

**HEADTEACHERS' ADMINISTRATIVE CHALLENGES THAT AFFECT
ACADEMIC PERFORMANCE OF DAY SECONDARY SCHOOLS IN IGOJI
EAST DIVISION OF MERU COUNTY, KENYA**

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DECLARATION

This is my original work and has not been presented to any other institution for any other award.

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DEDICATION

To my late father Nkanata Kajui and my mum Joanina Ncanku Nkanata:

Dad, you opened the doors of Education for me with optimum struggle and encouraged me to focus ahead even when light ahead was waning. Your spirit today makes me soldier on. Mum, you always look at me with love and hold me with open hands. You always rebuke me when I lose direction. It is your love for me that really inspires my life.

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“We are like children who stand in need of masters to enlighten us and direct us: and God has provided for this by appointing his Angels to be our Teachers and guides.” You were my Angels.

St. Thomas Aquinas.

ABSTRACT

The purpose of this study was to examine the administrative challenges that headteachers face which affect academic performance in the day secondary schools in Igoji East Division. This study was guided by the following specific objectives: to investigate if discipline is an administrative challenge affecting the academic performance of day secondary schools in Igoji East Division, to find out the extent to which finance is an administrative challenge that affects the academic performance of day secondary schools in Igoji East Division, to determine if curriculum implementation is an administrative challenge that affects academic performance of day secondary schools in Igoji East Division and to assess if material and other physical facilities is an administrative challenge that affects the academic performance of day secondary schools in Igoji East Division. The study adopted a descriptive survey design. The study targeted all the 17 headteachers, 325 teachers and 1700 students in the 17 day secondary schools in Igoji East Division. One Area Education Officer in charge of the division also took part in the study. Ten out of 17 schools were selected to take part in the actual study. Purposive sampling was used to select 10 headteachers from the sampled schools while simple random sampling was used to select 30 teachers. Three hundred students were also randomly selected to take part. This represented 17.65% of the students' population. The area Education Officer was also targeted. Data was collected by administering questionnaires to the sampled Headteachers, students and the Area Education Officer. The data was analyzed using Statistical Package for Social Sciences (SPSS). The obtained data was analyzed using descriptive statistics including percentages and frequency counts. Pie charts, graphs and frequency distributions tables were used to present the data. The study established that the major administrative challenges that influenced students' academic performance were: students' indiscipline, management of school finances and inadequate teaching/ learning materials and physical facilities. This undermined effectiveness of school administrators in ensuring there is smooth teaching and learning process in schools which eventually translated to poor academic performance among students. The study recommends that: All schools should have effective students' centered guidance and counseling programmes as an intervention measure to help schools to deal with indiscipline cases. The government should give more funding to the education sector in order to provide the basic infrastructures like classroom, laboratories and text books; Stakeholders, aluminae and all well wishers should be mobilized to raise funds to supplement the government and parents in the provision of school essential facilities e.g. libraries, classrooms, computer labs, laboratories and other facilities that can enhance practical learning that can give meaning to academic work, among other recommendations.

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ABBREVIATIONS AND ACRONYMS

| | | |
|---------------|---|--|
| AEO | - | Area Education Officer |
| KCSE | - | Kenya Certificate of Secondary Education |
| MOE | - | Ministry of Education |
| PTA | - | Parents Teachers Association |
| SPSS | - | Statistical Package for Social Sciences |
| UNESCO | - | United Nations Educational, Scientific and Cultural Organization |

CHAPTER ONE

INTRODUCTION

1.1 Background Information

The highest quality of education at all levels is, undoubtedly, a goal aspired in all countries. The achievement of such is dependent on many factors including numerous personnel within each education system. In particular, leaders in educational institutions assume essential roles in achieving the measure of quality to which all aspire. UNESCO (1990) notes that educational administration is considered to be a field of study concerned with the management and operation of educational organizations whose history is replete with intellectual struggles and ferments as well as reflections over the nature, methodologies, purposes, boundaries and knowledge base of the field. Bush & Bell (2007) opines that management is the utilization of physical and human resources through cooperative efforts and it is accomplished by performing the function of planning, organizing, staffing directing and controlling. They further note that administration is concerned with the performance of executive duties, the carrying out of policies and decisions to fulfill a purpose, and the controlling of the day-to-day running of an organization. It is also the careful and systematic arrangement and use of resources (human and material), situations and opportunities for the achievement of the specified objectives of a given organization Administration is a sub-set of management (Okumbe,1998).

Individuals in organizations are assigned particular roles in order to bring all the units to harmony with one another. If the goals are set in relevance with time, they become clear and successful (Mbiti 1992). An organization e.g. school operates on two crucial aspects; efficiency and human relations. These entail satisfaction in performance, motivation to the

individual's e.g. good salaries, fringe benefits, in-service courses and other related allowances. Maximization of profits or the satisfaction of performance can thus be explained as efficiency. This can be attained through supervision. This is intervention to ascertain, maintain and improve the quality of work. It is a crucial element in the administrative set up (Olembo et al, 1992).

There are various challenges that educational administrators face in their day to day running of schools. To start with, according to Everard et.al (2004) in addition to essential teaching skills, institutional leaders have to provide focused instructional leadership. They must exhibit exemplary and effective classroom practice so that they can make accurate judgment and give useful feedback to the teachers with whom they work. They also have to be result-oriented leaders since among the factors responsible for the failure of the educational policies and programmes is leadership that lack managerial and administrative skills required to succeed. These skills can only be acquired through learning and experience. In addition, they have to lead towards change where by school leaders are change agents. Systematic change is not well understood even by experts and school leaders have little training to prepare them for the challenge. For school administrator to succeed as a change agents additional training is required.

1.2 Statement of the Problem

The head teachers in day secondary schools are supposed to plan, organize, direct, control and command – just like others in senior government secondary schools- in order to achieve academic excellence. Success depends on the manager's ability to use the resources available both human and material in the best way possible. The education system still lacks the necessary funds and materials to implement the various programmes

in schools. There are myriad challenges that surround the day secondary school heads in management. Although the Kenyan government has made efforts to address issues of leadership, training and appointments to those positions of authority through in-service courses for persons newly appointed as heads of secondary schools, KCSE results in Imenti South District in general and Igoji East Division in particular point to the fact that measures need to be put in place to ensure better performance. For instance, the 2010 K.C.S.E results indicate that the mean grade for the day secondary schools in Igoji East Division was D+ (source: District Education Office 2011). This has been experienced in previous years. The above scenario is probably an indication that head teachers are encountering administrative challenges that impede them from performing to their maximum. This study therefore seeks to investigate the administrative challenges that head teachers face in Igoji East Division of Imenti South District in their efforts to meet educational objectives. This is of necessity due to the fact that there is no other study that is known to the researcher that has been done in the district leave alone in the division.

1.3 Purpose of the Study

The purpose of this study was to find out the administrative challenges that affect academic performance of day secondary schools in Igoji East Division.

1.4 Research Objectives

- (i) To investigate if discipline is an administrative challenge affecting the academic performance of day secondary schools in Igoji East Division.
- (ii) To find out the extent to which finance is an administrative challenge that affects the academic performance of day secondary schools in Igoji East Division.
- (iii) To determine how the management of curriculum implementation affects

academic performance of day secondary schools in Igoji East Division.

- (iv) To find out if material and physical resources for instance classes, laboratories, libraries, classrooms, teaching aids among others affects the academic performance of secondary schools in Igoji East Division.

1.5 Research Questions

- (i) How do challenges of discipline management affect academic performance of day secondary schools in Igoji East Division?
- (ii) How do challenges of finance affect academic performance of day secondary schools Igoji East Division?
- (iii) How do challenges of curriculum implementation affect academic performance of Day secondary schools in Igoji East Division?
- (iv) How do challenges of material and other physical facilities affect the academic performance of day secondary schools in Igoji East Division?

1.6 Significance of the Study

1.6.1 The Headteachers of Day Secondary School

The study may help the head teachers of various day schools on challenges that affect academic performance.

1.6.2 Future researchers

The study may also be of great help to other researchers in the same field which will act as a resource material to facilitate their study. They could use it as a point of reference during their study as well as fill the gaps that have been left out.

1.6.3 Benefactors of Education Sector

The donors, financiers and well wishers may use the findings of the study to identify areas they need to improve so that better mechanisms can be put in place to bettering education management and administration for academic achievement.

1.7 Limitations of the Study

- (i) Financial expenses were a challenge because of traveling from one place to another to gather information and materials. To offset the financial deficit the researcher negotiated with the various sponsors and convinced them on the benefits resulting from the study. The researcher also avoided research assistants to cut on the cost.
- (ii) Getting the necessary data from different schools especially from the headteacher and students. This is because the school routine is unlikely to conform to the schedule of the researcher. This required patience and time in order to consult the headteacher and students at their pace and in confidentiality. Dating of the MOE official was also necessary since most of their time is usually spent in the field.
- (iii) There was the likelihood of information derived from the schools being biased especially if the data collected is skewed towards favoring the respondent's school. Sensitization was required to show how useful the study would be to the individual schools. This would also apply to the MOE official so that the information gathered should not be viewed as meant to jeopardize his/her work especially where inefficient management was identified.

1.8 Delimitations of the study

This study limited itself to day secondary schools with little regard to boarding, private and even national schools. The researcher was interested in the challenges of finances, discipline, curriculum implementation, physical plant and facilities. There is a possibility that there were other administrative challenges which are likely to be found outside this scope. It is therefore worth noting that a general assumption should not be made that the findings can be applicable to all categories of secondary schools.

1.9 Assumptions of the study

The researcher assumed that headteachers of day secondary schools encounter many administrative challenges in the areas of discipline, financial management, curriculum instruction and implementation and in the management of material and other physical facilities in the school.

An assumption was also made that the respondents who are to be used in the research instrument would give true and honest responses.

1.10 Theoretical Framework

This study was based on the Effective Schools Model by Lezotte (2001). Lezotte (2001), after a series of studies, came up with seven correlates of effective schools - strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn/time on task.

Strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the

headteacher and others act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students (Lezotte, 2001). Having a clear and focused mission means everyone knows where they are going and why. A clear focus assists in aligning programs and activities for school improvement. A safe and orderly school is defined as a school climate and culture characterized by reasonable expectations for behaviour, consistent and fair application of rules and regulations, and caring, responsive relationships among adults and students (Lezotte, 2001). In a climate of high expectations, the mantra “all students can learn” must be followed by instructional practices and teacher behaviour that demonstrate that teachers believe in the students, believe in their own efficacy to teach students to high standards, and will persist in teaching them (Lezotte, 2001). Teaching advanced skills and teaching for understanding together with basic skills are required for all students to achieve at high levels.

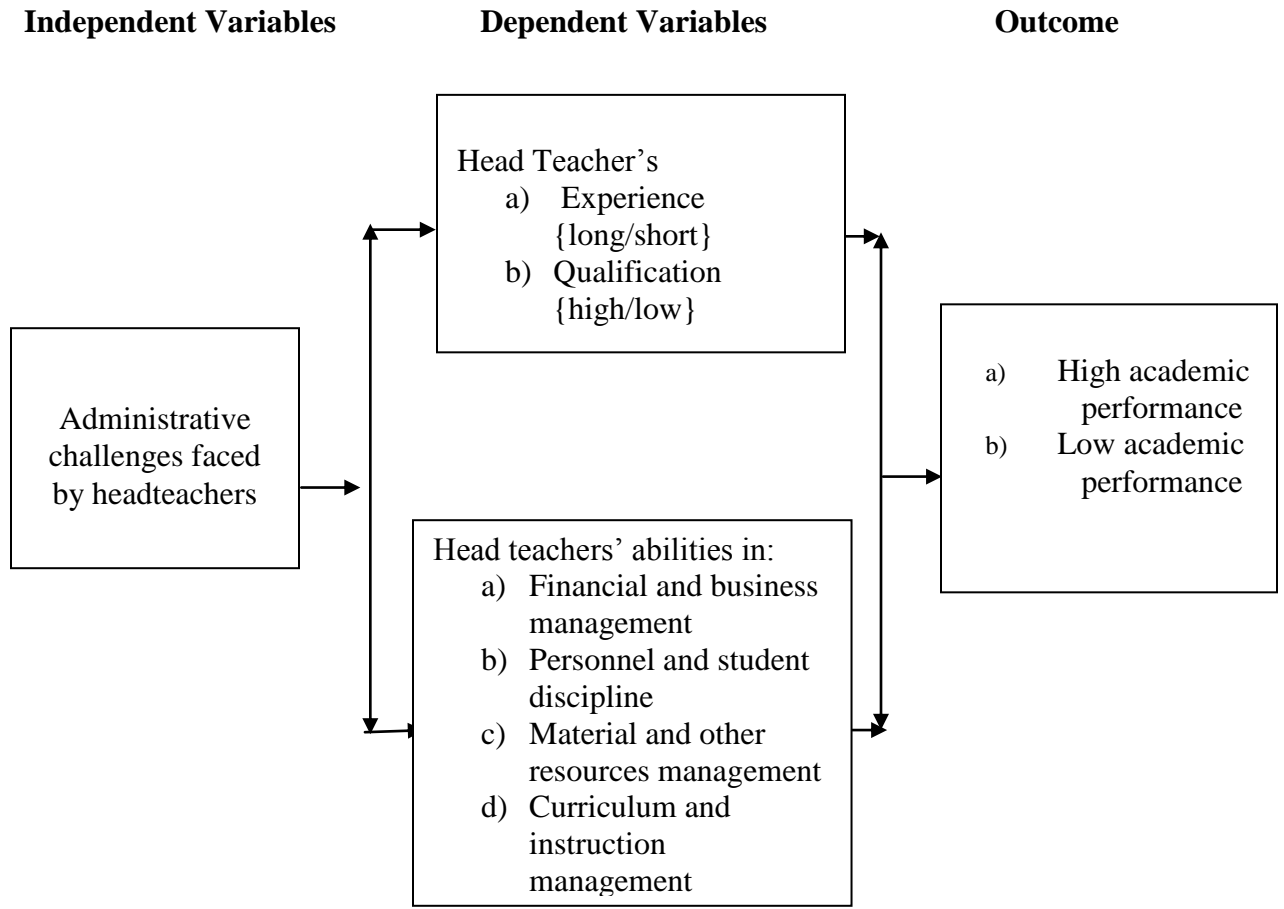
Frequent monitoring of teaching and learning requires paying attention both to student learning results and to the effectiveness of school and classroom procedures (Lezotte, 2001). Learning is monitored by tracking a variety of assessment results such as test scores, student developed products, performances, and other evidence of learning. According to Lezotte (2001), family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents, businesses, and other stakeholders together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning.

