ADMINISTRATIVE CONSTRAINTS FACED BY SECONDARY SCHOOL HEADTEACHERS IN KABRAS DIVISION OF KAKAMEGA DISTRICT (KENYA)

BY

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A research project submitted to the Department of Educational Administration, Planning and Curriculum Development. Kenyatta University in partial fulfillment for the degree of Master of Education.

August 2004
DECLARATION
This research project is my original work and has not been presented for
degree in any other university.

SIGN ............................................. 19th 8-2004

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This project has been submitted for examination with my approval as university
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DEDICATION

This research project is dedicated to:-
My wife Monica Muthoni whose patience and encouragement always pushed me a step.

Our sons Benson, Linnarex and Rodney who withstood my absence from home.
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I am deeply indebted to all those people who directly or indirectly helped me in the course of preparation of this project.

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<td>Z.I.S</td>
<td>Zonal Inspector of Schools. The one in charge of administration</td>
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<td>D.E.O</td>
<td>District Education Officer in charge of a District in Education matters.</td>
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<td>P.D.E</td>
<td>Provincial Director of Education in charge of a province on educational matters</td>
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<td>B.O.G</td>
<td>Board of Governors</td>
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<td>P.T.A</td>
<td>parents Teachers Association.</td>
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<td>M.E.O</td>
<td>Municipal Education Officer</td>
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<td>Teachers Service Commissioner</td>
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<tr>
<td>T.I.Q.U.E.T</td>
<td>Totally Integrated Quality Education and Training</td>
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<td>K.N.E.C</td>
<td>Kenya national Examinations Council</td>
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<td>U.S.A.</td>
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<td>M.Ed</td>
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<td>Primary Teachers Education</td>
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<td>Bachelor of Education.</td>
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<td>B.A</td>
<td>Bachelor of Arts</td>
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<tr>
<td>A.T.S</td>
<td>Approved Teacher Status</td>
</tr>
<tr>
<td>K.E.S.I</td>
<td>Kenya Education Staff Institute</td>
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<tr>
<td>P.G.D.E</td>
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<td>K.A.C.E</td>
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<td>K.C.S.E</td>
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THE ABSTRACT

The primary concern of this study was to determine the administrative constraints faced by secondary school headteachers principals in the task of managing their schools. The study was used a sample of 15 head teachers of secondary schools and one Zonal Inspector of Schools in Kabras Division of Kakamega District.

The limitations were time and financial constraints. The two were insufficient in all respect to enable the researcher use a larger sample.

The headteacher questionnaire and an interview schedule for zonal inspector of Schools. were the main tools used for the collection of data. They were administered by the researcher to the 15 headteachers and the Z I S. The data collected were analyzed by use of descriptive statistics.

It was found that the main constraint headteachers faced as they went about their administrative duties was “lack of instructional materials and in adequate training programmes.” However, also noted as a major constraint was the area of finance and financial management. This was a problem experienced by all Headteachers regardless of their academic qualifications. They found it difficult to account for the expenditures used in school.

The study also established that there were some specific types of problems, which had a serious impact on the schools growth and development.

They have been discussed under the following five headings.

Religious and political interference, School – community relationships, Drug abuse and alcoholism , Pregnancy in schools and , Students’ truancy.

The following were some of the recommendations of the research work:-

(i) Ministry of Education should only appoint teachers who have done management courses to head schools.

(ii) Guidance and counseling should be made mandatory in secondary schools

(iii) There was urgent need to educate parents and community on their role in the school so as to enhance school community relationship.

(iv) That religious and political organizations should be guided on their
CHAPTER ONE
INTRODUCTION

This chapter highlights the background of the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, scope and limitations of the study and definitions of terms.

1.1 Background to the Problem

All schools are established for the sake of providing conditions and services which would enable students to learn. In order for any school to accomplish these objectives, proper administration must be established. No matter how well a school is equipped, and no matter how well qualified the teaching personnel is, without proper management of schools, the national educational aims and objectives might never be fully realized.

The headteacher is the chief executive or the managing director of an educational institution whose major role is the overall running and control of the school. As an educational administrator, the head teacher must be concerned with all the activities through which the aims and goals of the school are implemented and must make sure that they are operational.

The qualities required of a successful school manager or head teacher include a high sensitivity to other people’s thoughts and feelings, a manifest to tolerance of a wide range of religious, nationalities, gender and political views, extreme patience, high
objectivity, diligence, punctuality and above all a capacity to remain calm under stress, high ingenuity in discovering new and alternative solutions to old problems. (Melvin, 1974)

In the secondary school setting, the head teacher occupies a very strategic and important position in the school system. He/she is the leader and an advisor. Nwagwu (1978) looks at it in terms of environment and leadership style the head teacher offers. He argues that, "the school environment which is largely a product of the leadership by the head and his staff is critical in the education of young children who are in their most formative and impressionable years" Nwagwu (1978, p 90). In general the head teacher has to see himself/herself an important leader who plays his roles well and should be respected not only by the school community but also the wider society.

