition presumes that the educational manager is both a policy maker and executor. Therefore, he deals with educational management activities and implementation of educational policies. The Area Education Officer (AEO) is in charge of planning, directing, controlling, executing and evaluating the educational programs in a division. He/she is therefore charged with the responsibility of overseeing curriculum implementation, co-ordination of co-curricular activities and management of personnel.
Education is of basic importance to the planned development of a nation and therefore takes a big share of a nation's total income. This was clearly reflected in 2007/2008 Kenyan Budget, where according to the Friday 'Daily Nation' 15th June 2007, Education was allocated 119 Billion out of a total of 722.5 Billion-16.5%. This means that Kenya attaches a lot of importance to its citizens' education. Education being so critical to the development of a country, nations ensure that there are proper systems of administration of their education.

According to MOE (1991) and Mbiti (1974) the roles of Area Education Officers are set out as: Coordination of co-curricular activities for primary schools; inspection and supervision primary schools in the division; coordination of the administration of all public examinations for primary schools; coordination of educational tours and visits in the division; facilitating the establishment of school committee and parents association in primary schools in the division; coordination of matters related to the Kenya national union of teachers in the division; coordination of matters related to promotion of teachers on merit, transfer of teachers, promotion of deputies to headship posts in primary schools in the division; and coordination of guidance and counseling of teachers and tries to solve discipline challenges and disputes between teachers and head teachers or between SMC and head teachers.

According to Sang (2012), management practices in Kenyan Secondary schools have come under scrutiny following the wave of student strikes that affected schools across the country in recent years. Over the past decade strikes in schools have been increasing phenomenally. Several reasons have been advanced by different stakeholders as the
underlying root causes: overloaded curriculum; autocratic school administration; drug and substance abuse; poor living conditions in schools; excessive use of corporal punishment; lack of an effective school guidance and counseling services among others. The latest upsurge in violent strikes in public secondary schools in 2008 brought into sharp focus the role of education officers in the management of schools in Kenya.

In the division where the ABO is in charge, the whole education management is dependent on the ABO, who is the educational manager in the division expected to advice, guide and direct all educational activities taking place within the division. In performance of their duties, ABOs strive to ensure fair distribution of teachers within the division, get reports from Head teachers about respective schools, deal with challenges raised by School Management Committees (SMCs) about their schools, guide and counsel teachers, handle teacher’s challenges, sensitize parents, stake holders and general community on policies of the Ministry of Education on education and give feedback about education to the Ministry of Education through the District Education Officer.

In 2003, the Kenya government declared primary education free and compulsory. One criticism that came as a result of the introduction of FPE was that quality of primary education would be compromised. Government and stakeholders are obliged to ensure the provision of quality education for Kenya’s children regardless of gender, status, ethics, social or cultural origin. This is not only necessary for the learner, but also for the achievement of other national aspirations and objectives like economic development, social progress, peace and democracy. The role of ensuring quality in educational institutions in Kenya rests with the inspectorate arm of the Ministry of Education. The
Ministry of Education (MOE) (2000) states that education officers are charged with the responsibility of education management to promote effective implementation of curriculum and ensure education programs are being delivered thus acting as important quality audit.

As noted above, however, the introduction of FPE brought with it a number of challenges that could compromise quality of education. These challenges include over enrolment, shortage of teaching and learning resources, inadequacy of teachers as well as enrolment of pupils with special needs. These challenges called for changes in the way schools are managed, and teaching/learning conducted. However, very little, if any, training was conducted to induct teachers and head teachers on how to handle their roles in the new environment. These challenges could influence the way education officers conduct their responsibilities in management of curriculum, coordination of co-curricular activities and personnel management.

1.2 **Statement of the Problem**

Although changes have been made in the Inspectorate arm of the Ministry of Education, little has been done to establish how the role of education officers contribute to effective curriculum delivery in public primary schools. The introduction of FPE in Kenya brought with it challenges that could have a negative impact of quality education. This means that Area Education Officers are facing obstacles in the management of curriculum implementation, coordination of co-curricular activities and management of personnel; which affects performance in KCPE. The problem addressed by this study was that Machakos District had continued to perform below average in Kenya Certificate of
Primary Education (KCPE). The District had not been able to attain a mean score of 250 which is the average score out of the total 500 marks expected (Machakos District KCPE analysis 2003, 2004, 2005 and 2006). Challenges faced by AEOs while discharging their responsibilities in Machakos District had not been subjected to any formal investigation. This therefore defined the domain of the study. It was the challenges AEOs faced that were subject to question in the study.

1.3 Purpose of the Study

The purpose of the study was to find out the challenges that AEOs faced in discharging their responsibilities. This will enhance the work performance of AEOs and therefore improve the general output of the district. The study also sought the AEOs views on the possible solutions to the challenges.

1.4 Objectives of the Study

The study focused on the following objectives:

i. To find out challenges faced by AEOs in management of curriculum implementation in primary schools of Machakos District.

ii. To find out challenges faced by AEOs in coordination of co-curricular activities in primary schools of Machakos District.

iii. To find out challenges faced by AEOs in management of personnel in primary schools of Machakos District.
1.5 Research Questions

The study was guided by the following questions which were based on the three broad responsibility areas for AEOs: management of curriculum implementation, coordination of co-curricular activities and personnel management.

i. What are the challenges faced by AEOs in management of curriculum implementation in primary schools of Machakos District?

ii. What are the challenges faced by AEOs in coordination of co-curricular activities in primary schools of Machakos District.

iii. What are the challenges faced by AEOs in management of personnel in primary schools of Machakos District.

1.6 Significance of the Study

The findings of this study may be of benefit to education planners and the government in the following ways.

i. The findings of the study could provide the Ministry of Education with data on the challenges that Education Officers are facing in curriculum implementation, co-ordination of co-curricular activities and management of personnel matters. This could assist the Ministry in coming up with necessary measures to improve management of curriculum implementation and supervision in education.

ii. By investigating the challenges faced by Education Officers the government is likely to be in a position to come up with strategies to improve their skills in order to be more effective.

iii. To Education Officers themselves, the study could act as a self assessment tool. Education Officers may benefit from the study in that they are likely to acquire
information to guide them on the need to sharpen their skills in dealing with challenges of management of curriculum implementation and supervision through further training.

iv. Training institutions and other bodies charged with training of education staff, like the Kenya Education Staff Institute (KESI), currently Kenya Education Management Institute (KEMI) could benefit from the study in that it may provide important information that may guide the training content for the current and future Education officers.

v. The study is likely to fill gaps in research and may prompt other researchers to do similar studies in other regions or levels of education.

1.7 Delimitations of the Study

The research sought to find out the challenges facing AEOs in discharging their responsibilities in Machakos District. The challenges investigated included those related to organizing for INSETs, material and physical development, administering National Examinations and curriculum implementation.

1.8 Limitations of the Study

Due to time and financial constraints, it was not possible to cover a wide area for the study. The study only covered AEOs in Machakos District. As such the findings may not permit generalization to other districts in Kenya. The researcher acknowledged that she was not able to find all the valuable information regarding education management challenges that AEO’s faced.
1.9 **Assumptions of the Study**

The study was conducted under the following assumptions:

(i) That the AEOs gave the true information as required in the study.

(ii) That the AEOs were well versed with their roles.

1.10 **Theoretical Framework**

The study was based on the General Systems Theory that contends that: An organization is an integrated system of interdependent structures and functions.

An organization is constituted of cells and a cell consists of molecules, which must work in harmony. Each molecule must know what the others are doing. Each one must be capable of receiving messages and must be sufficiently disciplined to obey (Owens, 1981). An organization therefore is constituted of groups and a group consists of persons who must work in harmony. Each person must know what the other one is doing and each one must be capable of receiving messages and be sufficiently disciplined to obey.