Opportunity to learn and student time on a task simply means that students tend to learn most of the lessons they spend time on. Time on task implies that each of the teachers in the school has a clear understanding of what the essential learner objectives are, grade-by-grade and subject-by-subject. Once it is clear what students should be learning, they should be given time to learn it. In an effective school, teachers allocate a significant amount of classroom time to instruction on the essential skills (Lezotte, 2001). The theory was relevant to the study on headteachers' administrative challenges that affect academic performance of day secondary schools in Igoji East Division. The theory clearly explains the role played by discipline, school finance, management of curriculum implementation, and physical resources in determining school effectiveness.

1.11 Conceptual Framework

The conceptual framework is based on the interplay between independent variable which are the administrative challenges faced by the headteachers vis a vis the dependent variables, that is their experience, academic qualification and head teachers' ability in financial management, personnel and student discipline management, material and other physical resources management and lastly curriculum and instruction management. This interplay results in either high or low academic performance

Figure 1.1 Conceptual Framework on the Challenges That Affect Academic Performance in Day Secondary Schools



Source: Synthesized from Commonwealth Secretariat (1997) Module7: The Governance of Schools and Literature Review

1.12 Operational Definition of Terms

Administrative challenges: These are difficulties experienced by school headteachers in the course of administering their schools.

Discipline: A system of arranging conditions that will constitute a healthy learning and living environment in school

District schools: This is a class of secondary schools whose catchment's area of its students is mainly the local district.

Day schools: Refers to those schools where students attend tuition in the morning and return to their homes in the evenings. There are no boarding facilities.

Private schools: These are secondary schools which are privately owned and managed. They include both individual and mission owned schools.

Provincial schools: These are secondary schools whose catchments of their students' is 85% from the local district and 15% from other districts in the province. They admit good students in terms of academic performance.

Public schools: These are all the schools which are established, developed and maintained through public funds and efforts. They include National, provincial and district schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the review of literature on the headteacher's administrative challenges that affect academic performance in day secondary school will be presented. These challenges will be based on the different administrative duties of the school headteachers namely: management of human resource (student personnel) in terms of discipline, management of finances and business, management of curriculum and instruction, management of the material and physical resources. Lastly, the chapter presents a summary highlighting the gaps the study intends to address.

2.2 Management of Student Personnel and Discipline

Discipline is a Latin word derived from the word "disciplinaria" to mean instruction (Savage 1999). It is also defined as the development of self control, character orderliness and efficiency. Etesi (2010) has asserted that, it does not only imply compliance and conformity but it is also a process of growing towards self control, developing character and learning both orderly and productive existence. Discipline takes a centre stage in order for students to do well academically. This is because in an orderly environment students are likely to concentrate more in their academic work.

School discipline should be achieved by training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner and to co-exist with others in society. Good discipline should lead to obedience, self control and development of an attitude of cooperation and being accountable for one's behavior and

action. The personality, behavior, appearance, conduct and mannerism of the head teacher will determine school discipline (Techlamariam 2010 p. 67). School discipline therefore, is usually a system of arranging conditions that will constitute healthy learning and living. It is the responsibility of the headteachers to ensure there is adequate discipline in their schools by helping the staff and learners to develop individuals that are unique putting into account cultural background and group consciousness.

Onyango(2001) notes that there is need for the head teacher to develop a clear policy guideline relating to discipline in the school and this should be clearly communicated to the students. He adds that in developing guidelines, there is need for the head teacher to consult the students. There is also need for the head teacher to commend good discipline and give punishment which is proportional to the offence committed. Lastly, there is need for continuous guidance and counseling of the students and effective consultative machinery involving the students as well as educational stakeholders in the school to be made operational.

Gachagua (2005) found out poor parental guidance as a contributory factor to students indulging themselves in substance abuse. The addiction to drugs created a suitable environment for students to have a sense of self greatness and power. This esteem breeds violence and it may explain why rebellious students cause wanton destruction of property in schools. MOE (2001) noted that drug abuse is a major cause of indiscipline in schools which leads to destruction. Abdullahi (2006) found out in his research that poor upbringing contributes to indiscipline in schools. He asserted that children from broken families are more indisciplined than those from stable families. This research sought to find out if drug abuse in day schools in the division is one of the contributing factors to

poor academic performance.

Ndana, John Mbuvi (2011) in his research on the administrative challenges that public day schools in Kitui District face contends that discipline and teachers relations could be the cause of poor performance in those institutions. He observed that teachers play a role in students indiscipline. This is due to the poor working conditions, inadequate salary and low morale that they portray making them poor role models to their students. Since the teaching profession has been seen as one of the lowly paid, teachers have always been on the move searching for better paying jobs. This has led to teachers lack of interest when teaching their students which results to poor performance in the national examinations. Some teachers even end up inciting students to go on strike. Others have neglected duty leading to serious indiscipline problems in schools (<http://etd-library.ku.ac.ke:8080/etd/handle/123456789/1339>)

This study intends to explore on this especially in day schools where majority of the teachers are employed by the BOG. It is useful to find out if there are discipline issues that crop up relating to teachers which lead to poor academic performance.

Mary McCarthy& Linda Corbin(2002) argued that all schools should ensure that all students, from kindergarten through high school participated in quality-service learning activity every year as an integral part of their education experience. Over the past decade, about one third of all schools began using service-learning to enrich instruction, teach civic responsibilities and strengthen communities in Minnessotta USA. In the Kenyan context, there is the view that the curriculum offered also causes indiscipline in schools (Jane-Irene A.Dawo and Enose M. W. Simatwa 2010).They argue that the syllabus is

overloaded with knowledge above the level of many learners. This leads to student's frustration which could lead to violent behavior.

The research advances the view that schools ought to address non –academic needs of the students so that the students could ease tension that goes with learning so that cases of indiscipline can be addressed. If the above issue can be addressed in the boarding schools, how will they be tackled in day schools where most of students do not attend to school activities over the weekend and in the evenings?

Ndakwa (2001) observes that, worship caters for student's spiritual growth because it is that time when they reflect upon their creator. Spiritual nourishment is vital since it emphasizes human virtues and harmonious co-existence. If a genuine and purposeful commitment to the teachings of religions values is emphasized it can foster human moral values which are key elements to self – discipline. These can assist in eradicating indiscipline in schools.

There should be involvement of students in decisions related to discipline in order to assist them make choices in life through reasoning with minimum supervision after having been properly guided and counseled. Onyango (2001) has emphasized that school responsibilities on the part of the head teachers revolve around organizing and accounting for students, provision of special services and at the same time managing the student behavior in terms of discipline. The author continues to say that there is need for the headteachers to be familiar with the admission procedures that facilitate the admission of students to join public secondary schools after having attained the required scores. He further notes that it is critical for the heads to organize the schools effectively for

teaching learning and process. This s/he should do through ensuring maximum student attendance in order to ensure teaching and learning goes on smoothly. The heads should familiarize themselves with low achievers, negative peer influence and lack of sense of belonging to the school; which leads to poor attendance, wastage and stagnation in some of the students leading to poor academic performance.

When it comes to provision of special services Onyango (2001) asserts that the head teacher is vested with the responsibility of planning, coordinating and evaluating student activities such as clubs, recreation and sports, music and drama, school news letter and outreach services together with guidance and counseling. All these have been understood and taken as integral elements of the school's curriculum. There is also the element of managing the students conduct and behavior by the head teacher. In recent times, Kenyan public schools have been characterized by incidences of indiscipline which led to very costly damages to school property. The place of the student in the education system has been underscored by Kochhar (1993). He says that all educational programmes are organized for the student hence the head teacher has the responsibility of all the activities related to students.

Mulwa (2004) asserts that school head teachers ought to recognize and develop strategies for the student involvement in decision making and some aspects of school management. This is so because if this is not done his/ her ideas and decisions were likely not to be implemented properly. Today there is a demand that headteacher's should have qualities such as good character, excellent organizational skills in administration and be a role model to the teachers and students. Above all, he should have the ability to inspire those who work under him so that they can participate fully in the general running of the

school. The study sought to find out whether these attributes prevail in day secondary schools in Igoji East Division and if they lack whether they in any way affect the academic performance.

2.3 Management of Finance and Business

This is the management of cash flow in and out of school. This money is usually obtained through various sources for instance fees paid, donations, farming activities undertaken by school and government grants. Orlosky et.al (1984) asserts that, financial management determines the way the school is managed and whether or not the school is bound to meet its objectives. The authors have explained that financial management is supposed to cater for:

- (i) Facilitation of proper usage of funds in school that have been allocated to various programmes and activities.
- (ii) To ensure there is control over the process of financial management in order to ascertain there is purpose and integrity in the process of spending.
- (iii) To ensure there is proper usage of personnel, facilities, equipment and all the other factors that are involved in accomplishing the educational objectives.

The head teacher is supposed to prepare the school budget and exercise both accounting and auditing of school accounts. The budget must be based on thorough investigations of educational needs of the schools and must be in line with the schools financial regulations.

Opondo (1986) and Inyiege (1997), note that the head teachers have financial constraints

especially in keeping the cash books. They have noted that there is a shortage of accounting personnel and that a head teacher who lacks proper financial management skills will find it difficult to carry on his work.

Onyango (2001) observes that headteachers must ensure the budget is properly administered especially when incurring different form of expenditure. He argues that the headteacher is held responsible for financial accounting and auditing. This accounting is useful in order to control the already approved budget. It is his/her responsibility to ensure proper documentation of all financial transaction in the different books of accounts e.g. the ledger, journal, inventories, cashbook etc. The author also continues to say that, with the assistance of the bursar or the accounts clerk, the head teacher should ensure internal auditing of school accounts is done. The condition of the expenditure and receipts should be clearly shown.

Odali (1984) notes that, the headteacher has a big role to play especially in co-ordinating Parents Teachers Association (PTA) to raise funds for schools developments and he is bound to assist in estimating the costs to be incurred while putting up new facilities. He continues to say that if the headteacher does not know his/her budget and how to collect money for the improvement of physical facilities and proper keeping of records he/she will find himself in big problems.

If there is no training in financial management, the headteacher will experience problems when drawing the school budget and trying to account for expenditure that can finance the school programme (Odali, 1984). This means the parents may not give enough funds which will lead to management constrains to headteachers especially in situations when

they need to buy supplies or put up new structures. It eventually leads to the school being unable to sponsor school programmes.

MOE (2005) notes that, the main challenge of secondary education is how to expand its access at relatively low costs while still improving its quality. Enos and Indeje (2004) observes that the cost of education dictates whether or not a child will be able to attend school. They have continued to assert that the costs that have to be borne by the parents more often are the ones that push the kids out of school especially those who come from the financially challenged families.

Njenga (2004) in her study found that parents are the main source of financing and provision of public secondary schools in West Pokot District. The author continued to say that, due to the low income majority of the schools in the district had financial difficulties which made availability of the required educational facilities and materials difficult. She found that it is necessary to initiate income generating projects in order to boost the parent's contributions to the public schools both day and boarding. Poor payment of school fees by parents in district secondary schools keep students away from schools for a long period of time which eventually affect syllabus coverage. Mwasya (2004) has also noted that the fees collected in these district schools both day and boarding do not cover the running of the school programmes. This being the case, academic performance in these schools has always been a problem. This study aimed at investigating how problems of financial management in day secondary schools in Igoji East Division affect academic performance.

2.4 Curriculum and Instruction

MOE (2005) observed that the secondary education has been synonymous with poor performance in some of the schools especially in core subject like mathematics, languages and sciences. This has been attributed to student text book ratio being very high especially in rural areas and the urban slums. This has also been complicated by inadequate pedagogical skills which are used to deliver the curricula more so in Kiswahili, English, Mathematics and Sciences.

Abdullahi and Onasanya(2010) while assessing the challenges in the administration of education assessment in Nigeria asserts that we need educational playing field that is at least seemingly equitable for all students. The head teacher as an instructional leader therefore should be highly involved in improving teaching and learning by carrying out prudent supervisory activities. Onyango (2001) asserts that the headteachers' main task in any school is to provide and ensure the curriculum is effectively carried out using all the resources - human, financial and material - which are readily available both in the school and in the environment. Muchira (1988) observes that the Kenyan public and officials assess the effectiveness of an educational institution on the basis of the number of learners who go through public examinations to join the next levels of learning or for the employment in the jobs that they were being trained.

Although it is true that some day schools do well in national examinations, it is useful to assess if there are other issues that work against the objectives of attaining academic success in many day schools especially after school hours in Igoji East Division.

Kaime (1990) notes that, the teachers' motivation and the relationship that s/he develops

with his/her students plays a big role in students' academic achievement. This includes the innovative ways in which s/he thinks teaching can highly compensate for the deficiencies that may be experienced in the learning environment (school). He has also observed that teacher's effectiveness will highly depend on the material resources available and the ingenuity that is employed in trying to improvise materials which are not enough. This is practical where school teachers are professionally trained and are able to be in-serviced frequently through seminars and workshops.

2.5 Management of Material and Physical Facilities

Onyango (2001) asserts that the management of material resources entails planning, acquisition, allocating, distribution and even controlling maintenance and use of those materials. He observes that planning for material resources involves the identification of the resources required, assessing of the quality in terms of the needs, establishing the criteria for standards, the costing per unit and how the materials will be used either individually or communally. Olembo et.al (1992), says that most programmes of instruction and pupil services need some physical facilities which include grounds, buildings and even equipment which may be used from time to time. The headteacher thus must ensure all the physical facilities in the school are available and maintained properly. Some of these facilities include offices, classes, staff houses, laboratories, workshops, student dormitories dining halls and sanitations. The headteacher should therefore repair the existing facilities or ensure new ones are in place depending on the needs of the institution. This can be achieved if the necessary plans are put in place on time. The headteacher should ensure that there is adequate classroom space that can facilitate teaching learning process to take place. S/He has the responsibility to ensure

that these facilities are put in use efficiently and effectively.

The school playing grounds should be well maintained and safe. The school physical facilities will regularly require inspection in order to make them free of hazards. Proper management should also be instituted on the headteachers' office, staffroom, guidance and counseling offices and all other administrative offices to ensure safety of all the users.

Kipkulei (1991), pointed out in his yearly permanent secretary's report that, the schools with adequate physical facilities performed better in national examinations than those that had inadequate facilities. He therefore, directed the administrators of those schools which lacked such facilities to ensure they were offered and in good time. MOE (2005) observes that, the student's text book ratios are usually very low especially in the rural areas and the urban densely populated slums schools. This coupled with shortages of facilities made the government make a promise of providing targeted instructional materials to needy public secondary schools. At the same time, it encouraged the parents and communities to provide infrastructure and other operational costs. This underscores the importance of adequate learning facilities in schools.