This calls for the head teacher to be well grounded in management matters. The head teacher should therefore exploit his/her skills well in instructional leadership. Here, he ensures that teaching and learning are effectively carried out in school.

It is true the problems experienced by the head teachers in general vary depending on the school environment, the school culture, the characteristics of the learners and the head teacher's personality, his competence, efficiency and effectiveness (Melvin, 1974).

Management of Secondary Schools has always been under the Board of Governors (B.O.G) until 1985 when the Parents Teacher Association (P.T.A) was brought on Board through a presidential directive or decree. Upon the establishment of P.T.A, the roles of these two bodies have never been made distinct. Whereas P.T.A is in charge of soliciting for funds from the parents and other stakeholders, the B.O.G manages the funds and spends. The B.O.G has to see to it that a learning institution has enough physical facilities e.g. Classrooms, playing fields, teachers houses e.t.c. At the sometime, it is the role of B.O.G as managers to ensure that a school has enough instructional materials and of late, charged with a role of employing teachers on behalf of T.S.C.

This has made the role of B.O.G/P.T.A critical that they have to be people of integrity and beyond the boundaries of clannism or tribalism. Its their role to own the school and support the headteacher so that he/she can run the school well on their behalf. Sometimes this has been lacking and hence hampering schools and their educational development leading to administrative constraints. Headteachers have sometimes found themselves unable to play their roles well.

1.1.2. The role of the secondary school headteachers

In the Kenyan situation the roles of a secondary school head teacher are stipulated clearly in the ‘Manual for Heads of Secondary Schools in Kenya;’ Fifteen roles are explicitly listed. These are;
1. He is responsible for the overall running and control of the school and for maintenance of the tone and of all-round standards.

2. Should have strong interest in the welfare of both the students and teachers. This includes matters of spiritual and temporal.

3. He is responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the School and Country.

4. Organization and Control of all the staff.

5. He is the accounting officer of the school responsible for all revenue and expenditure.

6. Manning the School office.

7. Selection and allocation of subjects appearing in the curriculum.

8. Maintenance of all buildings and grounds.

9. Agent of the Teachers Service Commission as well as the channel of communication to D.E.O, P.D.E and other ministry of education officials.

10. Usually Secretary to the School B.O.G and P.T.A.

11. Should be conversant with relevant legal documents such as the Education Act, the Teachers Service Commission Act, KNEC Act, Employment Act, Trade Dispute Act, among others.

12. As Secretary to BOG/PTA, he is responsible for the writing and distribution of minutes.

13. The Head of a Secondary school is expected to teach a reasonable teaching load. This is invaluable in helping hi/her to be in touch with the actual teaching/Learning situation in the School.
14. He should inform DEO/MEO/PDE of any intended overnight absence from school.

15. Should facilitate and encourage the establishment of PTA and cultivate good relations both with parents and with the Local Community. (Government of Kenya; p1)

1.1.3. Appointment and placement of secondary school headteachers

Initially, the T.S.C was just appointing any secondary school teacher to headship so long as one had experienced and had taught in secondary school for sometime. Today, T.S.C insists that one must not just have experience but also should be at a particular grade before being considered to head a school. It insists that one must have attained the Approved Teacher Status one (A.T.S.1) or Graduate Teacher One (G.A.T.1). At some level, this trend has been followed to some extent but Dr. Kilemi Mwiria, argues that:-

"Some of them do not enjoy the respect of colleagues, students and parents having been beneficiaries of a system of appointments that puts patronage before merit. Unqualified school managers are clearly the major cause of many of the management related crisis. Poor managers are also bad teachers. Problems in secondary schools persist partly because P.T.A, School Boards, sponsors and politicians support unqualified persons to head schools."

(Daily Nation 28th July 2004. p.11)
The Ministry of Education has not been keen enough to scrutinize who should be appointed and placed in which school. Cunning teachers have used this loop hole to rise to the top but only to face a lot of administrative constraints.

It’s important to note that head teachers can experience administrative problems because of lack of relevant training before the appointments are made. Most head teachers only got on job training when they act as deputy head teachers. In some cases, there is no proper in-service training programme for head teachers. If they were properly trained, then that would contribute in helping to solve some of the problems they encounter while playing their complex and diverse roles.