The system’s theory involves two concepts i.e. the concept of sub systems and the concept of multiple causation. The idea is that a change in one sub system will be felt in all other subsystems of the organization.
Figure 1.1 Theoretical framework

Source: Adopted from Owens (1981:68)

According to the above theory, the AEO is a part of the organization that is the Ministry of Education in which he/she is expected to know what the other subsystems are doing, receiving messages and sufficiently be disciplined to obey. Malfunctioning of the AEO will affect the whole education management process and hence the final output in education. (See Figure 1.1 above). The Area Education Officer lies at the bottom in the management structure of the Ministry of Education and therefore should be informed of educational policies and what is expected of him/her in his/her area of jurisdiction.
1.11 Conceptual Framework

Figure 1.2 Conceptual Framework: AEOs Functions, AEO’s Facilitation from MOE, AEO’s Interactions with Schools and Expected Outcomes.

AEOs FUNCTIONS
- Administration of public exams
- Staffing/balancing of teachers
- Assessment and advice of schools
- Conflict resolution
- Establishment of SMCs
- Coordination of co-curricular activities
- Interpretation of Government policies

AEOs FACILITATION FROM MOE
- Provision of:
  - Personnel
  - Equipment
  - Transport facilities
  - Communication facilities

EXPECTED OUTCOME
- Improved performance in national exams
- Improved working relations
- Good performance in co-curricular activities

AEO'S INTERACTIONS WITH SCHOOL
- Teachers
- Pupils
- SMCs
- Parents

Source: Researcher
Area Educational Officers work in different sizes of divisions depending on the number of primary schools in the region. In their work performance, they use resources such as personnel, equipment, and transport and communication facilities. This leads to effective services by AEOs in the implementation of curriculum and managerial tasks.

The educational background, professional training, experience, age and gender are likely to determine their degree of work performance. The purpose of the study was to determine the challenges that AEOs face while performing their duties. Experienced challenges may affect the degree of efficiency in their performance and this may be reflected in the output in curriculum implementation, personnel management and co-curricular activities. It is the responsibility of the Ministry of Education to facilitate the AEOs with the necessary resources in order perform their duties effectively. Existence of the necessary resources above could impact positively on education management at divisional level. Of course, it was recognized that if the AEOs possessed the required education standard and had the necessary training and experience, they were likely to be more efficient and effective in their work and this would be reflected in the academic performance of their divisions. Figure 1.2 depicts the interactions of different variables in the study.
1.12 Definition of Operational Terms

For the purpose of understanding of the study, a number of terms used are defined as below:

**Curriculum**
All that is planned, selected and organized for the learners to enable them acquire and develop desired knowledge, skills, attitudes and values.

**Co-curricular activities**
Organized out of class programs/activities e.g. games, sports, clubs and societies.

**Management**
Providing leadership, guidance, direction and control.

**Challenges**
Impediments or constrains.

**Roles**
Responsibilities bestowed on an individual

**Division**
An educational management unit parallel to the provincial administrative division manned by AEO

**Personnel**
All those persons that participate in provision of education.

**Stakeholders**
All those concerned support and participate in education provision.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a review of related literature is presented. The first section deals with the historical perspective, the second section deals with Free Primary Education (FPE). The third section deals with education management while the fourth part is about the challenges faced by education officers.

2.2 Historical Perspective of Educational Administrators

Derek (1970) observes that becoming an administrator one earns himself/herself hatred from his or her colleagues for they may not see any special qualification that one has in order to qualify for the position. To them, it doesn’t make a difference but one becomes noticeable when implementing a non-popular policy. All the AEOs were originally teachers and left teaching in order to be used in management of education for improvement of the service.

Though the AEOs assume management positions in order to make improvements, not always do teachers view them as good enough in making improvements. Many teachers may look at them as people who where unable to deliver while they were teaching. On the other hand, having a wealth of experience in the teaching profession AEOs are very useful in managing education since many of the challenges/issues brought to their attention by the schools they have either experienced or handled the same when they were teaching. As education managers in the division, the AEOs were in charge of primary schools and therefore supervised all primary schools programs and made
decisions that influenced the running of the primary schools in their respective divisions. Stability and quality of education within the primary schools depended on decisions made by the AEOs in respect to the number of teachers in a school to facilitation of election school management committees (SMCs), smooth running of co-curricular activities and existence of peace in the schools through conflict resolutions. Co-curricular activities were important for they enabled learners to relax their minds and stimulate thinking making their minds fresh and ready to absorb more concepts and ideas. When learners are involved in co-curricular activities, they become more alert and therefore more active in class.

Over recent years, decentralization has become a popular reform in educational management, and with it the roles of education officers have been changing (De Grauwe & Lugaz, 2011). In Kenya, decentralization of education is a mixture of different trends: (1) deconcentration (the fairly well-staffed DEOs are the local representatives of the ministry); (2) devolution (local government exists and can take initiatives in the field of education); and (3) school autonomy (schools receive funds directly from the central government and in secondary schools teacher recruitment is partly in the hands of their boards of governors). Uganda, on the other hand, has opted for a clear policy of devolution for a number of years. In the education sector, this means that the DEOs are not extensions of the Ministry of Education, but form part of the district authorities and report to the district administration, not to the Ministry of Education. As in Kenya, schools receive funds from the central authorities, but these are transferred through the district (De Grauwe & Lugaz, 2011).
In Lesotho, the role of District Education Officers, which used to be simply inspectorial, has recently been expanded into fully fledged officers in charge of aspects of human and financial resource management (Government of Lesotho, 2004). They represent the Ministry of Education in the 10 districts. The devolution reform was launched in 1997 with the adoption of the Local Government Act. Through local elections, district councils have been set up with some autonomy in decisions concerning land use. They are expected to receive more decision-making power, including for education. A ‘district administrator’ is appointed by the government and has to ensure that national policies are implemented in that district (De Grauwe & Lugaz, 2011).

In Kenya, Uganda and Lesotho, De Grauwe and Lugaz (2011) found that efforts are made to lessen the distance between the educational administration and schools, to provide more regular support to schools (in particular through pedagogical advice) and to discharge the DEO of some administrative functions. This takes different forms: the posting of officers closer to schools or the creation of specific education units below the DEO. In Kenya, each district is divided into educational divisions and zones. An AEO usually heads each division, while quality assurance and standards officers (QASO) head the zones; they are therefore called zonal QASOs. These units have administrative responsibilities and support the DEO in monitoring educational quality in their area (De Grauwe & Lugaz, 2011).

2.3 Free Primary Education

In Kenya, the government committed itself to attainment of Education for All (EFA) by 2015 and the Millennium Development Goals hence committed itself to the Free Primary
Education (FPE). With the inception of FPE and its increased demand for more supervision and management of educational programs, educational divisions in Kenya had become difficult to manage. Free Primary Education saw an estimated 1.5 million children who were previously out of school turn up to attend classes (Irine 2003; Gatimu, 2005).

As a result of the increasing number of pupils enrolling in primary schools the physical and material resources as well as teachers available in schools are strained. As education managers in the divisions AEO's are strained in their management activities overstretching their capacity like most other resources. The increased shortage of teachers and the ever-increasing enrolment in the public primary schools have posed a great challenge to the AEOs since schools/stakeholders turn to the AEOs for assistance in posting of teachers whenever there is a shortage.