Mbaabu (2004) notes that, most of the schools lacked facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Kamau (1990) notes that school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these impact negatively on student's performance in schools especially on academics. Kamau (1990)

in a study in Samburu found that majority of the schools lacked either laboratories or had poorly equipped ones which had no laboratory assistant. This made it very difficult to execute the experiments in science subjects. This study aims at finding out whether there are problems relating to material resources that affect academic performance in day secondary schools in Igoji East Division.

Margaret J. Yator (2010) in her research on factors that contribute to student's poor performance in Kenya Certificate Of Secondary Education (K.C.S.E.) in Kabartonjo Division of Baringo District says most schools lack adequate resources like laboratory equipment, lab-rooms, text books, maps, enough classes among others . These facilities are part of the school plant. She points out that the school plant exist in order to facilitate the instruction programme. She notes that the school plant needs constant programme of maintenance. This is because the equipment wear out and must be replaced; paint also deteriorates and needs repainting. She continues to say that pavements wear out and they will need re-carpeting and the roof eventually leaks and requires repair. She shows that the task of getting skilled technicians for this work is usually the responsibility of the head teacher who from time to time may be needed to delegate duties where possible.

Okumbe (2001) points out that the role of the headteacher in acquiring and maintaining physical facilities involves diligent maintenance of school facilities, assigning them, ensuring there is cleanliness in the classes, dormitories, halls, dining hall, ablution blocks, surrounding environment, provision, maintenance and repair of materials. Lastly, he says health and safety concerns should be addressed through appropriate school design, maintenance and carrying out the necessary repairs. It implies that the school should have their medical facilities in order. It entails employing a school nurse or establishing a fully

equipped school health facility to take care of students and staff health needs.

2.6 Summary

The literature reviewed has tried to look at the administrative roles of the headteacher as a manager in the institution. These roles are in relation to management of human resource including student personnel, management of finances and business, management of curriculum and instruction together with the management of material and other physical facilities. These components are important as far as academic achievement is concerned. The review has also gone ahead to give different views from different writers and researchers on these challenges which the school administrators face while discharging their duties.

The biggest challenge of the afore mentioned researches and literature review is they tends to generalize challenges to all the schools. It does not take into account the different category of schools and their environments as they exist for instance national schools, county and extra county schools both boarding and day. They have not also dealt with private schools of different categories. Instead of dealing with them generally the researcher intends to look at day schools in Igoji East Division of Meru County as a category on its own. This is because day schools operate on 12 hour basis and their problems and administrative challenges may be unique and varying in relation to boarding schools which operate on 24 hour basis. It occurs that the above issues in day secondary schools have not been dealt with in Igoji East Division in order to see how they impact on academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives an outline of how the researcher intends to conduct the study. It gives the details of the research design to be used, the population of the study and the sample. It also explains the methods to be used in instrumentation, their reliability and validity putting into account how the data for the study will be collected, analyzed and presented.

3.2 Research Design

This study used descriptive survey design which is aimed at establishing the administrative challenges that day secondary school headteachers face in their daily work which affect academic performance. Descriptive survey is appropriate for this study. Gay (1976) says descriptive research involves collecting data to assist in answering questions that concern the current status of the subject of study. It also determines and reports the way things are. He further says that it involves an attempt to collect data from members of a population in order to determine the current status of that population in relation to one or more variables.

Survey research deals with the incidence distribution and interrelations of education variables Orodho (2005). He further says that, it also deals with the frequency or number of answers to the same questions by different people. Bell (1993) observes that surveys aim at obtaining information which is analyzed, patterns extracted and even comparisons observed.

3.2.1 Study Variables

The dependent variable of the study was administrative challenges faced by the headteachers. The independent variables of the study were headteachers' qualifications and experience coupled with managerial skills in dealing with finances, personnel, student discipline, physical resources and other curriculum instructional management which result to either high or low academic performance.

3.3 Location of the Study

The study was conducted in Igoji East Division of Imenti South District in Meru County, Kenya. The district borders Imenti Central to the North, Maara district to the South, Tharaka district to the East and extends to Mt. Kenya Game Reserve to the West. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Imenti South District was chosen because it was within reach by the researcher. In addition, introduction of subsidized secondary school education led to the increase in the number of day secondary schools in Imenti South District. In Igoji East division this brought up administrative challenges that affected the academic performance. Consequently, the researcher found the need to investigate on headteachers' administrative challenges.

3.4 Target Population of the Study

The population of the study comprised of all the headteachers and teachers from the seventeen Day Secondary Schools in Igoji East Division in Imenti South District. The student population in the day schools in the division is one thousand seven hundred

(1700). The whole district has seventy six secondary schools with twenty six coming from Igoji East Division. The division is served by one area education officer who will be used in this study.

3.5 Sampling Technique and Sample Size

Ten day secondary schools were used in the study. Random sampling was employed to select a sample in such a way that all individuals in the defined population will have equal and independent chances of being included for the sample. Three schools were used for piloting purposes. Purposive sampling was used to select ten headteachers of the sampled schools while simple random sampling was used to select 30 teachers. Three hundred (300) students were also sampled to take part in the study. This represented 17.65% of the students' population.

3.6 Research Instruments

The researcher used four questionnaires: one for the headteachers, teachers, students and one for the AEO (Ministry of Education Official). This is useful because the study sought to know the administrative challenges that the day secondary schools are facing and how they are impacting on academic performance. Since the headteachers are the main subjects of this matter, the AEO (ministry official) can be used to ascertain the information that had been passed over by the headteacher. The information from the teachers can also be used to ascertain some of the views that were articulated by the headteachers since headteachers and teaching staff share the same environment especially on academic welfare of the students.

The headteacher's questionnaire was divided into three sections A, B and C. The first section contained school details, second section dwelt on headteacher's details and the

third section dealt with administrative challenges. Section C was divided into parts on curriculum and instruction, material resources and other physical facilities, school finance and discipline.

The questionnaire for the AEO was divided into sections; A and B. The first section sought official details about the day secondary schools while the second section dealt with administrative challenges which day secondary schools encounter. This section was further divided in terms of curriculum instruction, material resources and other physical facilities and finance.

The teachers' questionnaire was divided into sections A and B. Part A gathered demographic data on teachers. Part B collected data on administrative challenges which included issues on curriculum instruction, material and physical facilities and challenges related to discipline in the schools.

3.7 Pilot Study

This is the act of trying out the questionnaire in the field to a selected sample which is almost similar to actual sample that was used in the study so that the short falls of the questionnaire can be unveiled to facilitate rectification (Orodho, 2005).

The pilot study was carried out in three schools that are not included in the sample through administering the questionnaire to the headteachers and students. All the short falls that were noted were rectified for the betterment of the instrument.

3.7.1. Validity of the instrument.

Mugenda and Mugenda (1999) say that validity is the accuracy and the meaningfulness of inferences which are based on the research results. We can say this is the degree in which the results that were obtained from the analysis will represent the phenomena on

study. Validity is in three types; face validity, content validity and construct validity. Face validity refers to the likelihood of a question being misunderstood or misinterpreted (Wikinson 1991). In order to increase the likelihood of face validity piloting was done to identify those items that can be misunderstood or misinterpreted. Those items found to be needing adjustments were modified accordingly. Content validity refers to whether the instrument provides adequate coverage of the topic. To ensure the instruments pass the test of content validity, advice was sought from my supervisors who are well versed in research work.

3.7.2 Reliability of the instrument

Orodho (2005) observes that, reliability is the degree to which a particular measuring procedure is able to give similar results over the degree to which the instrument accurately measures the concept advanced. Test – retest technique was used to determine the reliability of the research instrument. Orodho (2005) says that test – retest technique usually involves administering the sample instrument twice to the group of the same subject. The questionnaire for the headteachers therefore was administered to three headteachers not in the sample and the exercise was repeated with the same headteachers after three weeks. After repeating this, the responses was compared through spearman rank order correlation coefficient to establish the extent to which the contents of the questionnaires are consistent in eliciting the same responses.

3.8 Data Collection

The researcher obtained a research permit from the government (MOE) in order to be allowed to carry out the study. The researcher also visited the AEO and District Education office to make them aware of the study being carried out in the Day Secondary

Schools in the Division. The researcher visited all the ten Day Secondary schools. The researcher also visited the sampled education official. The purpose of the study was explained to all the sampled cases before presenting the questionnaire to them. The filled in questionnaires were to be collected at an agreed date.

3.9 Data analysis

The data for analysis was collected using the set of questionnaires completed from the AEO, headteachers and the students. All the sections of the questionnaires and their data were coded. The data was then tabulated into frequencies and percentages. The researcher sought assistance of computer analysis using the statistical package for social sciences (SPSS) in order to make tabulations especially on administrative challenges encountered by the headteachers. These tabulations were used to determine, for reporting purposes, the current status of the administrative challenges faced by the headteachers in Day Secondary Schools in Igoji East Division and how they impact on academic performance. This formed the basis for recommendations and possible solutions in order to reduce the impact of these challenges

3.10 Logistical and Ethical Considerations

The following issues were considered throughout the study:

1. All data was treated with utmost confidentiality. Respondents were instructed not to put their names or those of their schools anywhere in the questionnaires for confidentiality purposes.
2. Participation was purely voluntary.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter covers data analysis and discussion of the study findings. The purpose of the study was to find out administrative challenges that affect academic performance of day secondary schools in Igoji East Division. The study had four main research objectives:-

- i. To investigate if discipline is an administrative challenge affecting the academic performance of day secondary schools
- ii. To find out the extent to which finance is an administrative challenge that affects the academic performance of day secondary schools.
- iii. To determine how the management of curriculum implementation affects academic performance of day secondary schools.
- iv. To find out if material and physical resources for instance classes, laboratories, libraries, classrooms, teaching aids among others affects the academic performance of secondary schools.

4.2 Demographic Data of the respondents

Data was collected from 300 students, 30 teachers, 10 headteachers from day secondary schools in Igoji East Division and 1 Education Officer. Among the 10 headteachers, 5 (50.0%) were in boys' day only secondary schools, 4 (40.0%) were in mixed day schools while 1 (10.0%) was in girls only. Table 4.1 shows the distribution of students by class (form) enrolled in.

Table 4.1: Distribution of students by class

| Form | f | % |
|--------------|------------|--------------|
| Form One | 77 | 25.7 |
| Form Two | 88 | 29.3 |
| Form Three | 64 | 21.3 |
| Form Four | 71 | 23.7 |
| Total | 300 | 100.0 |

Results in Table 4.1 show that the students were uniformly distributed in all the four forms, with 77 (25.7%) students enrolled in form one, 88 (29.3%) in form two, 64 (21.3%) in form three and 71 (23.7%) enrolled in form four. This implies that students in the four classes (form one to four) were represented to gain a clearer picture of the students' perspective on the administrative challenges that affect academic performance in day secondary schools. Figure 4.1 presents headteachers' academic qualifications

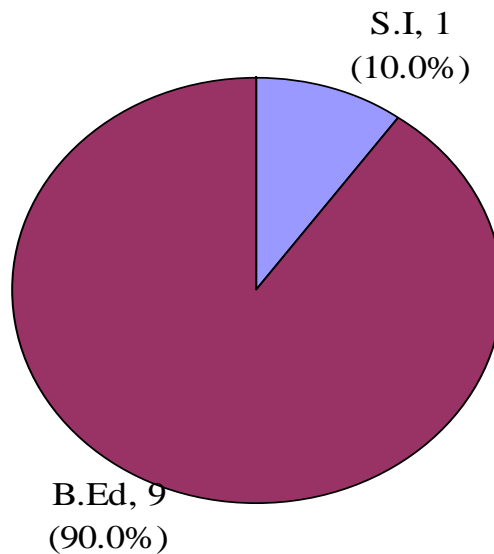


Figure 4.1: Headteachers' responses on their highest professional qualifications

As shown in Figure 4.1, majority (90.0%) of the headteachers had B.Ed qualification while 1 (10.0%) had Diploma/SI qualification. This shows that majority of the respondents had the relevant basic qualifications as school heads. This however does not necessarily mean that they were qualified in their administrative roles. Researchers such as Wanzare and Ward (2000) and Bundi (2008) have shown the need for continuous professional development of school administrators and teachers to improve the quality of education.

Work experience is important as it is generally assumed that experienced head teachers are able to devise ways of dealing with administrative challenges as opposed to novice head teachers. The head teachers learn how to manage schools through practical experiences, and by attending in-service training courses where they are equipped with administrative skills for effective school management. Table 4.2 illustrates headteachers working experience

Table 4.2: Number of years served by headteachers as school administrators

| Work experience | f | % |
|------------------------|-----------|--------------|
| 1 - 3 yrs | 1 | 10.0 |
| 4 - 6 yrs | 4 | 40.0 |
| 7 - 9 yrs | 1 | 10.0 |
| Over 10 yrs | 4 | 40.0 |
| Total | 10 | 100.0 |

Table 4.2 shows that 4 (40.0%) headteachers had served as school administrators for 4-6 years, 1 (10.0%) had an experience of 7-9 years while 4 (40.0%) had an experience of

over 10 years. This implies that most of the headteachers had served long enough and hence were able to indicate administrative challenges they came across when performing their duties. Table 4.3 illustrates headteachers' responses on years served in the current station.

Table 4.3: Headteachers' and teachers' responses on duration they had served in current station

| Duration served | Headteachers (n=10) | | Teachers (n=30) | |
|-----------------|---------------------|--------------|-----------------|--------------|
| | Frequency | Percent | Frequency | Percent |
| 1 yr | 1 | 10.0 | 2 | 6.7 |
| 4 - 6 yrs | 7 | 70.0 | 9 | 30.0 |
| 7 - 9 yrs | 1 | 10.0 | 5 | 16.7 |
| 10 - over | 1 | 10.0 | 4 | 13.3 |
| Total | 10 | 100.0 | 30 | 100.0 |

Table 4.3 shows that majority of the headteachers and teachers had served in the current stations for 4-6 years. This was an indication that most of them had served in the current schools for a long duration and hence they could be able to give school history in terms of discipline, students' academic performance and administrative challenges they face. The headteachers also had the necessary experience in the schools hence they could account for some of the challenges experienced over a period of time.

4.3 Challenges related to Students' Discipline and their Implications on Academic Performance

The first objective of the study was to investigate if discipline is an administrative challenge affecting the academic performance of day secondary schools. Discipline is a process of growing towards self control, developing character and learning both orderly and productive existence (Etesi, 2010). The headteachers and teachers were asked to indicate the most common disciplinary problems experienced in their schools, to which they responded as shown in Table 4.4.