Therefore as a manager, he/she has to understand the professionalism required of him so that he is constantly abreast with the changing values and objectives of the school. This exercise in management by objectives should help one sort out his priorities to decide which way one was going and to look back and judge how far one had come. He should realize he dealt not only with people but also with buildings and resources. As Kelly (1982, p 96) puts it:

“The head teacher is also a manager of the buildings and of human relations within the building called the school”.

Any graduate teacher who has gone through pre-service training qualifies for appointment as headteachers. The Teacher’s Services Commission depends very much on teaching experience which in the first place is limited to classroom management. In some cases, some teachers have cunningly manipulated their way to
Headship when in reality they were not effective in class. Karega Mutahi P.S education insists that "unqualified school managers are clearly the major course of many of the management related crisis. (Daily Nation 28th July 2004, p.11) The Koech report (1999) recommended that appointment of headteachers and other managers be based on institutional management training and proven competence and possession of appropriate qualifications and relevant experience. That was lacking in most cases making it a major constraint in school administration.

According to Melvin (1974, p.285), an important role which is played by the headteacher is to: "develop insights and talents for developing authority, looking at alternatives in any situation, communicating effectively, organising his tasks effectively, working effectively with community groups and coordinating the schools' total effort". Olembo, (1975, p162), says the headteacher's roles varies.........

".....depending on the school environment, school tradition, characteristics of the learners, the headteachers personality, his competence, efficiency and effectiveness”.

Headship therefore, if it has to lead to successful school administration, and management, whose ultimate purpose is to enable the effective and efficient attainment of educational goals, requires much more than just experience as a classroom teacher or deputy head teacher.
As the Headteacher relates in the society, so does the society view him in the same respect as he is seen as a very important person. He is responsible for everything that happens in his school. Students are not only brought to his school in search for direction but also help. According to Meredyd (1974, p.164). "The head teacher was the indispensable formulator of the forces of education" while Davis (1921, p.94) regards the immediate task of the headteacher as: - "To formulate polices, lead his assistants into new realms of thought and action guides articulate and coordinate individual and group efforts"

In the same regard, some of the main educational tasks which are of great concern to headteachers, include: -

1. To formulate school policy
2. Facilitate staff development
3. Maintenance of academic standards in the school
4. The supervision of school expenditure and also
5. Selling the school outside to the community and involving them in school affairs. This could be through BOG & PTA.

For one whose duties, roles, responsibilities and tasks are so many and varied, problems are inevitably present. As the case is currently it is not possible perhaps to sufficiently and adequately prepare a potential or serving head teacher with all the knowledge, skills and technical know-how necessary to enable him or her to face the demanding challenges of headship. The task of headship is even compounded further
when we realize that in the third world countries, many teachers are usually appointed as headteachers without any preparation for it.

Therefore, basing on the above broad and professional functions of a head teacher, adequate training and preparation is required to enable a head teacher to effectively and adequately fulfill his/her responsibilities. Requisite skills and competences become a necessary requirement to effective performance. This in itself gives reason as to why the head teacher must be thoroughly trained so as to discharge his duties with limited constraints.

With that and the technological changes which occurs day after day, the role of the head teacher has become increasingly complex and the society’s expectations so high that most head teachers today appears intimidated, strained, stressed and uncertain of themselves and their jobs. This gives impetus to this study as challenges that head teachers face.

1.2 Statement of the Problem

Headteachers lack relevant training in administrative management and their appointment to that position is not put to through scrutiny as TSC relies very much on experience which in most cases was limited to specific environment. while in the school, when one reaches in the new station he/she is met with, strained school community relations, political interference, religious conflicts among others which he/she was not adequately prepared to handle, hence a major constraint. The implications of all these are ineffective running of schools and indiscipline cases
resulting into school closures and students vandalizing school property. The K.C.S.E. results have been poor year after year.

The number of subjects in schools and other activities have been few and for a very long time. The school setting had become complex as both the population and institutions have also become many and quite demanding and because of inadequate preparation, many heads manage schools through trial and error and this is fraught with many problems. It is very vital therefore, for studies to be done to ascertain the nature of the administrative constraints headteachers face while administering in their schools. That is specifically the concern of the study.

1.3 Purpose of the Study

The primary purpose of this study was to examine current administrative constraints that are experienced by secondary school headteachers in Kabras Division in the task of administering their schools and investigate the extent to which these problems hinder them from carrying out their roles effectively.

1.4 Objectives of the Study

The objectives of the study were:-

a. To determine whether headteachers received pre-service training in school management

b. To determine the nature of problems headteachers currently experience.

c. To find out whether the problems constitute a barrier towards the fulfillment of the purposes, aims and goals of the school.
1.5. Research Questions

In relation to the performance of his duties as a headteacher of secondary school, what are the most persistent problems facing the head teacher?

a. What type of pre-service or in-service preparation have had teachers in Kabras Division received.

b. Are head teachers in Kabras adequately trained to counter the problems they face in administering their schools?

c. How do the headteachers who have not received management training go about their duties?

d. What is the nature of problems headteachers face?

e. What internal organizational problems do headteachers face in Kabras schools?

f. How do external problems interfere with effective administration of public secondary schools in Kabras Division?

g. What kind of help is provided by the field officers in solving or reducing these problems?

h. Are the inspectors adequately equipped to handle those problems?