This challenge has been made worse by the Government freezing of teacher recruitment since 1998 when teachers stopped being employed upon completion of their training. TSC only replaces those that leave the profession through natural attrition yearly. It was only in the year 2007's budget that the government committed itself to employing 4,000 teachers as new employees above 7,000 who had been employed for replacement of those who had left the service through natural attrition (Daily Nation – Friday June 15th 2007). This number was very small considering the increased enrollment in the public primary schools. According to Mutiso 2007 (report on primary schools K.C.P.E analysis) increased alertness of parents and general society on the performance expectation of schools has made the role of the AEO more difficult for he/she has to handle irate
parents/stakeholders who are out to eject teachers out of their schools on poor performance. (Report on primary schools- Machakos).

2.4 Education Management

Management according to Waweru (2005) is a basic principle of organization. Management applies in all cases and that the five functions mentioned above must be carried out in all types of organizations. He further states that the nature of inputs, the conversion process and the form of outputs will emphasize characteristic features of particular organizations.

Ministry of Education, Science and Technology (MoEST) (2003) posits that planning and management of educational resources are prerequisites to the attainment of quality educational outcomes. The importance of planning and management to the Kenyan educational system was identified in Sessional Paper No. 6 of 1988, where the above important functions were expected to lead to the optimal utilization of educational facilities, equipment, materials and personnel.

Onyango (2001) emphasizes that the management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. He explains that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. These are some of the duties given to the AEO.
The Education Act Cap 211 (1968) revised in 1980 of the laws of Kenya provides for the position of a Minister in charge of education matters in this country. It also provides for the position of Provincial Education Officer, currently transferred to County Education Officer in line with the new constitution and the position of a DEO. While the PDE and the DEO are in charge of education in the province and district respectively, the AEO manages education in the division.

According to Ross and Taylor (1975), educational administration is a complex phenomenon - so complex, in fact that the term conveys a variety of meanings even to the practitioners and scholars working in this particular field. It's complex because the officer in charge have to handle many and varied activities and deal diverse people. They have to deal with policy interpretations and implementation of educational programs coordinates co-curricular activities and deal with diverse people including head teachers, teachers, parents, school management committees and other stakeholders.

While in the past proficiency and success in classroom teaching were enough ground for promotion, today a wide range of skills are necessary for educational managers just like managers in other fields. Education managers need to be equipped with management skills. According to Ministry of Education Science and Technology (2003), an AEO should hold a Bachelor's degree in education, should have served in the grade of Education Officer for at least three years, demonstrated managerial and administrative ability in work performance and results. He/she should also have completed a post-graduate course in educational management course lasting for at least six months from a
recognized institution. Though the pre-requisite qualifications are well stipulated on the ground the situation may be different.

**Figure 2.1 Unity of Command**

![Diagram of Unity of Command]

**Source:** Mbiti, (1974)

According to Mbiti (1974) in an organization like the MOE, no one can do everything. In order to achieve the goals of the organization, different people have to be assigned different jobs according to their skills. The tasks that they perform must therefore be related to each other and integrated, if unity of effort is to be achieved. Based on this the position of the AEO was established in order to manage education at the lowest level of management, where schools present their challenges to be handled before they are forwarded through the AEO to the DEO. Figure 1.3 above depicts unity of command at the district.
The Divisional Education Officers in short are responsible for the management and promotion of education at the divisional level. In their management duties, they are assisted by zonal Quality Assurance and Standards Officers (QASO) who are in charge of zones. According to the Ministry of Education and UNICEF Kenya Country Office (1994), the management system had been decentralized through the following chain of command. Headquarters – Provincial Education Office (PEOs) later PDEs (following the new constitution, the position of the PDEs have been phased out and a new management level put in place- County Director of Education) – District Education Officers- Divisional Education Officers (AEOs)- Zonal Inspector (Zonal QASO) - School Head-Teachers - Pupils. These education management levels made it possible for education matters to be addressed at different levels depending on their weight and complexity. This made it easier and convenient for clients to be served.

2.5 Challenges Faced by Education Officers

Education officers play a significant role in promoting the quality of education. In Botswana for instance, education officers take part in various pedagogical activities: they are members of subject panels responsible for curriculum development; they participate in item-writing, pre-testing and supervision with regard to examinations; they participate in pre-service education by sitting on the Advisory Committees of the Colleges of Education, which, among other things, review the colleges’ curricula; and they are members of In-Service Committees, which exist at regional level and on which teachers, headteachers and NGOs are represented (UNESCO, 2007).
Despite the important role played by education officers, previous studies show that they are faced with challenges that limit their effectiveness. For instance, in Bangladesh, Warwick, Reimers and MacGinn (1989) show that the Education Officers faced, because of the financial constraints, difficult working conditions and in particular lack of transport. As a result, their school visits were not nearly as frequent as expected and the time they spent in school too short for serious developmental work with teachers. Little was put in place to accompany this reform and allow for a change in culture: recruitment procedures and criteria remained the same, while training was lacking (Warwick et al., 1989).

Chipenyu (2007) presents a description of the roles District Education Officers in the implementation of the curriculum in Zimbabwe. The roles of the District Education Officers included monitoring and assessing the implementation process, direct and lead all educational matters, mobilizing materials and human resources, ensuring policy implementation, enforcing ministerial laws and regulations as well as supporting the district’s implementation efforts. It was found that although their professional contribution is vital in successful implementation, there are other obstacles namely: financial constraints, very high workload, lack of government support and inferior appointment procedures for District Education Officers which tend to hamper them to fulfill their duties.

Hagreaves (2000: 8) suggests that most innovations fail because “the change is poorly resourced or resources are withdrawn once the first flush of an innovation is over”. The inadequacy of resources for District Education Officers prevents them from properly
performing their roles. The District Education Officers require time, funds, human and other material resources to properly execute their responsibilities. The scarcity of any one of these resources is a barrier for District Education Officers to effectively perform their roles. Area Education Officers, just like the District Education Officers require the same resources in order to perform their responsibilities effectively, and therefore lack of the same would negatively affect their work performance.

Zivai (2002) suggests that successful curriculum innovations must be budgeted for in order to purchase all the necessary resources in advance. The District Education Officers need funds for providing transport, food, allowances and other requirements. Funds are also needed to fund professional people like psychologists who would assist teachers on how best to diagnose learners' problems and subsequently to deal with those problems (Mapfumo, 1999). Districts which do not get the help of psychologists are likely to face a lot of problems in implementing the curriculum.

District Education Officers are usually overloaded with curriculum innovations such that all of them are left 'half-baked' by the end of the day (Mapfumo, 1999). Many curriculum innovations at the same time are a barrier to their effective implementation because District Education Officers and other users' efforts are directed towards too many ends. They are expected to implement all the curriculum innovations at the same time which tends to overload their responsibilities and hence none of these curriculum innovations are effectively implemented. Fullan (1991) asserts that too many innovations from the state disrupt the district's efforts to successfully implement any one of them.
According to De Grauwe (2001), supervision services in Botswana, Namibia, Tanzania and Zimbabwe conducted by Education officers face a myriad of problems, and it is useful to distinguish between root causes and results. The root causes can be classified in three categories: (i) a lack of resources; (ii) inefficient management; and (iii) an organizational structure not adapted to the present realities. The study sought to find out, in the Kenyan context, the challenges that AEO’s faced in discharging their responsibilities. The study also sought the AEO’s views on the possible solutions to the challenges.
CHAPTER THREE
METHODOLOGY

3.1 Introduction
This chapter is presented under the following sub-headings: Research design, location of the study, target population, sample and sampling technique, research instruments, pilot study, instrument validity, instrument reliability, logistical and ethical considerations.

3.2 Research Design
The study employed a descriptive survey design to investigate the challenges faced by area Education Officers (AEOs) in discharging their responsibilities. According to Orodho (2002), descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg and Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators.