Table 4.4: Headteachers' and teachers' responses on disciplinary problems experienced in schools

| Indiscipline cases among students | Headteachers (n=10) | | | | Teachers (n=30) | | | |
|-----------------------------------|---------------------|-------|----|------|-----------------|-------|----|------|
| | Yes | | No | | Yes | | No | |
| | f | % | f | % | f | % | f | % |
| Failure to do assignments | 10 | 100.0 | 0 | 0.0 | 30 | 100.0 | 0 | 0.0 |
| Coupling | 9 | 90.0 | 1 | 10.0 | 23 | 76.7 | 7 | 23.3 |
| Stealing | 6 | 60.0 | 4 | 40.0 | 27 | 90.0 | 3 | 10.0 |
| Fighting | 5 | 50.0 | 5 | 50.0 | 16 | 53.0 | 14 | 46.7 |
| Indecent dressing | 4 | 40.0 | 6 | 60.0 | 12 | 40.0 | 18 | 60.0 |
| Sneaking from school | 4 | 40.0 | 6 | 60.0 | 19 | 63.3 | 11 | 36.7 |
| Drug abuse | 3 | 30.0 | 7 | 70.0 | 10 | 33.3 | 20 | 66.7 |
| Bullying | 1 | 10.0 | 9 | 90.0 | 8 | 26.7 | 22 | 73.3 |

From Table 4.4, it is clear that all (100.0%) headteachers and teachers reported that the

major administrative challenge they met among the students was failure to do assignments. In addition, 9 (90.0%) headteachers and 23 (76.7%) teachers reported that coupling was common among the students while 6 (60.0%) headteachers and 27 (90.0%) teachers indicated that students engaged into stealing activities. Other indiscipline cases that were mentioned included fighting and sneaking out of school. Students in day schools are not under supervision of teachers while at home, and as such may engage in activities that negatively impact on their academic performance. The headteachers were asked to state activities that the students engaged in after school, which could negatively affect their academic performance. In response, they reported that some students were assigned duties at home such as caring for children, washing utensils and cooking. Others engage in drug abuse, watching of movies and sex behaviours which as a result limit their time to do studies. Previous research by Gachagua (2005) found poor parental guidance was a contributory factor to students indulging themselves in substance abuse and other indiscipline behaviours that have negative implications on academic performance. Similarly, MOE (2001) noted that drug abuse is a major cause of indiscipline in schools which leads to destruction. To solve these problems headteachers suggested that parents should take responsibility for their children while at home and also the community members should be good role models.

The students were asked to indicate the most common disciplinary problems experienced in their schools, to which they responded as shown in Table 4.5.

Table 4.5: Students' responses on most common disciplinary problems

| Common disciplinary problems(n=300) | Yes | | No | |
|-------------------------------------|-----|------|-----|------|
| | f | % | f | % |
| Stealing | 259 | 86.3 | 41 | 13.7 |
| Failure to do assignments | 227 | 75.7 | 73 | 24.3 |
| Sneaking from school | 185 | 61.7 | 115 | 38.3 |
| Indecent dressing | 158 | 52.7 | 142 | 47.3 |
| Fighting | 139 | 46.3 | 161 | 53.7 |
| Drug abuse | 129 | 43.0 | 171 | 57.0 |
| Coupling | 116 | 38.7 | 184 | 61.3 |
| Bullying | 112 | 37.3 | 188 | 62.7 |

Table 4.5 shows that the students indicated that the major indiscipline cases among them were stealing (86.3%), failure to do assignments (75.7%) and sneaking from schools (61.7%). However, most of them were of the view that bullying (62.6%) and coupling (61.3%) were not common indiscipline cases. Other indiscipline cases mentioned by students were truancy, noise making, vernacular speaking, destruction of school property, carrying mobile phones to school, pornographic materials and insulting others. These findings are consistent with the findings of a previous research by Mwaniki (2011), whose study in Mathira West District established that the most common types of indiscipline included drug abuse, noise making, disobedience to teachers, failure to complete assignments, stealing, and sneaking out of school.

The study sought to determine how indiscipline cases affected academic performance of

the students. Table 4.6 shows the effects of indiscipline on academic performance as reported by the students.

Table 4.6: Students' responses on effects of indiscipline

| Effects of indiscipline (n=300) | f | % |
|--|----------|----------|
| Poor academic performance | 300 | 100.0 |
| Poor performance in languages subjects | 286 | 95.3 |
| Lack of concentration in class | 281 | 93.7 |
| Poor teachers-students relationships | 272 | 90.7 |
| Feeling uncomfortable while in school | 263 | 87.7 |
| Lack of enough time to do studies since students spend most of their free time watching phonographic materials | 251 | 83.7 |
| Lack of social groups with other students | 235 | 78.3 |

As shown in Table 4.6, majority of the students reported that indiscipline cases resulted to poor academic performance (100.0%), poor performance in language subjects (95.3%), lack of concentration in classrooms (93.6%), poor teachers-students relationships (90.6%) and feeling uncomfortable while in schools (87.7%). Other effects that were mentioned included; inadequate time to do studies since students spend most of the time watching pornographic materials (83.8%) and lack of social groups with other students (78.3%). Headteachers also added that a lot of time is wasted solving indiscipline cases, poor teachers-students relationships, poor school image, and decline in academic performances which as a result increase the rate of school drop outs. In line with the results presented above, Ndana (2011) in his research on the administrative challenges found out that the

major cause of poor academic performance in schools was students' indiscipline.

Apart from the indiscipline cases, there are other activities students engage in after school which affect their academic performance negatively. Table 4.7 illustrates some of the activities that could negatively affect the academic performance of the students.

Table 4.7: Students' responses on the activities they engage in after school

| Activities engaged in (n=300) | f | % |
|--------------------------------------|----------|----------|
| Watching movies and videos | 272 | 90.7 |
| Engaging in sex behaviors | 258 | 86.0 |
| Taking alcohol and drugs | 249 | 83.0 |
| Engaging in bad companies | 181 | 60.3 |

Table 4.7 shows that majority of the students engaged in watching movies and videos (90.7%), engaging in sex behaviors (86.0%), and taking alcohol and drugs (83.0%) after school. Such activities can negatively impact on academic performance among students in day secondary schools.

To determine the extent to which discipline affected academic performance, headteachers were asked to indicate their agreement levels in a four point likert scale ranging from strongly agree to strongly disagree. Table 4.8 shows results obtained

Table 4.8: Headteachers’ responses on effect of discipline towards students’ academic performance

| Effects of discipline on academic performance (n=10) | SA | | A | | D | | SD | |
|---|----|------|---|------|---|------|----|------|
| | f | % | f | % | f | % | f | % |
| Drug abuse has negatively impacted on academic performance | 8 | 80.0 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| Truancy/ absenteeism has led to poor syllabus coverage leading to students failure in examinations | 7 | 70.0 | 3 | 30.0 | 0 | 0.0 | 0 | 0.0 |
| Failure to do assignments has led to poor mastery of subject content hence poor academic performance | 4 | 30.0 | 6 | 60.0 | 0 | 0.0 | 0 | 0.0 |
| Many students sneak from school and end up missing vital study time, therefore jeopardizing their studies | 3 | 30.0 | 7 | 70.0 | 0 | 0.0 | 0 | 0.0 |
| Coupling has led to poor time management hence minimum time to revise leading to poor academic performance. | 3 | 30.0 | 4 | 40.0 | 2 | 20.0 | 1 | 10.0 |
| Low self esteem caused by bullying makes students too afraid to concentrate fully on their class work | 4 | 40.0 | 6 | 60.0 | 0 | 0.0 | 0 | 0.0 |

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Table 4.8 shows that majority of the headteachers strongly agreed that drug abuse and truancy/ absenteeism were the major administrative challenges among most of the students. This has led to poor syllabus coverage leading to students' failure in examinations and as a result negatively influenced schools academic performance. The table also revealed that over 50.0% of the respondents agreed that many students who sneak from school end up missing vital study time hence jeopardizing their studies. Failure to do assignments has led to poor mastery of subject content leading to poor academic performance. Low self esteem caused by bullying makes students too afraid to concentrate fully on their class work. This was therefore a clear indication that indiscipline cases negatively influenced students' academic performance. Presented in Table 4.9 are teachers' responses on effects of discipline towards students' academic performance

Table 4.9: Teachers’ responses on effect of discipline towards students’ academic performance

| Effects of discipline on academic performance (n=30) | SA | | A | | D | | SD | |
|---|----|------|----|------|---|-----|----|-----|
| | f | % | f | % | f | % | f | % |
| Drug abuse has negatively impacted on academic performance | 27 | 90.0 | 3 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Truancy/ absenteeism has led to poor syllabus coverage leading to students failure in examinations | 22 | 73.3 | 8 | 26.7 | 0 | 0.0 | 0 | 0.0 |
| Failure to do assignments has led to poor mastery of subject content hence poor academic performance | 19 | 63.3 | 11 | 36.7 | 0 | 0.0 | 0 | 0.0 |
| Many students sneak from school and end up missing vital study time, therefore jeopardizing their studies | 13 | 43.3 | 17 | 56.7 | 0 | 0.0 | 0 | 0.0 |
| Coupling has led to poor time management hence minimum time to revise leading to poor academic performance. | 5 | 16.7 | 15 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| Low self esteem caused by bullying makes students too afraid to concentrate fully on their class work | 12 | 40.0 | 18 | 60.0 | 0 | 0.0 | 0 | 0.0 |

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

As Table 4.9 shows, 90.0% of the teachers strongly agreed that drug abuse had negatively impacted on academic performance in the school. In line with the finding, previous studies have shown that there exist a relationship between drug abuse and academic performance. For instance, King, Meehan, Trim and Chassin (2006) argue that the substance use of heavy drug may directly impair academic (cognitive) abilities which limit academic performance in adolescence. For most adolescents who use drugs at a lower level, however, adolescent drug use may serve as a maturational ‘snare’ that keeps some adolescents engaged in deviant peer groups as others move on to more normative groups, thus having a long-term direct effect on educational attainment (King, *et al.* 2006). Schools are therefore, supposed to be concerned with the full development of children including their moral and intellectual welfare (Uba, 1990).

Twenty two (73.3%) teachers strongly agreed that truancy/absenteeism has led to poor syllabus coverage leading to students’ failure in examinations. Being absent from class decreases students’ ability to learn. It is difficult to succeed if students miss too much work, because it is hard to catch up. In addition, absent students lose interest in school, which results in low academic performance. It further emerged that without proper supervision during the day, truant teens are more likely to get involved in criminal activities, such as vandalism or shoplifting. Absenteeism harms more than the individual and his/her prospects: high truancy and absence rates affect the achievement of the school overall, slowing the rate of instruction, which harms all students (Balfanz Durham and Plank 2008; Nauer, White and Yerneni, 2008; Wilson, Sheila and Julia, 2008).

In addition 63.3% of the teachers strongly agreed that failure to do assignments has led to poor mastery of subject content. This shows that over 60.0% of the teachers strongly

agreed that drug abuse, truancy and failure to do assignments were the major factors negatively influencing students' academic performance. Consequently, this effected individuals and overall learning environment in schools.

4.4 Challenges related to Financial Management and their Implication on Academic Performance

The second objective of the study was to find out the extent to which finance as an administrative challenge affect the academic performance of day secondary school. The success of the school head teachers depends on the way the financial inputs are managed and this, in turn, affects the overall performance of the school (Ministry of Education, 1993). According to Wachira (1996), head teachers find financial management to be the most difficult task area in school administration. This is due to lack of adequate financial management skills. Table 4.10 presents headteachers ratings on the management of school finances.

Table 4.10: Headteachers' ratings on the management of school finances

| Effectiveness of School finance management (n=10) | Very poor | | Poor | | Good | | Very good | | Undecided | |
|---|---|------|------|------|------|------|-----------|------|-----------|------|
| | f | % | f | % | f | % | f | % | f | % |
| | The prevalence of bad debts in terms of uncleared school fees | 1 | 10.0 | 9 | 90.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Ability of the school in getting adequate alternative source of funds required to meet the priority cases in the school | 2 | 20.0 | 8 | 80.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Adequacy of school fees in meeting the financial needs of the school | 0 | 0.0 | 8 | 80.0 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| Adequacy of the bursary funding provided for by the government to the needy and bright students | 2 | 20.0 | 7 | 70.0 | 1 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Prompt payment of school fees by parents to the school | 0 | 0.0 | 7 | 70.0 | 2 | 20.0 | 0 | 0.0 | 1 | 10.0 |
| Ability of the recommended Ministry of Education fees structure to adequately cater for school financial needs | 2 | 20.0 | 5 | 50.0 | 3 | 30.0 | 0 | 0.0 | 0 | 0.0 |
| Preference by parents to pay their school fees in kind | 0 | 0.0 | 5 | 50.0 | 5 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| Ability of the school in hiring accounts personnel service | 0 | 0.0 | 5 | 50.0 | 4 | 40.0 | 1 | 10.0 | 0 | 0.0 |

As shown in Table 4.10, majority (90.0%) of the headteachers indicated that their schools performed poorly in managing bad debts in terms of uncleared school fees. Over 70.0% of the headteachers reported that their schools performed poorly on getting alternative sources of funds required to meet the priority cases in the school and adequacy of school fees in meeting the financial needs of the school. On the other hand, half (50%) of the headteachers reported that preference by parents to pay their school fees in kind (through delivery of goods and services) was good. In general, the findings in Table 4.9 show that the school administrators faced challenges in management of school finances, key among them being bad debts, lack of alternative sources of funds, inadequate school fees that do not meet the school needs, inadequacy of bursary fund for the needy students, and delays in school fees payment by parents. Previous research by Nyaga (2005) revealed that most Kenyan secondary schools operate with inadequate funds due to delays in fees payment and inadequate financing by the government. A school cannot function without finances, and these finances have to be properly managed in order for them to have the right impact on academic performance (Siwolo, 2004).

To confirm headteachers' responses, Education officer was asked to rate the effectiveness of secondary schools in Igoji East Division in financial management. In response, the Education officer reported that the following issues related to school finances were poor: ability of the recommended ministry of education fees structures to adequately cater for day school financial needs; prompt payment of school fees by parents, adequacy of school fees in meeting the financial needs; ability of the schools in getting other alternative sources of funds, prevalence of uncleared school fees and ability of school in hiring qualified accountants. The results presented concur with research findings by

Waweru (2004), whose study in Thika district established that school headteachers face major challenges in financial management especially due to inadequacy of funds and lack of financial management skills. Table 4.11 shows headteachers' responses on impacts of school management towards students' academic performance

Table 4.11: Headteachers’ responses on impacts of management of finances towards students’ academic performance

| Impacts of management of finances on academic (n=10) | SA | | A | | D | | SD | |
|---|----|-------|---|------|---|------|----|------|
| | f | % | f | % | f | % | f | % |
| Delays in fees payment has led to students being sent home thus performing poorly | 10 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Inadequate finances has led to the schools inability to purchase teaching/learning resources leading to poor academic performance | 6 | 60.0 | 1 | 10.0 | 3 | 30.0 | 0 | 0.0 |
| Delays in government disbursement of funds has led the school to incur large debts that limiting effectiveness of teaching and learning process | 5 | 50.0 | 3 | 30.0 | 1 | 10.0 | 1 | 10.0 |
| Teachers are not compensated for teaching during remedial and holidays hence students miss out | 3 | 30.0 | 6 | 60.0 | 1 | 10.0 | 0 | 0.0 |

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Students’ academic performance is influenced by various factors based on curriculum implementation. As shown in Table 4.11, all (100.0%) headteachers strongly agreed that: delays in fees payment has led to students being sent home thus performing poorly.