1.6 Significance of the Study

No formal training or prior knowledge is given concerning this difficult administrative position. Newly appointed headteachers heavily rely on the hints and
the ideas given to them during pre-service training at the University or College. First, it is often assumed that an effective headteacher is one promoted though merit and consequently has had experience as a deputy head teacher. Koech report (1999) says that this assumption does not always hold given the nature of problems and constraints current headteachers faced in Kabras Division. Secondly, effective school administration was synonymous to assumption based on adequate school facilities and resources, discipline and staff support, enrolment and community support. Schools in Kabras Division fell below those expectations and that was likely to cause many administrative problems. This will enable the head teacher to know the problems he is likely to face hence will see the importance of training or in service before appointment to headship.

In secondary schools today, there is lack of adequate facilities, equipment, books and materials, the headteachers level of competency training or readiness to cooperate with his colleagues, the rigidity of the timetable, the style of discipline employed and the number of students in a class among other things each likely to set limits to what the school could teach. The study is of importance here, as schools will have to adjust to accommodate and rectify that problem.

This study highlights the constraints headteachers in Kabras Division face and therefore could be of great help to the Ministry of education especially field officers i.e., inspectors who are supervisors and Education officers who would come face to face with what was actually happening in schools. They could therefore use the information for;
1. To mount in service courses for the head teachers in management of schools.

2. Guidance and counseling courses for head teachers, their serving teachers.

The study may also be helpful to headteachers themselves who as a result may find or develop fresh or alternative means of dealing with these problems.

The lecturers at the University or training colleges may find the information useful when instructing the teacher trainees who are the future headteachers. In this way, they will have an idea of the expected roles of the headteacher and the nature of problems he/she experiences and how to alleviate when they do occur. This would form a turning point and basis for further research in future in the administration of secondary school in Kenya and other parts of the world.

1.7 Basic Assumptions

The following were the major assumptions taken by the researcher.

a. That administrative problems exist in all secondary schools.

b. That headteachers are capable of identifying the causes of constraints in those schools.

1.8 Scope and Limitations of the Study

The study was carried out in schools within Kabras Division. This would therefore, not allow generalization to be made from the findings for all schools in Kenya.
The study was also affected with time factor and financial constraints. The two were insufficient in all respect to enable the researcher to come out with an extensive research on the topic.

Finally, the study was conducted by use of questionnaire for only 15 headteachers and only one Z.I.S questionnaire in Kabras Division of Kakamega District hence application elsewhere should be with caution.
1.9 Definition of Terms

Administrator: - Headteacher of a school

Learners: - Students in a secondary school

Intra – organization – The internal limitations a headteacher faces due to lack of techniques or skills.

Extra – organizational problems – these were external pressures the headteacher encounters, e.g. political interference, school community relations e.t.c.

Education officers – Ministry of Education officials including inspectors.

Totally Integrated Quality Education and Training – This is commonly referred to the Dr. Davy Koech report of 1999. It was a commission of inquiry into the education system of Kenya.

Management -. Used interchangeably with administration.

Principal - Headteacher or the one incharge of secondary school administration.

Zonal inspector – an education official in charge of a location. Charged with overseeing curriculum implementation.
CHAPTER 2

THE REVIEW OF RELATED LITERATURE

2.0. Introduction

The review of related literature was divided into two. They were as follows:

1. General review of relevant studies on headship roles, duties and responsibilities.

2. The review of specific literature concerning the research done in the area of the research problem under study.

The Roles, Duties and Responsibilities of a Headteacher.

The secondary school headteacher occupies a very strategic and important position in the school system. At the moment, there are approximately 3,500 secondary schools in Kenya. In this regard, the headteacher operates at the grassroots level of the administrative organization.

At the same time he/she derives his/her importance from the role he plays as a leader and a local advisor. Nwagwu (1978, p.90) looks at it in terms of environment and leadership style the head teacher offers. He argues that; the school environment which is largely a product of the leadership by the head and his/her staff is critical in the education of young children who are in their most formative and impressionable years.

Several changes have taken place in our secondary schools and to be able to meet the challenges occasioned by these changes and innovations in the secondary schools
education, the school needs a progressive and dynamic headteacher who was firmly interested in and committed to the education of children. However, Olembo (1975, p.29) stresses that school management and administration has acquired more technical and specialized status. He identified six factors which have necessitated that shift.