3.3 Location of the Study
The study was carried out in Machakos District which had a total of six divisions manned by six AEOs at the time the data was collected - 2007. The district boarders Kitui, Makueni, Kajiado, Nairobi, Thika, Kangundo and Yatta Districts at the time. The district was chosen for the study due to convenience at the time for the researcher worked in the district hence it enabled the researcher to collect the data with ease from colleagues and reduce the costs that were involved.
3.4 Target Population

Borg and Gall (1982) have defined target population or the universe as being all the members of the real set of people, events or objects to which the researcher wishes to generalize the finding. The findings of this study may not be used to generalize the situation but may pave way for further study. The target population for study comprised all the 6 AEOs in Machakos.

3.5 Sample and Sampling Procedures

Wiersma (1995) contends that a good sample should be large enough so that a researcher can work with confidence that a different sample of the same size if drawn using the same procedure can illicit similar and appropriate result. Sampling error results from the size of the sample and it is largest when the sample is small and vice-versa. In this study all the five AEOs were purposively sampled to participate in the study. The population contained few cases (less than 20). Therefore, all cases were studied each in its own right and then compared with all the others (Orodho, 2005). In this case the researcher, used five respondents out of the total population of six, this would increase chances of getting a true picture of the situation.

3.6 Research Instrument

Data for this study were collected using a questionnaire. In order to achieve optimum level of information about the challenges faced by AEOs both open-ended items and closed-ended items were used. The questionnaire aimed at getting the challenges that AEOs faced while discharging their responsibilities and their suggestions for possible
solutions to the challenges. There was only one type of questionnaire for the AEOs. Respondents were put through the same question

3.7 Pilot Study

The purpose of piloting/pre-testing was to assess deficiencies like unclear directions, insufficient space to write responses and wrong phrasing of questions. Unclear statements were detected through different interpretations by the respondents (Orodho 2005; Mulusa, 1988). The pilot study was conducted in one of the 6 divisions in Machakos District. The AEO who participated in the pilot study was excluded from the main study. The AEO who participated in the pilot study was selected randomly. Since all the AEOs were included in the study, the data collected was representative of the actual picture on the ground in the district.

3.7.1 Validity

Orodho (2004) argues that validity should be concerned with establishing whether the contents of the instrument are measuring what they are supposed to measure. In order to ensure validity in this study, the researcher relied on comments given by supervisors and other experts about the instruments. Going by their advice, the researcher developed the final questionnaire. This enabled the researcher to get the intended information.

3.7.2 Reliability

An instrument is reliable when it can measure a variant accurately and obtain same results under same conditions over a period of time. Ideally, reliability of an instrument is determined statistically using correlation analysis whereby scores of two sets of administration of the same instrument (either based on test-retest or split-half technique)
are correlated. However, in this study, the target population was small (six AEOs) meaning only one AEO was involved in pilot study. As such, it was not possible to determine a reliability coefficient for the instrument. As pointed out by Stenbacka (2001), since reliability issue concerns measurements then it has little relevance when target respondents are few. The researcher scrutinized the responses given by the AEO during pilot study and identified questions that were unclear to the respondent. Such items were revised to increase reliability of the instrument.

3.8 Data Collection Techniques

Authority to conduct the study in Machakos District was obtained from the MOE. The researcher then went to the District Commissioner (DC) and the DEO Machakos District for clearance. After permission was granted, the researcher visited the AEOs, created rapport, explained the purpose of her visit and booked appointments on when to administer the questionnaires. Thereafter the researcher visited the AEOs on the agreed date. Before administering the questionnaires, the researcher gave instructions on how to fill the questionnaires and assured the AEOs that the information given in the questionnaire would be confidential and used for academic purposes only. The researcher collected the filled in questionnaires on the same day.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0 Introduction

This chapter contains data presentation, analysis and discussion of the research findings. The purpose of the study was to find out the challenges that AEO’s faced in discharging their responsibilities in the three broad responsibility areas which included: management of curriculum implementation, coordination of co-curricular activities and management of personnel. Study findings are presented based on the following research objectives.

i. To find out challenges faced by AEOs in management of curriculum implementation in primary schools of Machakos District.

ii. To find out challenges faced by AEOs in coordination of co-curricular activities in primary schools of Machakos District.

iii. To find out challenges faced by AEOs in management of personnel in primary schools of Machakos District.

Data collected was analyzed using descriptive statistics such as frequencies and percentages and then results were presented using frequency tables, under relevant sub sections.

4.1 Questionnaire Return Rate

Five questionnaires had been distributed to the five AEOs in Machakos District. All the five questionnaires (100%) were completed and returned.
4.2 Challenges faced by AEOs in Management of Curriculum Implementation

The first objective of the study was to find out challenges faced by AEOs in management of curriculum implementation in primary schools of Machakos District. To address this objective, study respondents' were asked to indicate challenges they faced in organization of INSET and administering of National Examination. They were also required to indicate challenges faced while ensuring availability of materials and physical development in primary schools and finally give possible solutions to those challenges.

4.2.1 Challenges Faced by AEOs in the Organization of In-service Training for Teachers

The first item in the questionnaire required the AEOs to state the challenges that they faced in organizing INSETs for teachers within the division. INSETS were deemed important to the teachers as they helped teachers improve on service delivery to the learners back in schools. Due to the importance attached to them, INSETs were a requirement for teachers in the division. Varied responses were given for this item as shown in the Table 4.1.
Table 4.1: Challenges faced in the organization of INSETs for teachers

<table>
<thead>
<tr>
<th>Challenges identified</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Inadequate facilities in the venues</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>2) Inadequate finances to run INSET</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>3) Lack of transport for teachers</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>4) Low morale on the side of teachers</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>5) Inadequate qualified facilitators</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>6) Few and demotivated facilitators due to small allowances given</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>7) Short notices for the INSETs</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

Among the challenges that the AEOs identified, the most critical were inadequate facilities in the venues and finances. Inadequate facilities and finances were reported by four (80%) of the respondents (see Table 4.1 above). Financial resources are very important since they determine the quality of services/training that will be offered. With adequate finances, better training resources including facilitators will be afforded. Lack of transport for teachers to the INSET venues and low morale on the part of the teachers also featured consistently as they were indicated by three (60%) of the respondents as reflected in Table 4.1. Inadequate finances directly contributed to transport challenges. Lack of awareness on importance of training among teachers was another challenge that influenced some of the teachers hence developing low morale towards INSET training. Motivation is important, as it would determine the participation levels of the teachers during the trainings. Motivated people participate more than demotivated ones.
The number of facilitators was reported to have been inadequate and at times it was not possible to get qualified facilitators. The few facilitators who were available were demotivated as it was reported by two (40%) respondents. This could have been due to shortages/limited funds for hiring qualified facilitators. The success of an INSET program to a large extent depends on the quality of facilitators. It is therefore important to involve qualified facilitators, if the trainings are to bear any meaningful benefits to the participants.

In line with the above findings, previous studies have shown that education officers were faced with challenges while carrying out their duties. For instance, Warwick, Reimers and MacGinn (1989) shows that challenges faced by AEOs included; financial constraints, difficult working conditions and in particular lack of transport. As a result, their school visits were not nearly as frequent as expected and the time they spent in school too short for serious developmental work with teachers. Little was put in place to accompany this reform and allow for a change in culture: recruitment procedures and criteria remained the same, while training was lacking (Warwick et al., 1989).