Majority 70% of the respondents agreed that inadequate finances has led to the schools inability to purchase teaching/learning resources leading to poor academic performance. Eight (80%) of the headteachers contend that delays in government disbursement of funds has led schools to incur large debts that limit effectiveness of the schools in teaching and learning process. This therefore implies that lack of enough finances in schools undermined teaching and learning process hence leading to poor academic performance among students and schools in general.

Table 4.12 illustrates teachers' responses on impacts of management of finances on academic performances

Table 4.12: Teachers’ responses on impacts of management of finances towards students’ academic performance

| Impacts of management of finances on academic (n=30) | SA | | A | | D | | SD | |
|---|----|------|----|------|---|------|----|-----|
| | f | % | f | % | f | % | f | % |
| Delays in fees payment has led to students being sent home thus performing poorly | 11 | 36.7 | 13 | 43.3 | 5 | 16.7 | 1 | 3.3 |
| Teachers are not compensated for teaching during remedial and holidays hence students miss out | 21 | 70.0 | 6 | 20.0 | 3 | 10.0 | 0 | 0.0 |
| Inadequate finances has led to the schools in ability to purchase teaching/learning resources leading to poor academic performance | 29 | 96.7 | 1 | 3.3 | 0 | 0.0 | 0 | 0.0 |
| Delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process | 16 | 53.3 | 14 | 46.7 | 0 | 0.0 | 0 | 0.0 |

Results in Table 4.12 shows that the major challenges which influenced students’ academic performance were delays in fees payment, lack of motivation among teachers after engaging in remedial teaching and inadequacy of school finances. In particular,

80% of the teachers agreed that delays in fees payment has led to students being sent home thus missing many lessons. It also emerged that 90% of the teachers agreed that they are not adequately compensated for teaching during remedial and holidays hence students miss out. Another major challenge that influenced academic performance was inadequate finances. Majority of the teachers agreed that inadequate finances have led to the schools in ability to purchase teaching/learning resources hence leading to poor academic performance. This therefore shows that most of the schools were facing financial challenges. Consequently, this destabilizes school management since school finances determine the way the school is managed and whether or not the school is bound to meet its objectives. Financial management caters for proper usage of personnel, facilities, equipment and all the other factors that are involved in accomplishing the educational objectives (Orlosky et.al, 1984).

4.5 Challenges related to Management of Curriculum Implementation and their Implications on Academic Performance

The third objective of the study was to determine how the management of curriculum implementation affects academic performance of day secondary schools. According to Lezotte (2001), one of the key ingredients of an effective school is having competent instructional leadership. Lezotte states that strong instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In an effective school, the head teacher acts as an instructional leader and effectively and persistently communicates and models the mission of the school to staff, parents, and pupils (Lezotte, 2001). To address this objective, headteachers were asked to rate the effectiveness of their schools on management of

curriculum implementation on a scale ranging from very poor to undecided. Table 4.13 shows how the headteachers responded.

Table 4.13: Headteachers' ratings on management of curriculum implementation

| Effectiveness of curriculum implementation (n=10) | Very poor | | Poor | | Good | | Very good | |
|--|---|------|------|------|------|------|-----------|------|
| | f | % | f | % | f | % | f | % |
| | Teachers response towards remedial and holiday teaching | 0 | 0.0 | 0 | 0.0 | 7 | 70.0 | 3 |
| School's ability to buy externally set examination for students' assessment | 2 | 20.0 | 2 | 20.0 | 6 | 60.0 | 0 | 0.0 |
| Position of the Day schools in offering the recommended science and technical subjects | 0 | 0.0 | 2 | 20.0 | 6 | 60.0 | 2 | 20.0 |
| Adequacy of time allocated by the Ministry of Education for syllabus coverage | 0 | 0.0 | 1 | 10.0 | 6 | 60.0 | 3 | 30.0 |

Table 4.13 shows that 70% of the headteachers rated their schools as performing well in terms of their teachers' response towards remedial and holiday teaching; 60% rated their schools as good in terms of ability to buy externally set examination for students' assessment; offering the recommended science and technical subjects; and adequacy of time allocated by the Ministry of Education for syllabus coverage. This is an indication that most of the school headteachers were of the views that their schools were performing well in management of curriculum implementation issues presented and hence this was not an administrative challenge among most of them.

To confirm the above findings, Ministry of Education officer reported that time allocated by the ministry of education for syllabus coverage, teachers' responses towards remedial teaching, school ability in buying external examinations and the position of schools in offering the recommended science and technical subjects were good. Figure 4.2 illustrates students' attitudes towards remedial teaching

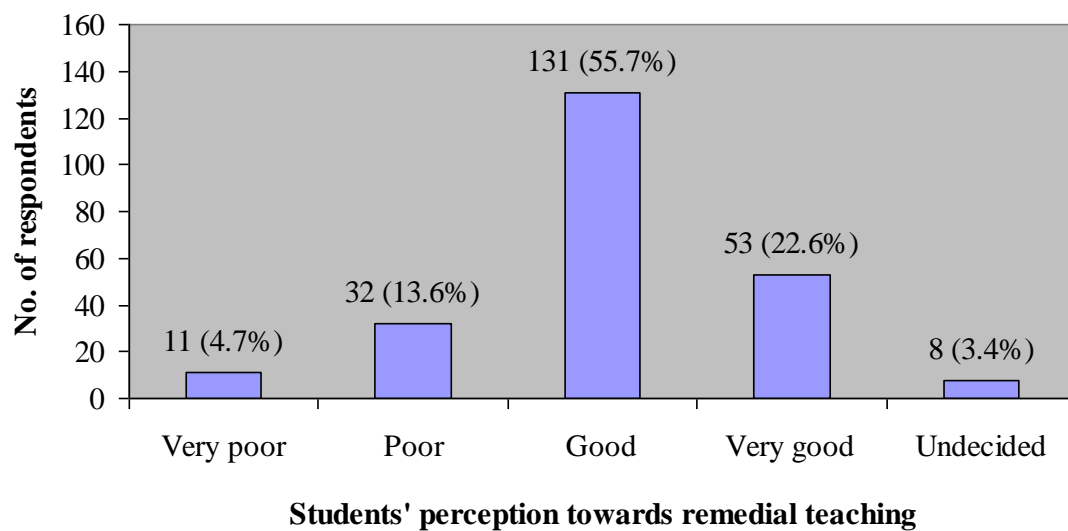


Figure 4.2: Students' perception towards remedial teaching

Figure 4.2 illustrates that 55.7% of the students' viewed remedial teaching as a good approach to improve students' academic performance, 22.6% of them viewed it as a very good approach whereas 3.4% of them were undecided. This shows that most of the students had a positive attitude toward remedial teaching as a strategy to improve their performance in examinations. Examinations in Africa serve a number of important functions which reflect the social and educational contexts in which they are administered. They control the disparate elements of the education system, helping to ensure that all schools teach to the same standards. They are used to select students in

pyramidal education systems in which the number of places diminishes at each successive level. Public examinations may also serve an accountability function for teachers and schools. This will especially be the case when the results of students' performance on examinations are published (Omolewa & Kellaghan, 2003). The researcher sought to determine from students whether they were given external examinations in schools. In response, 92.8% of the students reported that they did external examinations while 7.2% did not. Table 4.14 shows the frequency of students doing external examinations.

Table 4.14: Students' responses on frequency of doing external examinations

| Frequency of external exams (n=300) | f | % |
|--|------------|--------------|
| Termly | 143 | 47.7 |
| At the end of the year | 126 | 42.0 |
| Never done external examinations | 22 | 7.3 |
| After a fortnight | 9 | 3.0 |
| Total | 300 | 100.0 |

Table 4.14 shows that 47.7% of the students did external examinations termly, 42.1% did external examinations at the end of the year, 3% sat for external examinations after a fortnight, while 7.3% had never done external examinations. This shows that most schools in Igoji East Division were evaluating student academic progress through external examinations. Table 4.15 illustrates headteachers' responses on curriculum implementation towards students' academic performance

Table 4.15: Headteachers' responses on impacts of curriculum implementation towards students' academic performance

| Impacts of curriculum implementation on academic (n=10) | SA | | A | | D | | SD | |
|--|----|------|---|------|---|------|----|------|
| | f | % | f | % | f | % | f | % |
| Lack of consistent remedial teaching has negatively impacted on students academic performance | 8 | 80.0 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| Teachers are not well motivated to carry out remedial and effective teaching. | 5 | 50.0 | 2 | 20.0 | 3 | 30.0 | 0 | 0.0 |
| Inadequate testing and evaluation of students has led to poor academic performance | 2 | 20.0 | 4 | 40.0 | 3 | 30.0 | 1 | 10.0 |
| Poor supervision of curriculum implementation has led to poor academic performance | 1 | 10.0 | 3 | 30.0 | 6 | 60.0 | 0 | 0.0 |
| The government allocated time for syllabus coverage is too little compared to the work students have to cover hence poor performance | 0 | 0.0 | 1 | 10.0 | 6 | 60.0 | 3 | 30.0 |

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Table 4.15 illustrates that 80.0% of the headteachers strongly agreed that lack of remedial teaching has negatively impacted on students' academic performance. In addition, half of the respondents also strongly agreed that teachers are not well motivated to teach during

remedials and carry out other academic programmes. This shows that despite most students showing their positive attitude towards remedial teaching, most of the schools were not able to implement it. However, over 50.0% of the headteachers were in disagreement that poor supervision of curriculum implementation has led to poor academic performance. In addition, they disagreed with the statement that the government allocated time for syllabus coverage is too little compared to the work students have to cover hence poor performance.

Table 4.16: Teachers’ responses on impacts of curriculum implementation towards students’ academic performance

| Impacts of curriculum implementation on academics (n=30) | SA | | A | | D | | SD | |
|--|----|------|----|------|----|------|----|------|
| | f | % | f | % | f | % | f | % |
| Lack of consistent remedial teaching has negatively impacted on students academic performance | 23 | 76.6 | 4 | 13.3 | 1 | 3.3 | 2 | 6.7 |
| Teachers are not well motivated to teach during remedial and holiday times hence students do not perform well | 17 | 56.7 | 13 | 43.3 | 0 | 0.0 | 0 | 0.0 |
| Inadequate testing and evaluation of students has led to poor academic performance | 5 | 16.7 | 11 | 36.7 | 9 | 30.0 | 5 | 16.7 |
| Poor supervision of curriculum implementation has led to poor academic performance | 18 | 60.0 | 9 | 30.0 | 3 | 10.0 | 0 | 0.0 |
| The government allocated time for syllabus coverage is too little compared to the work students have to cover hence poor performance | 0 | 0.0 | 7 | 23.3 | 20 | 66.7 | 3 | 10.0 |

Results in Table 4.16 indicated that 76.6% of the teachers strongly agreed that lack of consistent remedial teaching has negatively impacted on students’ academic performance. Over 50.0% of the respondents further agreed that poor supervision and lack of proper

motivation among teachers during remedial teaching negatively influenced students' academic performance. This is possibly due to lack of total dedication from teachers on this extra work. This implies that poor curriculum implementation had negative impacts on students and the school as a whole.

4.6 Challenges related to Materials and Physical Resources and their implications on Academic Performance

Mbamba (1992) defines educational resources as anything in the school or its environment that may be organized for use in the process of teaching and learning. Material resources include items like textbooks, teachers' guides, and raw materials such as laboratory chemicals, chalks and pens. The school's physical facilities include the administrative offices, staff rooms and offices, classrooms, workshops, hostels, staff houses, libraries, stores and even the school grounds. All these facilities are important resources that the school uses to advance the learning opportunities offered to the students (Bell & Rhodes, 1996). The fourth objective of the study was to find out if material and physical resources for instance classes, laboratories, libraries, classrooms, teaching aids among others affects the academic performance of secondary schools. To address this objective, headteachers were asked to rate status and adequacy of materials and physical facilities in their schools. Presented in Table 4.17 are their responses.

Table 4.17: Headteachers' ratings of status and adequacy of materials and physical facilities

| Adequacy and status of material and physical facilities (n=10) | Very poor | | Poor | | Good | | Very good | | Undecided | |
|---|--|------|------|------|------|------|-----------|------|-----------|------|
| | f | % | f | % | f | % | f | % | f | % |
| | School status in terms of good and well maintained buildings | 0 | 0.0 | 3 | 30.0 | 7 | 70.0 | 0 | 0.0 | 0 |
| School's situation in terms of adequate buildings for tuition purposes | 0 | 0.0 | 3 | 30.0 | 7 | 70.0 | 0 | 0.0 | 0 | 0.0 |
| School's situation in terms of adequate furniture for students' and teachers' use | 0 | 0.0 | 2 | 20.0 | 6 | 60.0 | 2 | 20.0 | 0 | 0.0 |
| Availability of stationery in the school for students' and teachers' use | 0 | 0.0 | 3 | 30.0 | 6 | 60.0 | 1 | 10.0 | 0 | 0.0 |
| Adequacy of the text books and materials for the recommended syllabus for all the classes in the school | 0 | 0.0 | 2 | 20.0 | 8 | 80.0 | 0 | 0.0 | 0 | 0.0 |
| Adequacy of science and technical subjects equipment for instructional purposes | 0 | 0.0 | 1 | 10.0 | 8 | 80.0 | 1 | 10.0 | 0 | 0.0 |
| Schools' situation in terms of sufficient land for expansion purposes | 0 | 0.0 | 1 | 10.0 | 8 | 80.0 | 1 | 10.0 | 0 | 0.0 |
| Maintenance of pitches for sports | 0 | 0.0 | 9 | 90.0 | 1 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Schools' situation in terms of availability of well equipped library | 2 | 20.0 | 2 | 20.0 | 3 | 30.0 | 2 | 20.0 | 1 | 10.0 |
| Schools' situation in terms of availability of well equipped science subjects laboratories | 2 | 20.0 | 4 | 40.0 | 2 | 20.0 | 2 | 20.0 | 0 | 0.0 |
| Schools' status in terms of availability of well equipped computer laboratories | 7 | 70.0 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 | 1 | 10.0 |
| Ability of the school to repair and maintain its buildings and other facilities. | 0 | 0.0 | 5 | 50.0 | 4 | 40.0 | 0 | 0.0 | 1 | 10.0 |
| Status of the school administration block in terms of decency and sufficiency | 3 | 30.0 | 2 | 20.0 | 3 | 30.0 | 1 | 10.0 | 1 | 10.0 |

Table 4.17 illustrates that over 60.0% of the headteachers reported that the following materials and physical facilities were in good conditions: textbooks and materials for the recommended syllabus for all the classes in the school (80.0%); science and technical subjects' equipments (80.0%), school situations in terms of sufficient land for expansion (80.0%) and school buildings in terms of adequacy (70.0%) and maintenance (70.0%). In addition, two (60.0%) similar proportions of the respondents reported that schools' situation in terms of adequate furniture for students' and teachers' use and availability of stationery in the school for students' and teachers' use were also good. However, majority of the respondents indicated that maintenance of pitches for sports (90.0%) was poor and also schools' status in terms of availability of well equipped computer laboratory was very poor (70.0%). Other physical facilities that were reported to have poor conditions were; computer and science laboratories. Yator (2010) in her research on factors that contribute to students' poor performance in Kenya Certificate of Secondary Education in Kabartonjo Division of Baringo District found out that most schools lacked adequate resources like laboratory equipment, laboratories, text books, maps and classrooms among others. These facilities are part of the school plant and are essential to facilitate instruction programmes.