He puts them as:

(i) The school population in terms of students has increased considerably.

(ii) The increase in student population has compounded the headteachers responsibility in terms of discipline and administration.

(iii) The number of teaching staff and non teaching staff to supervise has increased.

(iv) The teaching staff and even support staff is highly specialized and therefore requires a highly specialized headteacher to supervise them.

(v) The national and individual citizens expectations from the educational system are greater and more complicated. It required a highly qualified headteacher to implement curriculum that adheres to national objectives and individual demands.

(vi) The explosion was another factor that required a headteacher who could disseminate the knowledge that was appropriate for students in his school.

(Olembo, 1975, p 29 – 30)

That’s why it is crucial that the headteacher has to be thoroughly trained so as to gain skills to enable him/her cope with crucial management activities and must be properly grounded. If not, then he/she is likely to encounter a lot of administrative problems.
The personality of school changes when one headteacher replaces another and the type of a principal a school receives determines how the school will be (Elsebree et al. 1967, p 58). Whereas it is good for school headship turn over to be frequent, sometimes it can disorient the school and the headteacher when the change is for the benefit of the school. Then, the learners in the end get to learn well and the incoming principal settles and adjusts, well. However, if it is not with good intentions, then the head feels disillusioned.

In the Manual for Heads of Secondary Schools in Kenya, the duties of a headteacher are listed as:

1. He is responsible for the overall running and control of the school and for maintenance of the tone and of all-round standards.

2. Should have strong interest in the welfare of both the students and teachers. This includes matters of spiritual and temporal.

3. He is responsible for all planning, organizing, directing, controlling, staffing, innovating, coordinating, motivating and actualizing the educational goals and objectives of the School and Country.

4. Organization and control of all the staff.

5. He is the accounting officer of the school responsible for all revenue and expenditure.

6. Manning the School office.

7. Selection and allocation of subjects appearing in the curriculum.

8. Maintenance of all buildings and grounds.
9. Agent of the Teachers Service Commission as well as the channel of communication to D.E.O, P.D.E and other ministry of education officials.

10. Usually Secretary to the School B.O.G and P.T.A.

11. Should be conversant with relevant legal documents such as the Education Act, the Teachers Service Commission Act, KNEC Act, Employment Act, Trade Dispute Act, among others.

12. As Secretary to BOG/PTA, he is responsible for the writing and distribution of minutes.

13. The Head of a Secondary school is expected to teach a reasonable teaching load. This is invaluable in helping hi/her to be in touch with the actual teaching/Learning situation in the School.

14. He should inform DEO/MEO/PDE of any intended overnight absence from school.

15. Should facilitate and encourage the establishment of PTA and cultivate good relations both with parents and with the Local Community. (Government of Kenya 1987 p1)

Odali (1984, p 23) looked at these duties as main roles the headteacher has to play. He grouped them into two areas as follows:-

a) Managerial leadership

b) Instructional leadership.
Managerial duties, consisted of those duties, which require organization and administration. He looked at instructional duties as those, which are necessary to ensure teaching and learning, are effectively carried on in schools.

**Constraints Headteachers encounter in the management of schools.**

Headteachers experience a lot of constraints as they go about their duties. These constraints come about due to various reasons emanating from within the school or outside the school. Sometimes as it is observed, these problems come about as a result of the headteacher himself.

Mbaabu (1983, p 35), sees the problems experienced by principals as varying depending on:

(i). The school environment

(ii). The school tradition

(iii) Characteristics of the learners

(iv). Headteachers personality

(v). Headteachers competency, efficiency and effectiveness.

Wanga (1984, p 26), has categorized problems headteacher experienced in to three sections:-

(1) **Personal factors.**

(2) **Intra – organization factors**

(3) **Extra – organization factors**
(1) **Personal Problems or Human Problems.**

These include problems related to curriculum and instruction, skills and techniques, training or in-service, educational qualifications, age and family.

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(1) **Extra-organizational problems.**

These comprised of relationship between parent teachers’ association (P.T.A.), religious differences, political interferences, parents problems, public criticisms, and hostility from the community, misuse of school and community property and legal problems.

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(2) **Intra-organizational problems.**

Included physical facilities, finance, staff personnel, discipline and behavioural problems and nature of the job.

These problems were looked at in details as follows:

### 2.2.1 Personal Factors

In educational administration, there are various problems headteachers face. Wanga (1984, p 26) identified personal factors and the first category – The personal problems those ones which have something to do with the principal himself. They are of two types, the physical problems which for example are associated with age, gender, stamina, strength, whereas the psychological problems those associated with the level of education a principal had, intelligence as it can be realized and especially looking at how he was able to handle situations and how he manipulates them. His personality
and personal ethics of great value. The personal factor areas looked at under sub-headings as follows:-

(a) Curriculum and instruction

It was realized that quite a great number of our secondary schools experienced shortfalls in learning resources. This included textbooks, exercise books and laboratory equipment among others.