One (20%) of the respondents complained that the notices that were given for the trainings were at times very short according to Table 4.6 above. This contributed to low turn up by the teachers, as they did not have enough time to prepare for the trainings especially those organized outside the divisions. It is important that time is taken to prepare for the training both by the teachers and the facilitators. Hurriedly organized INSETs programmers are likely to bear very little benefits.
4.2.2 Challenges faced in ensuring availability of materials and physical development in primary schools

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2001) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for standards, determining the cost per unit and the use of the materials whether by individuals or groups. Presented in Table 4.2 are the challenges faced by AEOs in ensuring availability of materials and physical development in schools.

Table 4.2: Challenges faced in ensuring availability of materials and physical development in primary schools

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Lack of funds to acquire the materials for development.</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>b) Lack of support from parents community and other stakeholders</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>c) Petty local politics</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>d) Poor record keeping</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>e) High poverty levels in the division thus no resources available.</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>f) Presence of non visionary heads in some schools</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>g) Poor storage of already acquired material</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>h) Lack of transparency and accountability by the managers</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>i) Inadequate officers at zonal level to implement agreed programmers</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>j) No clear policy/guideline on material acquisition</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
As can be observed in Table 4.2, lack of funds to buy the required materials and for physical development of schools was reported by all (100%) the respondents. This implied that funds were very crucial in the provision of materials and other physical facilities in schools. Uncooperative parents, community members and other stakeholders such as the school sponsors were reported by four (80%) respondents to have been a challenge in ensuring material and physical development in schools. Normally, it is the parents, local community, sponsors and NGOs who provide for physical development of schools (Olembo 1978). The CDF had also been a contributor to the physical development of schools since its inception in 2003. Regarding this view, Verspoor (2008) argues that increases in public spending would be inadequate to generate increases in education attainment and learning achievement unless accompanied by reforms that aim at a more efficient use of available resources and find sources of additional funding. He advises that well structured Public-Private Partnerships (PPPs) can help diversify the sources of financing and provision.

Petty local politics were also noted as challenges that affected the provision of materials and physical development of school. Though the respondents who reported this did not elaborate as to what local politics were, the challenge seemed to have been common as it was reported by three (60%) of the respondents. Three (60%) respondents also reported that record keeping was also a challenge in the provision of materials and physical development of schools.

Some schools did not maintain records of the non-teaching materials that they posed. Records are very important as they tell at a glance, what a school has and what it lacks.
The communities among which some schools were located were very poor and as such, they could not contribute to the material and physical developments of the schools. People leaving in poverty will struggle to acquire the basic needs before thinking of donating to schools.

Some head teachers were reported as being non-visionary and they did not prepare development plans for their schools. In the absence of such plans, development in such schools was haphazard and at times the schools priorities were upside down.

4.2.3 Challenges Faced in Administering of National Examinations

Administration of national examination was marked by numerous challenges as presented in Table 4.3.

Table 4.3: Challenges in Administering of National exams

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Inadequate vehicles to transport exams</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>b) Inadequate security officers</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>c) Poor roads</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>d) Candidates walking long distances to testing centers</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>e) Lack of strong rooms in the chiefs camps for storage</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>f) Incompetent/unfaithful supervisors/invigilators</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>g) Un cooperative/demoralized examination officers due to meager allowances given</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Among the challenges that were highlighted, inadequate/ unserviced vehicles to transport examination papers to the centres and from the centres was reported by all (100%) the respondents. It is important that vehicles should be availed for this important service during the examination time. Inadequate/poorly maintained vehicles would cause unnecessary delays during the transportation of examinations materials. Very closely related to availability of vehicles was the state of roads in the division. Four (80%) respondents reported that roads in their divisions were so bad that transporting of exams was very difficult. This was a major challenge especially to the education officers who are working in rural areas (Republic of Kenya, 1999). This problem is aggravated by the fact that some schools are located in areas that are too remote to be reached by school inspectors (Mwanzia, 1985).

Another serious challenge that was reported by four (80%) of the respondents was inadequate security officers. It was a requirement that armed security officers should man the examination centres. The respondents reported that at times some examination centres went without such officers. This was serious as such centres would be exposed to external interference. Any examination should be free from external interferences for it to be fair and meaningful.

Long distances travelled by the candidates to the examination centers, lack of strong rooms for storage of examination materials at chiefs camps and presence of incompetent supervisors were each reported by two(40%) of the respondents. When looked at, the three stated challenges could in one way or another affect the management of examinations in the divisions. For instance the issue of candidates walking for very long
distances to the examination centres would lead to lateness of some candidates. It was noted that some head teachers proposed the troublesome teachers to go for supervision and invigilation of exams in order to have peace in schools during the examination period, two (40%) of the respondents reported this.

4.2.4 Possible Solutions to Challenges faced in Management of Curriculum Implementation

Where respondents were asked to suggest possible solutions to the challenges faced in management of curriculum several suggestions were given as shown in Table 4.4.

Table 4.4: Possible solutions to the challenges faced in management of curriculum

<table>
<thead>
<tr>
<th>Possible solution</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Funds to be availed at Division-level for INSETS</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>b) CDF should be fully utilized for provision of material resources in schools.</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>c) KNEC to increase allowances for supervision and invigilation</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>d) MOE to provide good conditioned and adequate vehicles for transportation of exams to and from collection centres.</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>e) Further training of head teachers on material development and management</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Recruitment of more QASOs</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Transport and security of exams be given priority</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>h) Train and sensitize existing personnel</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>i) Division C to be declared a hardship zone</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>j) Parents be sensitized on the need for material support to schools.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>k) Schools to come up with development plans and involve all the stakeholders</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
As Table 4.4 reveals that majority, three out of five (60%) of the respondents felt that if funds would be provided, then INSET programs, materials and physical developments in schools would be provided with ease. Adequate financing would also ensure quality administration of national exams in the divisions three (60%) of the respondents felt that CDF should be fully utilized to provide material resources in schools.

Provision of adequate vehicles and increment of supervision and invigilation allowances were also thought to be possible solutions to the challenges that were faced in the administration of national exams. Two (40%) of the respondents had indicated these as possible solutions. Other possible solutions that were given included sensitization of parents and the community on the need to develop their schools, since they were the direct beneficiaries of the education of their children.

The successful management of the curriculum implementation would depend on the provision of the necessary resources and facilities at the education sectors this would help to ensure that the enthusiasm of teachers and learners is sustained. Exposure of teachers, learners, parents, school principals and governing bodies to information on the purpose of the curriculum implementation and the extent of its impact should receive the necessary attention to ensure that everybody is aware of and fully understands the challenges that are involved education sectors. This therefore would call upon a large scale cooperative effort between the educational authorities, the providers of in-service teacher training and sponsors from the private sector will be necessary (Bush and Bell, 2002:208).
4.3 **Challenges faced by AEOs in Coordination of Co-Curricular Activities**

The second study objective was to find out challenges faced by AEOs in coordination of co-curricular activities in primary schools of Machakos District. To respond to this objective, AEOs were asked to indicate challenges they faced in coordination of tours and visits in the divisions, organization of joint divisional activities, sourcing for assessors and organizing for facilitation of selection of divisional teams. They were also required to suggest ways in which challenges faced in the organization of joint divisional activities can be minimized.