Table 4.18: Teachers' ratings of status and adequacy of materials and physical facilities

| Adequacy and status of material and physical facilities (n=30) | Very poor | | Poor | | Good | | Very good | | Undecided | |
|---|-----------|------|------|------|------|------|-----------|------|-----------|------|
| | f | % | f | % | f | % | f | % | f | % |
| School status in terms of good and well maintained buildings | 0 | 0.0 | 11 | 36.7 | 19 | 63.3 | 0 | 0.0 | 0 | 0.0 |
| School's situation in terms of adequate buildings for tuition purposes | 0 | 0.0 | 9 | 30.0 | 21 | 70.0 | 0 | 0.0 | 0 | 0.0 |
| School's situation in terms of adequate furniture for students' and teachers' use | 0 | 0.0 | 13 | 43.3 | 17 | 56.7 | 0 | 0.0 | 0 | 0.0 |
| Availability of stationery in the school for students' and teachers' use | 0 | 0.0 | 20 | 66.7 | 8 | 26.7 | 2 | 20.0 | 0 | 0.0 |
| Adequacy of the text books and materials for the recommended syllabus for all the classes in the school | 0 | 0.0 | 27 | 90.0 | 2 | 6.7 | 1 | 3.3 | 0 | 0.0 |
| Adequacy of science and technical subjects equipment for instructional purposes | 0 | 0.0 | 28 | 93.3 | 2 | 6.7 | 0 | 0.0 | 0 | 0.0 |
| Schools' situation in terms of sufficient land for expansion purposes | 0 | 0.0 | 8 | 40.0 | 22 | 73.3 | 0 | 0.0 | 0 | 0.0 |
| Maintenance of pitches for sports | 0 | 0.0 | 30 | 100 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Schools' situation in terms of availability of well equipped library | 0 | 0.0 | 21 | 70.0 | 7 | 23.3 | 2 | 6.7 | 0 | 0.0 |
| Schools' situation in terms of availability of well equipped science subjects laboratories | 9 | 30.0 | 19 | 63.3 | 2 | 6.7 | 0 | 0.0 | 0 | 0.0 |
| Schools' status in terms of availability of well equipped computer laboratory | 22 | 73.3 | 8 | 26.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Ability of the school to repair and maintain its buildings and other facilities. | 5 | 16.7 | 17 | 56.7 | 8 | 26.7 | 0 | 0.0 | 0 | 0.0 |
| Status of the school administration block in terms of decency and sufficiency | 7 | 23.3 | 10 | 33.3 | 6 | 20.0 | 4 | 13.3 | 3 | 10.0 |

Following teachers ratings of the status and adequacy of materials and physical facilities as illustrated in Table 4.18, it can be observed that majority of the respondents rated the school buildings in terms of maintenance and adequacy as good. The table further illustrates that 73.3% of the teachers reported that schools were in good condition in terms of sufficient land for expansion purposes. However, all (100.0%) teachers reported that maintenance of pitches in their respective schools was poor. Majority of them also added that schools were ill equipped with textbooks, science and technical subject equipments and materials for the recommended syllabus for all classes in the school.

To verify responses from the headteachers and teachers, the education officer reported that schools status in terms of adequacy of buildings, furniture, stationery and text books were good. However, on the issues of pitches for sports, sources of power for lighting, availability of well equipped science and computer laboratories, staff houses, administration blocks and finance for school repair and maintenance were poor. This was an indication that most of the schools had inadequacy of physical facilities. In line with these findings, Kamau (1990) in a study in Samburu notes that school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these impact negatively on student's performance in schools especially on academics. He further noted that majority of the schools lacked either laboratories or had poorly equipped ones. This made it very difficult to execute the experiments in science subjects and consequently negatively influenced students' academic performance. Table 4.19 presents headteachers responses on impacts of materials and physical facilities towards students' academic performance

Table 4.19: Headteachers' responses on impacts of materials and physical facilities towards students' academic performance

| Impacts of materials and physical facilities on academic (n=10) | SA | | A | | D | | SD | |
|--|----|------|---|------|---|------|----|------|
| | f | % | f | % | f | % | f | % |
| Schools with no computer labs offer inadequate practical skills to students | 9 | 90.0 | 0 | 0.0 | 1 | 10.0 | 0 | 0.0 |
| Inadequate sanitations facilities has led to wastage of time leading to poor academic performance | 9 | 90.0 | 1 | 10.0 | 0 | 0.0 | 0 | 0.0 |
| Students perform poorly in math and science subjects due to the inability of the school to provide text books | 8 | 80.0 | 2 | 20.0 | 0 | 0.0 | 0 | 0.0 |
| Inadequate classroom has led to overcrowding of students making them uncomfortable while in classroom and eventually leads to poor concentration | 5 | 50.0 | 5 | 50.0 | 0 | 0.0 | 0 | 0.0 |
| Lack of adequate textbooks has negatively influenced students academic performance | 4 | 40.0 | 5 | 50.0 | 1 | 10.0 | 0 | 0.0 |
| Students' recreational time is cut short due to poor maintenance of fields, leading to overworked students. | 4 | 40.0 | 3 | 30.0 | 2 | 20.0 | 1 | 10.0 |
| Students cannot get enough time for remedial after dark since there is no electricity/reliable source of power | 3 | 30.0 | 7 | 70.0 | 0 | 0.0 | 0 | 0.0 |
| The school cannot afford to buy enough teaching/learning resources for students and teacher, leading to dismal performance | 3 | 30.0 | 6 | 60.0 | 1 | 10.0 | 0 | 0.0 |

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Table 4.19 illustrates that lack of materials and physical facilities was a major administrative challenge which negatively influenced students' academic performances. Majority (over 70.0%) of the headteachers strongly agreed that: schools with no computer labs offer students no chance to learn the subject practically. Similarly, students perform poorly in Math and Science subjects due to the inability of the school to provide enough text books and teaching/learning aids. Inadequate sanitation facilities have led to wastage of time due to queuing while attending to the calls of nature. This also leads to poor hygiene which affects mental health for academic performance. Table 4.20 shows teachers' responses on impacts of materials and physical facilities towards students' academic performance.

Table 4.20: Teachers' responses on impacts of materials and physical facilities towards students' academic performance

| Impacts of materials and physical facilities on academic(n=30) | SA | | A | | D | | SD | |
|---|----|-------|----|------|---|------|----|------|
| | f | % | f | % | f | % | f | % |
| Schools with no computer labs offer inadequate practical skills to students | 21 | 70.0 | 9 | 30.0 | 0 | 0.0 | 0 | 0.0 |
| Inadequate sanitations facilities has led to wastage of time leading to poor academic performance | 25 | 83.3 | 5 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| Students perform poorly in math and science subjects due to the inability of the school to provide text books | 30 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Inadequate classroom have led to overcrowding of students making them uncomfortable while in classroom leading to poor learning concentration | 30 | 100.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Lack of adequate textbooks has negatively influenced students academic performance | 27 | 90.0 | 3 | 10.0 | 1 | 10.0 | 0 | 0.0 |
| Students' recreational time is cut short due to poor maintenance of fields, leading to overworked students. | 14 | 46.7 | 8 | 26.7 | 5 | 16.7 | 3 | 10.0 |
| Students cannot get enough time for remedial after dark since there is no electricity/reliable source of power | 11 | 36.7 | 19 | 63.3 | 0 | 0.0 | 0 | 0.0 |
| The school cannot afford to buy enough teaching/learning resources for students and teacher, leading to dismal performance | 10 | 33.3 | 16 | 53.3 | 4 | 13.3 | 0 | 0.0 |

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

As shown in Table 4.20, majority (70%) of the teachers strongly agreed that inadequacy of school computer laboratories, textbooks and classroom had a negative impact towards students' academic performance. Majority (83.3%) of the teachers also indicated that inadequate sanitations facilities have led to wastage of time leading to poor academic performance. School facilities have been observed as a potent factor to qualitative education. This is because their availability, adequacy and relevance influence efficiency and high productivity among learners. However, the result findings showed that most schools were ill equipped with teaching and learning materials and other necessary infrastructural facilities. This as a result undermined teaching and learning processes in schools hence leading to poor academic performance.

4.7: Strategies employed by headteachers to mitigate the challenges that affect academic performance in day secondary schools in Igoji East Division

The major administrative challenges that influenced students' academic performance were: management of school finances and inadequacy of teaching/learning materials and physical facilities. The headteachers were asked to indicate how they manage these challenges. Table 4.21 shows their responses.

Table 4.21 Coping Strategies suggested by headteachers on administrative challenges

| Coping Strategies (n=10) | f | % |
|--|----------|----------|
| Working on tight budgets | 10 | 100.0 |
| Seeking CDF partnership in school development projects | 8 | 80.0 |
| Seeking donor funding | 7 | 70.0 |
| Subsidizing with PTA funds | 5 | 50.0 |
| Fundraising | 4 | 40.0 |
| Acquisition of goods on credit from suppliers | 3 | 30.0 |
| Making budget readjustments | 2 | 20.0 |
| Borrowing some facilities from other schools | 1 | 10.0 |
| Leaving some tasks undone until funds are available | 1 | 10.0 |

Table 4.21 shows that the strategies employed by headteachers to cope with inadequacy and management of school finances included working on tight budgets (100%), seeking CDF partnership in development projects (80.0%), seeking donor funding (70.0%) and subsidizing with PTA funds (50.0%). Other strategies included fundraising, acquisition of goods on credit from suppliers, making budget readjustments, borrowing some facilities from other schools and leaving some tasks undone until funds are released by the government.

Table 4.22 shows headteachers and teachers suggestions on disciplinary measures.

Table 4.22: Headteachers and teachers suggestions on discipline management

| Suggestions | Headteachers | | Teachers | |
|---|--------------|------|----------|------|
| | (n=10) | | (n=30) | |
| | f | % | f | % |
| Dialogue in schools | 9 | 90.0 | 22 | 73.3 |
| Strengthening guidance and counseling | 8 | 80.0 | 27 | 90.0 |
| Strengthening student representatives/councils | 8 | 80.0 | 11 | 36.7 |
| Remedial measures (punishment and suspension) | 8 | 80.0 | 19 | 63.3 |
| Provision of adequate teaching/learning facilities | 7 | 70.0 | 25 | 83.3 |
| Clear school rules and regulations by school administration | 6 | 60.0 | 10 | 33.3 |
| Embracing democratic leadership | 5 | 50.0 | 29 | 96.7 |
| Involving students' councils in decision-making | 5 | 50.0 | 15 | 50.0 |

Table 4.22 illustrates headteachers and teachers views on ways of managing students' indiscipline in schools. Nine (90.0%) headteachers and 22 (73.3%) teachers suggested that dialogue among school stakeholders (students, teachers and parents) should be encouraged. Majority of the respondents (comprised of 8 (80.0%) headteachers and 27 (90.0%) teachers) were of the views that strengthening of guidance and counseling in

school should also minimize indiscipline cases among students. Furthermore, 70.0% of the headteachers and 83.3% of the teachers suggested that provision of adequate teaching/learning facilities in schools could also curb indiscipline cases in schools. Table 4.23 presents students' views on measures which can be applied by the school administrators to minimize indiscipline cases among them.

Table 4.23: Students' suggestions on discipline management

| Suggestions on discipline management (n=300) | f | % |
|--|----------|----------|
| Involving students' councils in decision-making | 268 | 89.3 |
| School administrators should engage in democratic leadership style | 230 | 76.7 |
| Strengthening student representatives/councils | 174 | 58.0 |
| Strengthening of guidance and counseling | 133 | 44.3 |
| Provision of adequate teaching/learning facilities | 115 | 38.3 |
| Clear school rules and regulations by school administration | 97 | 32.3 |
| Embracing dialogue in schools | 70 | 23.3 |
| Remedial measures (punishment and suspension) | 58 | 19.3 |

As Table 4.23 shows, 89.3% of the students suggested that they should be involved in decision making in schools, 76.7% were of the views that school administrators should engage in democratic leadership whereas 58.0% of the students suggested that schools should ensure that there is a students' representative body. Students' representative council should help in delivering students' grievances and suggesting ways of solving those problems, therefore reducing indiscipline cases. Another measure that was suggested by most students was strengthening of guidance and counseling in schools.

According to the recommendations of the report of the Task Force (MOEST, 2001), Recommendation 8(a), the Ministry of Education recommends that Guidance and Counselling in schools be strengthened at the teacher and peer level. Therefore, if Guidance and Counselling is effectively and efficiently carried out by expert teachers as recommended by the Ministry of Education, it can greatly assist in eradicating many indiscipline problems in the schools.

Another study carried out by Mulwa (2004) on 'secondary school students' involvement in decision-making' found out that schools that involve their students more in decision-making tend to be more disciplined than those that do not. In such schools, prefects are respected because students participate in their selection. This makes their decisions to be respected hence rules and regulations are followed. Mulwa (2004) thus recommended that schools should hold regular consultative meetings between teachers; prefects and students in order to address discipline problems, and that students should be involved in selecting prefects and forming of the students' councils.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research.