In most cases, parents and guardians are expected to offer subsidy. The subsidy is in line with cost-sharing policy as they buy some of these equipments for their children they include books, desks, uniforms etc. Some parents took so long to understand that need and only understood the need when the child had already dropped out of school due to lack of that equipment which was required in the school.

The situation in Uganda was worse. The government provision of education all but collapsed during the 1970s and remained deficient during the 1980s and 1990s. The gap was partly bridged by parents and broader communities who at the primary school level met between 65 – 90% of total costs. (World Bank 1993 e) Household inputs were also substantial at secondary school level and in 1994, was estimated at 70% even in government aided schools (Cumming et al. 1995)

While in Togo, there was also experienced major crisis in government funding especially after the mid 1980s. Communities and parents had to provide one to two thirds of the resources needed to operate public schools. Also in the mid 1990s about
400 community primary and secondary schools with about 27000 pupils operating outside the public system. The same was with Chad and other countries of the third world. However, community financing appeared in general less vigorous in Latin America than in Africa and Asia, although prominent examples may also be found in that part of the world for example El-Salvador has a substantial group of community managed schools. Much of the funding of these schools comes from the government and from the external aid but a 1994 report noted that about 30% of the community education associations responsible for the schools embarked on their own fund raising initiatives. (World Bank 1994 b). The same can do well and has been doing well in Kenya especially in the 1980s.

Supervision of instruction became even more difficult and tricky when it was realized at the same time, these heads overloaded with teaching duties as well as administrative ones. However, though they endeavor to distribute time among teaching duties, co-curriculum activities, administrative and supervisory duties, no adequate time was devoted to the supervisions of instruction. At the same time, as the headteacher tried to harmonize all these, more often than not, he was confronted with lack of co-operation from other members in the schools circles including Board of Governors and Parent Teachers Association members and even Students Community.

Curriculum changes and mode of instruction was another of the problem areas for headteachers. A good example was the change which has affected form one classes in 2003. First of all books were not available and topics not found at one point. Infact some were shifted from primary level hence left wondering whether they should
buy primary textbooks to supplement. The teaching staff had not been adequately inducted and could not handle the new curriculum which was being implemented in piece – meal i.e. class 1 and 5 & F1. Teachers expected the headteacher to be knowing what should be done and offer solutions.

The headteacher cannot therefore be a master of all these subjects in the curriculum. Consequently, they are unable to help their newly appointed or even untrained teachers due to deficiency in both content and teaching methodology.

(b) Skills and techniques.

It was not very clear which skills and techniques the Teachers Service Commission looked for and approved before ratifying one's appointment to head an institution. This had created a loophole, which had been exploited by ambitious and unqualifying teachers to ascent to the top through shortcuts.

This undoubtedly means there are some incompetent, ineffective and inefficient teachers who were promoted to the post of head teachers. Those in competent headteachers experience greater internal and external constraints in the administration of their institutions. This affects negatively the growth and development of schools.

There persists the habit of selecting headteachers on what is referred to as experience. This has affected the working conditions of headteachers as most of them get to the top when rather too old hence in-competent to run fast enough to expected speed as some lacked skills in dealing with school problems. Hence, enough experience and
length of service was important, they should not be given the same weight, as necessary skills and competence are vital.

(c) Training

Management skills are important when we think of headship. It is true that formal training is not offered to newly appointed head teachers. As soon as he/she is appointed, he/she heads straight to the school and perhaps only use the experience one received as deputy head teacher. Such head teachers undoubtedly rely heavily on the few hints and ideas given to them during pre-service training at university or in-service ideas they might have gotten from their colleagues or inspectors.

Challenges posed due to changes in the curriculum and innovations in our education system, indicate that a school needs a progressive and dynamic head teacher who is firmly interested in and committed to the education of children. However, not every classroom teacher can have those qualities. This therefore calls for a school head teacher to be a well-trained and competent person. He should have tactics in dealing with problems as they come. He should also seek for guidance and counseling from the field officers of the Ministry of Education. He should attend in-service courses to keep abreast of new changes. To be able to perform well, headship requires one to have had pre-service and in-service training over and above given to ordinary classroom teachers. Davis (1921), argues in support of this as he states:

"To formulate policies, lead his assistants into realms and action, guide, articulate and coordinate individuals and group efforts."
With that, it is important for head teachers to be ahead of other teachers in training.