### 4.3.1 Challenges faced in the coordination of tours and visits in the divisions

A number of challenges were sighted as presented in Table 4.5.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Inadequate finances</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>b) Poorly maintained motor bikes hence transport challenges</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>c) Tight work programs that do not give room for tours</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>d) Challenges in coordination of tours and visits in the Divisions</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>e) Lack of adequate personnel</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Short notice for visits</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Exorbitant fare “tags” on secondary school vehicles</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>h) Unwillingness of stakeholders to take up responsibilities</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>i) Different views from officers/Head teachers on areas to visit</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
According to the Table 4.5 above, transport challenges and inadequate funds were the most common challenges in the divisions. Four (80%) respondents reported each of these two challenges. The available motorbikes were reported to be poorly maintained while secondary schools that had school buses asked for huge amounts of money from the organizers of the tours and visits for hiring the buses. This represented 20%. Another challenge that was reported by two (40%) of the respondents was the tight work programs that did not give enough time for preparations of co-curricular activities. 20% of the respondent reported that there were very many other activities that were being carried out within the school terms thus time for preparation of tours and visits was very short.

4.3.2 Challenges faced in the organization of joint divisional activities

Varied challenges were reported in this sub-section. A summary of the challenges is presented in Table 4.6.

Table 4.6: Challenges faced in the organization of joint divisional activities

<table>
<thead>
<tr>
<th>Challenge</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Lack of funds at the divisional level to pay officials</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>b) Challenges in transportation of teams from zones to divisional and from division to district at times pupils walk to divisional headquarter</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>c) Low participation of teachers due to distances involved</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>d) Lack of proper fields</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>e) Joint activities take place on March, April and May-therefore no room for resting</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Short notice on when the activities are to take place some schools shy off from some activities due to financial requirements</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Interferences by KNUT officials</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>h) Lack of support from the district headquarters</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
All (100%) the respondents as reflected in Table 4.6, reported lack of funds as the most common challenge that they faced. Due to this challenge, other associated challenges like challenges in the transportation of teams, low participation of schools and uncooperative teachers were each reported by three (60%) respondents. Participants were at times expected to walk from their schools to the divisional headquarters where the activities were normally held.

4.3.3 Challenges faced in sourcing for assessors and organizing for facilitation of selection of divisional teams

The challenges faced in sourcing for assessors and organizing for facilitation of selection of divisional teams were various as presented in Table 4.12.

Table 4.7: Challenges faced in sourcing for assessors and organizing for facilitation of selection of divisional teams

<table>
<thead>
<tr>
<th>Challenge</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) No funds to pay the assessors thus at times assessors were got from primary schools</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>b) Out sourcing of assessors especially from secondary was found to be expensive.</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>c) Non support from schools and parents</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>d) Personal issues tend to interfere with the processes</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>e) Transport challenges as assessors are not comfortable with motorbikes</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Interferences by the KNUT officials</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 4.7 shows that majority, thee out of five (60%) of the respondents felt that luck of funds for paying the assessors was the most serious challenge. Thus at times they were forced to go for assessors from primary schools. Another challenge that was rated highly was that at times some assessors were got from other districts thus making it very expensive to hire them; local ones (assessors for primary schools) were thought to be incompetent. This was sighed by 60% of the respondents. Trying to get assessors from secondary schools was also becoming difficult as secondary school assessors considered themselves too senior for primary schools activities. Transport challenges and interferences by the KNUT officials were also reported by at least one respondent (20%). Assessors were said not to be comfortable with motorbikes as means of transport while hiring cars for them was too expensive.

4.3.4 Possible solutions to challenges faced in the organization of joint divisional activities

Several suggestions were given by the respondents as shown in table 4.13.
Table 4.8: Possible solutions to challenges faced in the organization of Joint divisional activities

<table>
<thead>
<tr>
<th>Possible solution</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Adequate funding by the MOE from transport or means of transport for assessors</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>b) Officials should cooperate especially when funds are not adequate and take it just like their duty</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>c) Schools should be encouraged to take part in all the activities</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>d) Joint Activities Committees should be more aggressive in sourcing for assessors.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>e) Union officials to work hand in hand with Ministry officials for the good of the district</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Encourage respect and unity among the ministry officials</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Female teachers should also participate</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>h) MOE be stricter on observance of the calendar of activities.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>i) Headquarters of division C to be moved to a more central location.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>j) Joint activities to be spread throughout the year to avoid stressing pupils and teachers</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

According to Table 4.8, 60% of the respondents suggested that adequate funding ought to be provided by the MOE for transport or means of transport for assessors. 20% of the respondents felt that officials should cooperate especially when funds are not adequate and take it just like their duty. Twenty percent of the respondents felt that, schools should be encouraged to take part in all the activities so that competent teams are selected to
represent the district in provincial and national competitions. An equal percentage of respondents suggested that joint activities should be spread throughout the year to avoid stressing pupils and teachers.

4.4 Challenges faced by AEOs in Management of Personnel

According to Ogunsaju (2006), personnel management is the effective mobilization of human resources based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organizational set down goals and objectives. It’s also defined as the effective utilization of human resources in an organization through the management of people and related activities. In the education system, personnel functions are performed by school administrators with a view to achieving the goals and objectives of the school. The objectives of school personnel management are: to plan and direct activities necessary to select and assign the best qualified individual staff; to provide opportunities for the growth in service for these individuals; and to maintain good interpersonal relationships (Orubuloye, 2006). The third objective of the study was to find out challenges faced by AEOs in management of personnel in primary schools of Machakos District. To answer this research objective, AEOs were asked to indicate challenges they experience; in balancing and transfer of teachers, in the selection of SMC members and in conflict resolution between Head teachers/teachers, teachers/teachers, parents/teachers and head teachers/SMC. They finally gave solutions to the above mentioned challenges.
4.4.1 **Challenges AEOs faced in balancing and transfer of teachers**

Challenges facing AEOs in balancing and transfer of teachers were presented as in Table 4.9

**Table 4.9: Challenges in balancing and transfer of teachers**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Serious under staffing thus balancing not possible-transfers</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>would only be possible under a “swop” where a teachers would exchange a stations with another teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Some communities do not want some teachers to be moved</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>from some schools thus affecting the balancing of teachers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Marital issues i.e. teachers resisting transfer so as to maintain</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>contact with their families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Demand for inter district transfer due to hardship allowances in the neighboring districts</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>e) Interference from KNUT officials, politicians and other ‘well-connected people’ to resist transfers of some teachers</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Some teachers portray some unbecoming behaviour such as obtaining fake medical documents so as to be transferred to convenient stations</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Some teachers complain that some areas are politically unfriendly.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
All (100%) the respondents indicated that there was serious under staffing in their respective divisions. Table 4.9 reflects this. Teachers in the divisions under study were very few that balancing was not possible. This tended to discourage teachers who applied for transfers since they felt that their requests were deliberately ignored.

On the same issue of transfers some communities did not want some teachers to be moved from some schools claiming that they had contributed a lot to their schools. This was sighted by 40% of the respondents and was found to affect the balancing of the teachers. Balancing of teachers was also affected by interferences from KNUT officials, politicians and other 'well-connected people' who resisted transfers of some teachers. Even where the divisional education official tried to balance the number of teachers, marital/family issues such as teachers resisting transfer so as to maintain contact with their families always cropped up. Forty percent reported this. To the other extreme, some teachers demanded inter district transfer due to hardship allowances in the neighboring districts. This was reported by twenty percent of the respondents as per Table 4.14.