5.2 Summary of the study findings

The purpose of the study was to find out administrative challenges that affect academic performance of day secondary schools in Igoji East Division, Meru County, Kenya. The study sample comprised of 300 students, 30 teachers, 10 headteachers from day secondary schools in Igoji East Division and 1 Education Officer. Given below is a summary of the main study findings.

5.2.1 Challenges related to Students' Discipline and their Implications on Academic Performance

The study established that the major administrative challenges headteachers met among students were; failure to do assignments, stealing and sneaking from schools. In addition, study findings revealed that majority of the headteachers strongly agreed that drug abuse and truancy/ absenteeism were other administrative challenges among most of the students. This has led to poor syllabus coverage leading to students' failure in examinations and as a result negatively influencing schools academic performance. Over 50.0% of the respondents agreed that many students who sneak from school end up missing vital study time hence jeopardizing their studies. Failure to do assignments has led to poor mastery of subject content leading to poor academic performance. Low self esteem caused by bullying makes students too afraid to concentrate fully on their class

work. This was a clear indication that indiscipline cases negatively influenced students' academic performance. To verify headteachers' responses over 60.0% of the teachers strongly agreed that drug abuse, truancy and failure to do assignments were the major factors negatively influencing students' academic performance. Consequently, this effected individuals and overall learning environment in schools.

5.2.2 Challenges related to Financial Management and their Implication on Academic Performance

The study findings revealed that majority (90.0%) of the headteachers indicated that their schools performed poorly in managing bad debts in terms of uncleared school fees. Over 70.0% of the headteachers reported that their schools performed poorly on getting alternative sources of funds required to meet the priority cases in the school and adequacy of school fees in meeting the financial needs of the school. On the other hand, half (50%) of the headteachers reported that preference by parents to pay their school fees in kind (through delivery of goods and services) was good. In general, the findings show that the school administrators faced challenges in management of school finances, key among them being bad debts, lack of alternative sources of funds, inadequate school fees that do not meet the school needs, inadequacy of bursary funds for the needy students, and delays in school fees payment by parents.

It was further established that 70% of the respondents agreed that inadequate finances has led to the schools inability to purchase teaching/learning resources leading to poor academic performance. Eight (80%) of the headteachers contend that delays in government disbursement of funds has led schools to incurring large debts that limit effectiveness of the schools in teaching and learning process.

According to teachers, the major challenges which influenced students' academic performance were delays in fees payment (80.0%), lack of adequate motivation among teachers after engaging in remedial teaching (90.0%) and inadequacy of school finances. Delays in government disbursement of funds have led the school to incur large debts that limit effectiveness of the schools in teaching and learning process. This therefore implies that lack of enough finances in schools undermined teaching and learning process hence leading to poor academic performance among students and school as a whole.

5.2.3 Challenges related to Management of Curriculum Implementation and their Implications on Academic Performance

In relation to this objective, the study findings revealed that most of the school headteachers were of the view that their schools were performing well in management of most of the curriculum implementation programs presented. However, majority (80.0%) of them strongly agreed that lack of consistent remedial teaching has negatively impacted on students' academic performance. In addition, half of the respondents also strongly agreed that teachers are not well motivated to teach during remedial and holiday times hence students do not perform well. To confirm the above findings, 76.6% of the teachers strongly agreed that lack of consistent remedial teaching has negatively impacted on students' academic performance. Over 50.0% of them further agreed that poor supervision and lack of proper motivation among teachers after remedial teaching had negatively influenced students' academic performance. This implies that poor curriculum implementation had negative impacts towards students and the school as a whole. There is therefore need for improvement in order to enhance students' performance academically.

5.2.4 Challenges related to Materials and Physical Resources and their implications on Academic Performance

Physical facilities exist in a school to facilitate proper curriculum instructions. The head teacher in collaboration with school management committee/Board of Governors must ensure that all the necessary facilities in a school are adequate, safe and attractive in readiness for teaching and learning. The study established that lack of materials and physical facilities was a major administrative challenge which negatively influenced students' academic performances. Over 60.0% of the headteachers and teachers strongly agreed that: schools with no computer labs offer students no chance to learn the subject practically. Similarly, students perform poorly in Math and Science subjects due to inability of the school to provide enough text books and teaching/learning aids. Inadequate sanitation facilities have led to wastage of time due to queuing while attending to the calls of nature. This also leads to poor hygiene which affects mental health for academic performance.

5.3 Conclusion of the study

Based on the findings as summarized above, it can be concluded that the major administrative challenges that influenced students' academic performance were: students' indiscipline, management of school finances and inadequate teaching/ learning materials and physical facilities. This undermined effectiveness of school administrators in ensuring there is smooth teaching and learning process in schools which eventually translated to poor academic performance among students.

The study further established that most of the school headteachers rated themselves positively on curriculum implementation issues, meaning that they did not encounter

challenges in curriculum realization. However, this was in contrary with teachers' responses as majority of them reported that poor supervision and lack of proper motivation among teachers negatively influenced students' academic performance. This therefore implied that there is still need for improvement in provision of better remuneration to teachers for effective curriculum implementation. This will enhance students' performance academically.

5.4 Recommendations of the study

- 1) All schools should have effective students' centered guidance and counseling programmes as an intervention measure to help schools deal with indiscipline cases. The schools should strive to have well trained teachers' counselors in schools through sponsoring them for in-service and other training courses in this field. This can be done through inviting qualified counseling experts, promoting peer counseling in schools and having open forums to discuss issues of discipline in the schools. This should be enhanced if it is already in practice.
- 2) The government should give more funding to the education sector in order to provide the basic infrastructures like classroom, laboratories and the necessary reading materials. The non governmental organizations should be encouraged to offer more support to the education sector. P.T.A and school management committees together with the BOG should diversify ways of raising more funds for their institutions through business ventures e.g. establishing bakeries, Posho mills e.t.c which can assists in reducing costs of maize hauling and milling and also generate finances through offering such services to the surrounding community.

- 3) More time should be created for more academic work especially in the morning before classes start and lunch time discussion groups in order to assist in the syllabus coverage. This will reduce idling and assist those children who get little time to study after leaving school in the evening for their homes.
- 4) Stakeholders, aluminae and all well wishers should be mobilized to raise funds to supplement the government and parents in the provision of school essential facilities e.g. libraries, classrooms, computer labs, laboratories and other facilities that can enhance practical learning that can give meaning to academic work. This way student will have more participatory learning and reduce the theory aspect which is a real challenge in most of the day schools in Igoji Division of Meru County.

5.5 Areas for further research

- i. In terms of curriculum management and implementation, majority of the headteachers contend that they were able to put the programmes in place. This seems to contradict the reality on the ground in relation to academic performance of day secondary school in Igoji East Division of Meru County. Therefore, there is need to carry out more studies to investigate the preparedness of headteachers' on managerial skills in the day secondary schools.
- ii. Other studies can be conducted to investigate how different stakeholders for instance the aluminae, the NGOs, the private sector and the community in general can be engaged in mitigating the challenges that are encountered by the managers of day secondary schools in Igoji East Division of the Meru County and in Kenya.

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APPENDIX I

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire has been designed to gather information from the Day Secondary Schools headteachers, for the study concerning the administrative challenges that they are encountering in the course of administering their schools that affect academic performance. The researcher would like to assure the respondents that the information gathered will be held in confidence and be used only for research purposes.

This questionnaire consists of three sections. Please respond to the questions asked by either filling your answers in the spaces provided or putting a tick (✓) in the boxes or brackets of the alternatives provided.

Section A: School details

1. Name of the school _____

2. Which year was the school established _____

3. Is the school officially registered with the Ministry of Education?

Yes

No

4. If no, has it applied for the registration?

Yes

No

5. To which of the given categories does the school belong? (you can tick more than one)

Girls Day and boarding

Boys Day

Mixed Day

- Girls day
- Mixed Day /Boarding
- Boys Day/ boarding
- Mixed school

6. How many streams does your school have per class?

- Form one: 1 2 3 4 Above 4
- Form two: 1 2 3 4 Above 4
- Form three: 1 2 3 4 Above 4
- Form four: 1 2 3 4 Above 4

7. The school is built on:

- i. Its own land
- ii. A primary school owned land
- iii. A church owned land
- iv. Others _____(please specify)

1. The situation of the school in terms of having clean and adequate water source is:

- Very Poor Poor Good Very Good Undecided

Section B: Headteacher’s Details

1. What is your highest professional qualification?

- P1 Diploma/S.I B.Sc B.ed
- Masters Others _____(please

specify)

2. How long have you served as a headteacher?

1 yr 1-3 yrs 4-6 yrs 7-9 yrs 10-over

3. How long have you served as the headteacher in the present station?

1 yr 1-3 yrs 4-6 yrs 7-9 yrs 10-over

4. Who is your current employer?

Section C: Administrative Challenges

This section consists of four parts which involves area of challenges in the school administration. In this section please put a tick (✓) in the space given to complete the given statements or answer questions as regards the state of the school you are heading.

Part I: Curriculum and Instruction

1. The adequacy of time allocated by the ministry of education for syllabus coverage is:

Very Poor Poor Good Very Good Undecided

2. How is the response of teachers towards remedial and holiday teaching?

Very Poor Poor Good Very Good Undecided

3. The ability of the school in buying externally set examination for students' assessment is:

Very Poor Poor Good Very Good Undecided

4. What is the position of the school in offering the recommended science and technical subjects?

Very Poor Poor Good Very Good Undecided

5. How do your students perform in mathematics and science subjects?

Very Poor Poor Good Very Good Undecided

6. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding impacts of curriculum and instruction towards academic performance in your school. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|--|----|---|---|----|
| Lack of remedial teaching has negatively impacted on students academic performance | | | | |
| Teachers are not motivated to teach during remedial and holiday times hence students do not perform well | | | | |
| Inadequate testing and evaluation of students has led to poor academic performance | | | | |
| Poor supervision of curriculum implementation has led to poor academic performance | | | | |
| The government allocated time for syllabus coverage is too little compared to the work students have to cover hence poor performance | | | | |

Part II: Material and other physical facilities

1. What is the status of the school in terms of good and well maintained buildings?

Very Poor Poor Good Very Good Undecided

2. The school situation in terms of adequate buildings for tuition purposes is:

Very Poor Poor Good Very Good Undecided

3. The situation of the school in terms of adequate furniture for students’ and teachers’ use is:

Very Poor Poor Good Very Good Undecided

4. How will you rate the availability of stationary is the school for students and teachers use

- Very Poor Poor Good Very Good Undecided
5. The adequacy of the text books and materials for the recommended syllabus for all the classes in the school is:
- Very Poor Poor Good Very Good Undecided
6. The adequacy of science and technical subjects equipments for instructional purposes is:
- Very Poor Poor Good Very Good Undecided
7. What is the situation of the school in terms of sufficient land for expansion purposes?
- Very Poor Poor Good Very Good Undecided
8. How are the current pitches for sports in terms of mentainance?
- Very Poor Poor Good Very Good Undecided
9. The school source of power for lighting and socket system is:
- Very Poor Poor Good Very Good Undecided
10. The situation of the school in terms of availability of well equipped library is:
- Very Poor Poor Good Very Good Undecided
11. The situation of the school in terms of availability of well equipped science subjects laboratories is:
- Very Poor Poor Good Very Good Undecided
12. The situation of the school in terms of availability of well equipped computer laboratory is:
- Very Poor Poor Good Very Good Undecided
13. What is the status of the school in terms of adequate staff houses for teachers and

support staff?

Very Poor Poor Good Very Good Undecided

Give the rating of your school in terms of being able to repair and maintain its buildings and other facilities?

Very Poor Poor Good Very Good Undecided

14. What is the status of the school administration block in terms of decency and sufficiency?

Very Poor Poor Good Very Good Undecided

15. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding impacts of material and other physical facilities towards academic performance in your school. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| Schools with no computer labs offer inadequate practical skills to students | | | | |
| Inadequate sanitations facilities has led to wastage of time leading to poor academic performance | | | | |
| Students perform poorly in math and science subjects due to the inability of the school to provide text books | | | | |
| Inadequate classroom has led to overcrowding of students making them uncomfortable while in classroom and eventually leads to poor concentration | | | | |
| Lack of adequate textbooks has negatively influenced students academic performance | | | | |
| Students’ recreational time is cut short due to poor maintenance of fields, leading to overworked students. | | | | |
| Students cannot get enough time for remedial after dark since there is no electricity/lighting system | | | | |
| The school cannot afford to buy enough teaching/learning resources for students and teachers, leading to dismal performance | | | | |

Part III: School Finance and Business

1. The ability of the recommended ministry of education fees structure to adequately cater for school financial needs is:

Very Poor Poor Good Very Good Undecided

2. Prompt payment of school fees by parents to the school is:

Very Poor Poor Good Very Good Undecided

3. The preference by parent to pay their school fees in kind (through delivery of goods and services) is:

Very Poor Poor Good Very Good Undecided

4. The adequacy of school fees in meeting the financial needs of the school is:

- Very Poor Poor Good Very Good Undecided
5. The adequacy of the bursary funding provided for by the government to the needy and bright students is:
- Very Poor Poor Good Very Good Undecided
6. The ability of the school in getting adequate alternative source of funds required to meet the priority cases in school is:
- Very Poor Poor Good Very Good Undecided
7. The prevalence of bad debts in form of uncleared school fees is:
- Very Poor Poor Good Very Good Undecided
8. The ability of school in hiring qualified accounts personnel services is:
- Very Poor Poor Good Very Good Undecided
9. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding impacts of management of finances towards students' academic performance. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| Delays in fees payment has led to students being sent home thus performing poorly | | | | |
| Inadequate finances has led to the schools in ability to purchase teaching/learning resources leading to poor academic performance | | | | |
| Delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process | | | | |
| Teachers are not adequately compensated for teaching during remedial and holidays hence students miss out on academic work | | | | |
| Unqualified accountants handling school finances cause mis-allocation | | | | |

Part IV Issues on Discipline

1. a) In the spaces provided below identify by crossing (x) disciplinary problems experienced in your school. Multiple answers are allowed.

- Stealing
- Fighting
- Bullying
- Coupling
- Drug abuse
- Indecent dressing
- Sneaking from school
- Failure to do assignments

b) Give other discipline cases experienced in your school not mentioned above.

.....
.....
.....

2. How do the above mentioned disciplinary issues affect the students academically?

.....
.....
.....
.....
.....

3. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding effects of discipline on academic performance in

your school. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|---|----|---|---|----|
| Drug abuse has negatively impacted on academic performance in the school | | | | |
| Truancy/ absenteeism has led to poor syllabus coverage leading to students failure in examinations | | | | |
| Failure to do assignments has led to poor mastery of subject content hence poor academic performance | | | | |
| Many students sneak from school and end up missing vital study time, therefore jeopardizing their studies | | | | |
| Coupling has led to poor time management hence minimum time to revise leading to poor academic performance. | | | | |
| Low self esteem caused by bullying makes students too afraid to concentrate fully on their class work | | | | |

4. What do you think can be done to address some of the above issues?

- i.
- ii.
- iii.
- iv.
- v.