Further still Byrne (1960), Walker (1970) and Jacobson (1963) have argued quite convincingly that teachers experienced a lot of post training problems particularly because of further attention in the area of suitable refresher courses. Jacobson further observes that:

"If school principals have to improve their administrative competence, the continuing education should be provided, supervision if it has to be meaningful should be provided by trained educationists. It is from this refresher courses, once provided that the school principals and also the other teachers in the field could learn new ideas, concepts, new teaching methods and other relevant knowledge, which is continuously being published as a result of research and other related studies" (Jacobson p 226)

As an administrator of a school the head teacher is the administrative agent closest to the teachers and pupils, support staff and the school community. He has the means and the ability to influence the above, to contribute positively, and effectively to help achieve the purposes and aims of the school. Therefore, the type of a head teacher a school has will determine how the school headship, if it has to lead to successful school administration and management, whose ultimate purpose is to enable the effective and efficient attainment of educational goals requires much more than experience as classroom teacher in the field of service training programmes which are limited in secondary headship.
According to the Koech report (1999 p 316), “there is enormous political interference in the appointment of head teachers and education officers, and in most cases, experience, academic and professional qualifications for the job do not count”

The commission was informed that such appointments were usually made from serving teachers, most of who had had no prior training in institutional management. Such lack of training, it was submitted, adversely affects management of educational institutions and maintenance of quality and high standards of education and training.

The commission observed that head teachers must be persons with appropriate academic and professional qualifications, experience, ability, competence, integrity and initiative.

They must also have undergone courses on institutional and financial management: -

Koech report recommended: -

“The appointment of head teachers and other managers be based on institutional management training and on proven competence and possession of appropriate qualifications and relevant experience”. (p 321)

That was lacking in most cases and was a major constraint in school administration.

(d) Education qualifications.

Training and educational qualifications are closely related. A head teacher, sometimes may be of lower academic qualifications than the teachers under him. To day, it is not surprising to find a diploma holder being the head teacher while teachers
who are degree holders or even holders of Master of Education being under him. In most circumstances when this is the case, the better-qualified teachers will look down upon their less qualified head teacher. Many a times such a head teacher feels inferior and always suspicious. The more qualified teachers were also reluctant to do what such a head teacher told them to do because they felt they were more superior in status and even knew what the head teacher wanted them to do. When such happens, the head teacher finds it very difficult to go about his administrative duties effectively. It therefore calls for the head teacher to be of equal if not better academic qualifications than those under him. Here, he should also be more experienced in order to execute his duties smoothly and effectively.

(e) Age.

Sometimes age can be a barrier and cause administrative problems. In some instances when the head teacher is very young or very old, he may not understand his teachers due to generation gap. Since most headteachers are mature people and have to deal with younger teachers who just completed college and appear rebellious, head teachers find themselves at loggerheads with some of their young staff. The head teachers too could be too young to understand the expectations of the older teachers. This causes administrative constraints and makes head teachers work very difficult.

2.2.2 Intra-organizational problems

The headteacher experienced problems which emanated from within the school. Just like internal problems but now these ones included the physical facilities or buildings, finances, staff management, furniture etc.
a) Physical facilities

In many schools, enrolment necessitates the need for physical facilities, materials, equipment and books. These intra-organizational problems constitute some of the burden head teachers face as they have to not only supervise the buildings but also the human beings as Kelly (1982) puts it:-

"the head teacher is also a manager of the buildings and of human relations within the building called the school."

Considering the fact that most of our schools have become two streamed and over, that poses a real constraint to the head teacher. The more the students, the more physical facilities were needed, for example classrooms and other necessary facilities for instructional purposes. Because of increased number of students in our schools, the classrooms are not enough and those that are there are, in most cases full to capacity. This is not only a problem to head teachers but also disturbing entire community. This is because instruction cannot be done effectively in such large classes. Students eventually perform poorly in national examinations and as it is, it is again the head teacher to be blamed.

Due to the congestion experienced, the head teachers have problems in storage of supplies. There are no enough storage facilities and parents are not willing to pay in development levies which assists with constructions. Poor storage encourages theft and losses. These then leaves the headteacher responsible as he/she was the chief executive in the school.
Large schools have big numbers of students and teachers. This increases the head teacher’s responsibilities in terms of discipline and supervision. School discipline is very essential for effective teaching and learning. No learning can be a success without discipline. Discipline is very essential for effective teaching and learning.

Osighenbe (1974, p 42) states:-

“discipline has a direct relationship to academic standards. They both move in sympathy, discipline taking the lead”

Furthermore, Farley (1984 p 10) puts it that: -

“during training, no body mentions the teachers role in discipline cases of children.”