4.4.2 Challenges faced in conflict resolution between Head teachers/teachers, teachers/teachers, parents/teachers and head teachers/SMC

Numerous challenges experienced while resolving conflicts between head teachers/teachers, teachers/teachers, parents/teachers and head teachers/SMC were sighted. Table 4.10 presents a summary of these challenges.
Table 4.10: Challenges faced by AEOs while dealing with conflicts between Head teachers/teachers, teachers/teachers, parents/teachers and Head teachers/SMC

<table>
<thead>
<tr>
<th>Challenge</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) political interference/incitement of the parties</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>b) Parties concerned at times deliberately refuse to accept their mistakes.</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>c) Some parties at times do not play their roles as expected e.g.</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>SMCs at times leave the head teacher to make all the decisions for the schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) lack of AEO’s support on decision made by the higher offices</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>e) AEO’s were accused of favoritism</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Mistrust between head teacher and SMC.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Every party insisting on winning on all issues and refusing to accept defeat.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>h) Some SMC chairpersons undermining head teachers</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>i) Head teachers terrorizing/punishing assistant teachers on petty issues were unwilling to take advice by AEO.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>j) Unreasonable ganging up against some teachers by some parents.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

As presented in Table 4.10, there were numerous challenges experienced by AEOs in conflict resolutions between head teachers/teachers, teachers/teachers, parents/teachers and head teachers/SMC. Sixty percent of the respondents indicated that in most
discussions the parties involved were incited by politicians and other inciters such that they were unwilling to accept any verdict given by the AEO.

Forty percent of the respondents indicated that in most conflicts the parties involved always wanted to win in all issues and they did not accept defeat. Parties concerned at times deliberately refused to accept their mistakes. Some parties at times did not play their roles as expected for instance SMCs at times left the head teachers to make all the decisions for the schools and when things went wrong they tended to blame the head teacher. This was indicated by 40 per cent of the respondents. Forty percent of the respondents indicated that AEOs decisions on existing conflicts were not supported/respected by the higher offices which advised otherwise hence making the AEO’s suffer humiliations. These always led to unresolved conflicts between the parties and thus posed serious challenges to the AEOs.

Some headteachers were at times reported to have been malicious and terrorized/punished assistant teachers on petty issues. Some would write very bad letters on the teachers and this affected the relationship between the headteachers and teachers. Some communities were reported to have unreasonably ganged up against some head teachers and teachers and evicted them from their workstations without making any effort to understand the situations. Under such situations, the work of AEOs became very difficult hence no meaningful educational improvements could be realized. It is therefore important that the conflicts be addressed appropriately.
4.4.3 Challenges faced by AEOs in the selection of SMC members

SMCs ideally involve a range of people, including local community members, education officers, head teacher, parents and local government representatives. The SMCs' decision-making powers are key to democratizing education at the local level. Working with current committees to enable them to become representative, clear about their mandate, skilled and confident of their roles and able to function democratically is a key priority of a rights-based approach to education. There were many challenges that the AEOs faced in the selection of SMC members a summary of them is provided in Table 4.11.

Table 4.11: Challenges faced by AEOs in the selection of SMC members

<table>
<thead>
<tr>
<th>Challenges</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Ignorant parents who vote for SMCs members unreasonably.</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>b) Women tend to dominate in parents meeting where the SMC members are elected.</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>c) Inadequate academic qualifications on the part of SMC members</td>
<td>3</td>
<td>5</td>
<td>60</td>
</tr>
<tr>
<td>d) Some parents at times are guided by factors such as the relationships and regionalism rather than competency when electing SMC members</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>e) Personnel conflicts taking centre stage during elections SMC members</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Local politics against some people/headteachers</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Interferences from the sponsors</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 4.11, depicts the challenges faced by AEOs in the selection of SMC members as the respondents highlighted them. Most respondents (60%) indicated that some ignorant parents voted for SMCs members unreasonably. They did not understand the Education Act on the role of SMCs and therefore they voted for the sake of it. Some parents were at times guided by factors such as their relationships and regionalism rather than competency of the individuals when electing SMC members.

Another challenge that was sighted by 60% of the respondents as per Table 4.16 above, was inadequate academic qualifications on the part of SMC members. Some SMCs members were reported to have had as low as standard four as their highest academic qualification. Such people could contribute very little if not nothing to the development of schools.

Men were also said to have been underrepresented in parents meeting were election of SMC members was done. Women tended to dominate in these meeting, this was reported by 60% of the respondents. This was probably because men are the breadwinners and are likely to be out of homes most of the time.

4.4.4 Possible solutions to the challenges faced by AEOs in the selection of SMC members

Various suggestions were given as possible solutions to the challenges faced by AEOs in the selection of SMC members as presented in Table 4.12 below.
Table 4.12: Possible solutions to the challenges faced by AEOs in the selection of SMC members

<table>
<thead>
<tr>
<th>Possible solution</th>
<th>No.</th>
<th>Out of</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Sensitization of communities on their roles</td>
<td>4</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>b) Headteachers to perform to the expectations of the stakeholders to avoid petty politics against them.</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>c) SMC members need to be inducted on their roles and on management of schools</td>
<td>2</td>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>d) Advice teachers to conduct themselves professionally</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>e) Mutual understanding among all the stakeholders.</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>f) Ministerial guidelines to be adhered to when any decisions are to be made in schools</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>g) Ministry of Education officials to oversee the election of SMC members</td>
<td>1</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>

According to Table 4.12, sensitization of the various stakeholders on their roles was seen as a very important solution to the challenges faced by AEOs in the management of personnel in their respective divisions. Eighty percent of the respondents reported this. With proper understanding of their roles each stakeholder is likely to perform his/her part as expected. Forty percent of the respondents suggested that headteachers should perform to the expectations of the stakeholders to avoid petty politics against them. SMC members need to be inducted on their roles and on management of schools immediately they are elected. This was reported by 40% of the respondents. If not well informed they are likely to act contrary to the expectations of other stakeholders thus worsening the challenges further.
Ministerial guidelines should be adhered to whenever decisions are made in schools. This was reported by twenty percent of the respondents. It is only when the laid down procedures and guidelines are observed that peace can prevail and hence success realized within the workstations.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter provides summary of the study, conclusion arrived at, and recommendations of the study. The chapter also provides some suggestions for further study.

5.2 Summary of the Findings

Presented below is the summary of the study findings

5.2.1 Challenges faced by AEOs in management of curricular implementation

Among the challenges that the AEOs identified, inadequate facilities in the venues and inadequate finances were the most common ones both of which were reported by four out of five (80%) AEOs. Lack of means of transport for teachers to the venues and low motivation on the part of the teachers also featured consistently as they were indicated by three out of five (60%) of the respondents. The number of facilitators was reported to have been inadequate and at times it was not possible to get qualified facilitators. The few facilitators who were available were demotivated as it was reported by two (40%) respondents.

Lack of funds to buy the required materials and for physical development of schools was reported by all (100%) the respondents. Uncooperative parents, community members and other stakeholders such as the school sponsors were reported by four (80%) respondents to have been a challenge in ensuring material and physical development in school. Petty local politics were also noted as a challenge that affects the provision of materials and physical development of school.
Poor record keeping was also a challenge in the provision of materials and physical
development of schools. Some schools did not maintain records of the non-teaching
materials that they had acquired. The communities among which some schools were
located were very poor and as such, they were not able to contribute to the material and
physical developments of the schools. Some headteachers were reported as being non-
visionary and they did not prepare development plans for their schools.

On management of National exams inadequate/ poorly maintained vehicles to transport
exam papers to the centres and from the centres was reported by all (100%) the
respondents. Very closely related to availability of vehicles was the state of roads in the
division. Four (80%) respondents reported that roads in their divisions were so bad that
transporting of exams was very difficult.

Security officers were also reported to have been inadequate. Long distances travelled by
the candidates to the examination centers, lack of strong rooms for storage of
examination centres, lack of strong rooms for storage of examination materials at chiefs
camps and presence of incompetent supervisors were each reported by two (40%) of the
respondents.