5 a) Mention some of the activities students are engaged in outside school in the evening that you think affect their academic performance.

.....

b) How do you think they can be addressed?

.....

Thank you for your cooperation

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire has been designed to gather information from the Day Secondary Schools teachers, for the study concerning the administrative challenges that headteachers are encountering in the course of administering schools and the effect of those challenges in academic performance. The researcher would like to assure the respondents that the information gathered will be held in confidence and be used only for research purposes.

This questionnaire consists of two sections. Please respond to the questions asked by either filling your answers in the spaces provided or putting a tick (✓) in the boxes or brackets of the alternatives provided.

Section A: Demographic Information

1. Gender

Male Female

2. What is your highest professional qualification?

P1 Diploma/S.I B.Sc B.ed Masters

Others _____ (please specify)

3. How long have you served in the current station?

1 yr 4-6 yrs 7-9 yrs 10-over

Section B: Administrative Challenges

This section consists of four parts which involves area of challenges in the school administration. In this section please put a tick (✓) in the space given to complete the given statements or answer questions as regards the state of the school you are teaching.

Part I: Curriculum and Instruction

4. The adequacy of time allocated by the ministry of education for syllabus coverage is:

Very Poor Poor Good Very Good Undecided

5. The ability of the school in buying externally set examination for students' assessment is:

Very Poor Poor Good Very Good Undecided

6. What is the position of the school in offering the recommended science and technical subjects?

Very Poor Poor Good Very Good Undecided

7. How do your students perform in mathematics and science subjects?

Very Poor Poor Good Very Good Undecided

8. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding impacts of curriculum and instruction towards academic performance in your school. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| Lack of remedial teaching has negatively impacted students academic performance | | | | |
| Teachers are not adequately motivated to teach during remedial and holiday times hence students do not perform well | | | | |
| Inadequate testing and evaluation of students has led to poor academic performance | | | | |
| Poor supervision of curriculum implementation has led to poor academic performance | | | | |
| The government allocated time for syllabus coverage is too little compared to the work students have to cover hence poor performance | | | | |

Part II: Material and other physical facilities

9. What is the status of the school in terms of good and well maintained buildings?

Very Poor Poor Good Very Good Undecided

10. The school situation in terms of adequate buildings for tuition purposes is:

Very Poor Poor Good Very Good Undecided

11. The situation of the school in terms of adequate furniture for students' and teachers' use is:

Very Poor Poor Good Very Good Undecided

12. How will you rate the availability of stationary is the school

Very Poor Poor Good Very Good Undecided

13. The adequacy of the text books and materials for the recommended syllabus for all the classes in the school is:

Very Poor Poor Good Very Good Undecided

14. The adequacy of science and technical subjects equipments for instructional purposes is:

Very Poor Poor Good Very Good Undecided

15. What is the situation of the school in terms of sufficient land for expansion purposes?

Very Poor Poor Good Very Good Undecided

16. How are the current pitches for sports in terms of maintenance?

Very Poor Poor Good Very Good Undecided

17. The school source of power for lighting and socket system is:

Very Poor Poor Good Very Good Undecided

18. The situation of the school in terms of availability of well equipped library is:
- Very Poor Poor Good Very Good Undecided
19. The situation of the school in terms of availability of well equipped science subjects laboratories is:
- Very Poor Poor Good Very Good Undecided
20. The situation of the school in terms of availability of well equipped computer laboratory is:
- Very Poor Poor Good Very Good Undecided
21. What is the status of the school in terms of adequate staff houses for teachers and support staff?
- Very Poor Poor Good Very Good Undecided
22. Give the rating of your school in terms of being able to repair and maintain its buildings and other facilities?
- Very Poor Poor Good Very Good Undecided
23. What is the status of the school administration block in terms of decency and sufficiency?
- Very Poor Poor Good Very Good Undecided
24. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding impacts of material and other physical facilities towards academic performance in your school. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|--|-----------|----------|----------|-----------|
| Schools with no computer labs offer inadequate practical skills to students | | | | |
| Inadequate sanitations facilities has led to wastage of time leading to poor academic performance | | | | |
| Students perform poorly in mathematics and science subjects due to the inability of the school to provide text books | | | | |
| Inadequate classroom has led to overcrowding of students making them uncomfortable while in classroom and eventually leads to poor concentration | | | | |
| Lack of adequate textbooks has negatively influenced students academic performance | | | | |
| Students’ recreational time is cut short due to poor maintenance of fields, leading to overworked students. | | | | |
| Students cannot get enough time for remedial after dark since there is no electricity | | | | |
| The school cannot afford to buy enough teaching/learning resources for students and teacher, leading to dismal performance | | | | |

25. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding impacts of management of finances towards students’ academic performance. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| Delays in fees payment has led to students being sent home thus performing poorly | | | | |
| Inadequate finances has led to the schools in ability to purchase teaching/learning resources leading to poor academic performance | | | | |
| Delays in government disbursement of funds has led the school to incur large debts that limit effectiveness of the schools in teaching and learning process | | | | |
| Teachers are not compensated for teaching during remedial and holidays hence students miss out | | | | |
| Unqualified accountants handling school finances cause mis-allocation and students have to pay by being sent home for fees | | | | |

Part III Issues on Discipline

26. a) In the spaces provided below identify by crossing (x) disciplinary problems experienced in your school. Multiple answers are allowed.

- Stealing
- Fighting
- Bullying
- Coupling
- Drug abuse
- Indecent dressing
- Sneaking from school
- Failure to do assignments

b) Give other discipline cases experienced in your school not mentioned above.

.....

27. How do the above mentioned disciplinary issues affect the students academically?

.....

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.....

.....

.....

28. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding effects of discipline on academic performance in your school. Use the following scale while responding.

SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree

| Statements | SA | A | D | SD |
|---|-----------|----------|----------|-----------|
| Drug abuse has negatively impacted on academic performance in the school | | | | |
| Truancy/ absenteeism has led to poor syllabus coverage leading to students failure in examinations | | | | |
| Failure to do assignments has led to poor mastery of subject content hence poor academic performance | | | | |
| Many students sneak from school and end up missing vital study time, therefore jeopardizing their studies | | | | |
| Coupling has led to poor time management hence minimum time to revise leading to poor academic performance. | | | | |
| Low self esteem caused by bullying makes students too afraid to concentrate fully on their class work | | | | |

29. What do you think can be done to address some of the above issues?

- vi.
- vii.
- viii.
- ix.
- x.

30 a) Mention some of the activities students are engaged in outside school in the evening that you think affect their academic performance.

.....
.....
.....

b) How do you think they can be addressed?

.....
.....
.....

Thank you for your cooperation

APPENDIX III

A QUESTIONNAIRE FOR MOE OFFICIALS

This questionnaire has been prepared to collect information from ministry of education Area Education official for the study concerning the administrative challenges that the headteachers of Day Secondary Schools encounter in their schools. The information from this questionnaire will help the researcher to ascertain the validity of similar information to be collected from the headteachers. The researcher assures the respondent that the information gathered from him/her will be treated with utmost confidentiality and be used only for research purposes. This questionnaire consists of two sections. Please respond to the questions asked by either filling your answers in the spaces provided or putting a tick (√) in the boxes or brackets of the alternatives provided.

Section A: Introduction

1. Which section are you working in as a ministry of education officials?
 QAS Directorate TSC
2. How many day secondary schools are there in the division?
3. How many of these day schools are officially registered with the Ministry of Education?
4. How many of the unregistered day schools have applied for the registration?
5. Indicate the number of the Day Schools as per the categories given below.
 Girls Day and boarding
 Boys Day
 Mixed Day

- Girls day
- Mixed Day /Boarding
- Boys Day/ boarding
- Mixed school

Section B: Administrative Challenges

This section consists of three parts which involve areas of challenges in the school administration. In this section please put a tick (√) against the numbers (1, 2, 3, 4, or 5) to complete the statements or answer question as regards the state of the day secondary schools in the division.

Part I: Curriculum and Instruction

1. The adequacy of time allocated by the Ministry of Education for syllabus coverage in Day schools is:

- Very Poor Poor Good Very Good Undecided

2. How is the response of teachers towards remedial and holiday teaching in Day Schools?

- Very Poor Poor Good Very Good Undecided

3. The ability of the Day schools in buying externally set examination for student's assessment is:

- Very Poor Poor Good Very Good Undecided

4. What is the position of the Day schools in offering the recommended science and technical subjects

Very Poor Poor Good Very Good Undecided

5. How do students in Day Secondary Schools perform in mathematics and science subjects in relation to humanities?

Very Poor Poor Good Very Good Undecided

Part II Material and other physical Facilities

1. What is the status of the Day schools in terms of good and permanent buildings?

Very Poor Poor Good Very Good Undecided

2. The Day school situations in terms of adequate buildings for tuition purposes is:

Very Poor Poor Good Very Good Undecided

3. The situation of the Day schools in terms of adequacy of furniture for students and teachers use is .

Very Poor Poor Good Very Good Undecided

4. How are the Day schools equipped in terms of stationery for students' and teachers' use?

Very Poor Poor Good Very Good Undecided

5. The adequacy of the text books and materials for the recommended syllabus for all the classes in the school is:

Very Poor Poor Good Very Good Undecided

6. The adequacy of science and technical subjects equipment for instructional purposes is:

Very Poor Poor Good Very Good Undecided

7. What is the situation of the Day schools in terms of sufficiency of land for expansion purposes?

- Very Poor Poor Good Very Good Undecided
8. How are the current pitches for sports in terms of adequacy and standards in the Day schools?
- Very Poor Poor Good Very Good Undecided
9. The Day school source of power for lighting and socket system is:
- Very Poor Poor Good Very Good Undecided
10. The situation of the Day school in terms of availability of well equipped library is:
- Very Poor Poor Good Very Good Undecided
11. The situation of the Day school in terms of availability of well equipped science subjects laboratories is:
- Very Poor Poor Good Very Good Undecided
12. The situation of the Day school in terms of availability of well equipped computer laboratory is:
- Very Poor Poor Good Very Good Undecided
13. What is the status of the Day school in terms of adequate staff houses for teachers and support staff?
- Very Poor Poor Good Very Good Undecided
14. How is the ability of the Day school in affording adequate repair and maintenance of its buildings and other facilities?
- Very Poor Poor Good Very Good Undecided
15. What is the status of the Day school administration block in terms of decency and sufficiency?
- Very Poor Poor Good Very Good Undecided

16. The situation of the Day schools in terms of having clean and adequate water source is:

Very Poor Poor Good Very Good Undecided

Part III: School Finance and Business

1. The ability of the recommended ministry of education fees structure to adequately cater for Day school financial needs is:

Very Poor Poor Good Very Good Undecided

2. Prompt payment of school fees by parents in Day schools is:

Very Poor Poor Good Very Good Undecided

3. The adequacy of school fees in meeting the financial needs of the Day schools is:

Very Poor Poor Good Very Good Undecided

4. The adequacy of the bursary funding provided for by the government to the needy and bright students in the day schools is:

Very Poor Poor Good Very Good Undecided

5. The ability of the Day schools in getting adequate alternative source of funds required to meet the priority cases in schools is:

Very Poor Poor Good Very Good Undecided

6. The prevalence of bad debts in form of uncleared school fees in the day schools is:

Very Poor Poor Good Very Good Undecided

7. The ability of day school in hiring qualified accountants personnel services is:

Very Poor Poor Good Very Good Undecided

Thank you for your cooperation

APPENDIX IV

QUESTIONNAIRE FOR STUDENT

Introduction

This questionnaire seeks to gather information from the student for the study concerning the challenges that they are encountering in their daily lives as Day Secondary School students which pose a challenge to their academic performance. The researcher wishes to assure the respondents that the information gathered will be held in confidence and will only be used only for research purposes.

Please respond to the questions asked by either filling your answers in the spaces provided or putting a tick (√) in the boxes or brackets of the alternatives provided.

1. In which form are you?

1 2 3 4

2. How long have you been in this school?

1 year 2 years 3 years 4 years

3. How is the response of students towards remedial teaching?

Very Poor Poor Good Very Good Undecided

4. Do you do externally set examinations?

Yes No

If yes how regularly?

Termly After a fortnight At the end of the year

Others.....

5. What science subjects do you do?

Pure Science

General Science

6. How are the equipment in your laboratories?

Very Poor Poor Good Very Good Undecided

7. How is the attendance of classes by your teachers?

Very Poor Poor Good Very Good Undecided

8. How are the pitches for your sporting activities?

Very Poor Poor Good Very Good Undecided

9. How is your ability to pay the school fees?

Very Poor Poor Good Very Good Undecided

Part II Issues on Discipline

30. a) In the spaces provided below identify by crossing (x) disciplinary problems experienced in your school. Multiple answers are allowed.

Stealing

Fighting

Bullying

Coupling

Drug abuse

Indecent dressing

Sneaking from school

Failure to do assignments

b) Give other discipline cases experienced in your school not mentioned above.

.....
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.....
31. How do the above mentioned disciplinary issues affect you academically?

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.....

32. What do you think can be done to address some of the above issues?

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33. a) Mention some of the activities you are engaged in after school that you think affect your academic performance.

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b) How do you think they can be addressed?

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Thank you for your participation

APPENDIX V

LETTER TO THE HEAD TEACHER

Dear sir/madam,

I am a student of Kenyatta University and I am carrying out a research on head teachers administrative challenges that affect academic performance of day secondary schools in Igoji East Division. Please answer the questions in the questionnaire as honestly as possible. The study is being done as university requirements in order to enable me acquire a Master of Education. Let me inform you that all the information you will give will be treated with utmost confidentiality and will only be used for academic purposes.

Thank you.

Yours faithfully

NKANATA FRANCIS KITHINJI

APPENDIX VI

RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471,2241349
254-020-310571,2213123, 2219420
Fax: 254-020-318245,318249
when replying please quote
secretary@ncst.go.ke

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

Our Ref:

NCST/RCD/14/012/1189

Date:

3rd September 2012

Francis Kithinji Nkanata
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Head teachers' administrative challenges that affect academic performance of day secondary schools in Igoji East Division, Meru County,*" I am pleased to inform you that you have been authorized to undertake research in **Imenti South District** for a period ending **30th October, 2012**.

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

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

A handwritten signature in pink ink, appearing to read 'M. K. Rugutt'.

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

Copy to:

The District Commissioner
The District Education Officer
Imenti South District.