Giving their suggestions majority (60%) of the respondents felt that if funds would be
provided, then INSET programs, materials and physical developments in schools would
be provided with ease. Provision of adequate vehicles and increment of supervision and
invigilation allowances were also cited as possible solutions to the challenges that were
faced in the administration of national exams.
5.2.2 Challenges faced in Coordination of Co-Curricular Activities

Transport challenges and inadequate funds were the most common in the divisions. Four (80%) respondents reported each of these two challenges. Inadequate funds for the organization of the tours and visits were sighted by all the respondents. Headteachers were said to have been reluctant in spending the activity fund for such tours and visits. Transport challenges and interferences by the KNUT officials were also reported by at least one respondent.

Assessors were said not to be comfortable with motorbikes as means of transport while hiring cars for them was too expensive. Schools should be encouraged to take part in all the activities so that competent teams are selected to represent the district in provincial and national competitions. Another suggestion that was given was that joint activities should be spread throughout the year to avoid stressing pupils and teachers.

5.2.3 Challenges faced by AEOs in Personnel Management

All (100%) the respondents indicated that there was serious under-staffing in their respective divisions. This tended to discourage teachers who applied for transfers since they felt that their requests were deliberately ignored. Balancing of teachers was also affected by interferences from KNUT officials, politicians and other ‘well-connected people’ who resisted transfers of some teachers.

In most discussions, the parties involved always wanted to win in all issues and they did not accept defeat. Parties concerned at times deliberately refused to accept their mistakes. Some parties at times did not play their roles as expected for instance SMCs at times left the headteachers to make all the decisions for the school.
Some headteachers were at times reported to have been malicious and terrorized/punished assistant teachers on petty issues. Some would write very bad letters about the teachers and this affected the relationship between the headteachers and teachers. Some communities were reported to have unreasonably ganged up against some headteachers and teachers and evicted them from their workstations.

An inadequate academic qualification on the part of SMC members was also a challenge. Some SMCs members were reported to have had as low as standard four as their highest academic qualification. Such people contributed very little if not nothing to the development of schools. Men were also said to have been underrepresented in parents meeting where election of SMC members was done.

Sensitization of the various stakeholders on their roles was seen as a very important solution to the challenges faced by AEOs in the management of personnel in their respective divisions. It was also suggested that headteachers should perform to the expectations of the stakeholders to void petty politics against them. SMC members need to be inducted on their roles and on management of schools immediately they are elected. Participatory management and team work which call for involvement of all the stakeholders should be embraced by all leaders especially those in the education sector. Ministerial guidelines should be adhered to whenever any decisions are to be made in schools.
5.3 Conclusion

Based on the findings of the study as presented above, the study concludes that the major challenges faced by AEOs in curriculum implementation were inadequate finances and facilities in the education sectors, lack of funds to acquire materials for development, poor road infrastructures, demotivated supervisors and invigilators and lack of support from parents, community and other stakeholders. Regarding co-curricular activities, the major challenges which hindered AEOs when carrying out their activities included; inadequate funds used for supporting teachers' tours and poor means of transport. In addition, the study established that under staffing was the major challenge experienced by AEOs in personnel management. Finally, the study concludes that if these challenges are resolved, the service delivery among the AEOs would be enhanced.

5.4 Recommendations of the Study

Based on the findings of the study, the researcher made the following recommendations

a) The Ministry of Education should directly fund divisions in order to enable the officers carry out their work efficiently. This can be achieved through increase in CDF money and ensuring that they are fully utilized to provide materials required in the AEOs offices.

b) The Kenya National Examination Council should increase the allowances for supervision and invigilation of examination in order to motivate supervisors and invigilators

c) The Ministry of Education should ensure each division has a serviceable vehicle in order to make it possible for educational programs to run smoothly. This would help
in curbing problems that occur especially when administering examinations in different schools and also when organizing co-curricular activities among teachers.

d) The Ministry of Education should come up with policy guidelines protecting the AEO from interference of their work by politicians and KNUT officials.

e) Ministry of education should organize campaigns to sensitize community members on their roles in curriculum implementation in order to make the community support education.

f) Community and other non-governmental organizations should offer education support in terms of financing development projects in education sector so as to facilitate effective implementation of the curriculum.

g) The TSC should give some incentives and allowances to the teachers who participate in co-curricular activities. This will encourage more teachers to participate in co-curricular activities.

5.5 Suggestions for Further Research

a) This study was limited by time and resources hence it covered only a one district. The study suggests that there is need for a similar study to be done in a wider area like a county or even a study covering the whole country. This could be done to compare the findings and make generalizations.

b) A correlation study could be conducted for the district level, to find out whether DEOs who are in charge of the districts face similar challenges and recommend possible solutions.


Mwanzia, G. M. (1985). A study of the factors that affect inspection and supervision of primary schools in Changwithya and Mulango Zones, Central Division, Kitui District, Eastern Province. Unpublished masters project (PTE), Nairobi University.


APPENDIX I

INTRODUCTION LETTER

Kenyatta University
Department of Educational Management, Policy and Curriculum Studies
P. O. Box 43844-00100
NAIROBI

Thro’
The DEO

Dear Sir/Madam,

RE: YOUR INVOLVEMENT IN RESEARCH

I am a postgraduate student at Kenyatta University undertaking a research in the field of Educational administration. You have been chosen to participate in this study. The study intended to establish the nature of challenges that you may be facing in the course of your duty.

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

Thanking you in advance.

Yours Faithfully,

BRIDGET NDUNGE NDAVI
SECTION A

This section is designed to gather information about challenges you face in discharging your duties in management of curriculum implementation.

(I) List down challenges that you face in organizing for INSETs for teachers within the division.
   a) __________________________________________________________
   b) __________________________________________________________
   c) __________________________________________________________
   d) __________________________________________________________

(II) List down challenges that you face while trying to ensure material and physical development in the primary school.
   a) __________________________________________________________
   b) __________________________________________________________
   c) __________________________________________________________
   d) __________________________________________________________

(III) List down challenges that you face while administering national examinations for primary schools.
   a) __________________________________________________________
   b) __________________________________________________________
   c) __________________________________________________________
   d) __________________________________________________________
(IV) Suggest possible solutions/recommendations to the challenges.

a) 

b) 

c) 

d) 

e) 

f) 

g) 

h) 

SECTION B

This section is designed to gather information about the challenges you face while discharging your responsibilities in coordination of co curricular activities and possible solutions that you suggest to the challenges

(I) List down the challenges that you face in coordination of tours and visits in the division

a) 

b) 

c) 

d) 
(II) List down challenges that you face in organizing for joint divisional activities.
   a) 
   b) 
   c) 
   d) 

(III) List down challenges that you face in sourcing for and organizing for facilitation of assessors in order to select divisional teams.
   a) 
   b) 
   c) 
   d) 

(IV) Suggest possible solutions/recommendations to the challenges.
   a) 
   b) 
   c) 
   d) 
   e) 
   f) 
   g) 
   h) 
   i) 

SECTION C

This section is designed to find out the challenges that you face in management of personnel in your division and possible solutions that you suggest for the challenges.

(I) List down the common challenges that you face in teacher balancing and transfers.
   a) 
   b) 
   c) 
   d) 

(II) List down the common challenges that you face in conflict resolution between Head teachers/Teachers, parents/teachers, Head teachers/SMCs and teachers/teachers
   a) 
   b) 
   c) 
   d) 

(III) List down common challenges that you face in facilitating selection of School Management Committees.
   a) 
   b) 
   c) 
   d)
(IV) Suggest possible solutions/recommendations to the challenges.

a) ______________________________________

b) ______________________________________

c) ______________________________________

d) ______________________________________

e) ______________________________________

f) ______________________________________

g) ______________________________________

h) ______________________________________

i) ______________________________________

Thank you for your co-operation