Hence, a new Headteacher assumes a role of dealing with both disciplined and undisciplined students.

b) Financial Problems

In her research, Mbaabu (1983) has observed that that is a very serious problem, especially with the implementation of 8-4-4 system of education, which was intended to be practical in nature. There were required laboratories, home science blocks, and computer rooms among others. They were to be built and equipped. The headteachers did not receive enough funding and if they did, headteachers didn’t receive financial
management courses and this also affected the financial position of schools and their administration.

With the funds available, the head teachers occasionally found themselves in problems because of financial mismanagement or misappropriation. Proper financial accounting system which in turn requires the appropriate financial accounting personnel for example bursars or accounts clerks, unfortunately, most of these people were untrustworthy and capitalized on head teacher’s ignorance in accounting to fleece schools off money and in turn it was the head teachers to suffer the consequences. For instance, when they realize that audit is to be done, then an office is burned (Daily Nation 6th June 1996) carried a report of St. Peters Mumias and Lumakanda High Schools as schools whose records had been burned and financial records tempered with.

Any head teacher who does not know how to handle the school funds he/she can face many problems with the parents, the Ministry of Education authorities and the general public. He should know how to use the correct procedures in collecting and disbursing money. He should have financial management knowledge and know how to use vote heads correctly. Failure to do that may lead to what Elsbree (1967), refers to as:-

“Financial chaos, slipshod method of raising money, numerous scattered accounts, careless and unbusiness like methods, lost or misappropriated funds, unauthorized and unsupervised purchases, un paid bills, and unaccountable deficits... and conflicts between organizations” (Elsbree et al pg 58)
However, Nwagwu (1978 p 62), stressed the importance of proper administration of school funds when he says:-

"the main purpose of schools business administration is to ensure, maximum education use is made of all funds invested in the school system. On the other hand, wasteful or unnecessary expenditure of school funds was frowned upon by the public which in the final analysis pays for the education service"

Finance is considered a significant element in provision of quality education. This is expected to come out as a major constraint to secondary schools administration. Financial management is a major problem facing head teacher in school administration. International organizations and various agencies in the seventh conference of African Education of April (1982) stated that, many children dropping out of school due to lack of school fees and adequate learning resources.

In addition, Campbell (1971, p 180) states that money was an important element for the success of any venture in any organization like schools. He says: -

"Money is useful only as it is used to purchase a programme of teaching and learning. This money enables services or personnel, buildings the equipment, the supplies and items necessary to the operations of schools or school to be paid." (Campbell p 124).

It is therefore vital that funds be provided to enable schools run smoothly. This is because education contributes to the skills and productive capacities of the labour. Daily nation of April 2nd 2002 carried an article said:-
"a good education system is the pillar of economy. You wreck it and ruin the economy."

Therefore, it is essential that head teachers be in-serviced on matters of financial management. This will go along way in enhancing head teacher financial skills.

(c) Staff Personnel

In most cases head teachers also face problems in maintaining relations with their staff personnel. In most cases it is not easy to deal with some staff members with varied background and interest. Some teachers had very negative attitude towards work. Others lacked commitment and dedication towards their profession. Dealing with such personnel required very good leadership, capable of creating harmony. This is why it becomes very vital for head teacher to be trained in management.

When the behaviour of the staff is at its worst, they will not want to comply with administrative authorities. They are likely to evade classes and any attempt to discipline them could put him at crossroads with their union or even the teacher’s friends who see the head teacher as intimidating a colleague. He is eventually left with no option but to sit, wait, and see the outcome. This can compromise the commitment of staff and can adversely affect national examinations.

Staffing is another area where headteachers are faced with a big problem, because if the school is understaffed, then the available teachers would be overworked. With
such a situation, pupils would not get adequate instruction and as a result, their academic performance would be poor.

When this happens, then the head teacher is the first person to be blamed. If the available teachers were overworked for along time, they may refuse to teach more than the official load leading to more problems for the head teachers as this could even provoke the students to riot. This could also lead to indiscipline since the students would be idle and if not with skills on how to study on their own, may resort to unbecoming behaviour.

2.2.3 Extra – organizational problems.

These are the external problems emanating from out side the school and put pressure on the head teacher. They include the following:-

a) Religious factors.

These were problems pertaining to religious issues. Sometimes, conflicts were created by various religious organizations, which claimed either sponsorship to a school or sometimes claim affiliation to the institution.

This can cause a problem to the school since it can cause tension and disunity within the school community. That eventually will cause performance to decline and in the final analysis, it is the principal who will be blamed for that unfortunate state of affair, yet most head teachers find themselves handicapped when matters of religious nature are coming up and especially from sponsors. Religious problems are delicate and
could be very volatile. If the interventions of ministry authorities were not sought, then, it sometimes may see the head teacher thrown out of the school.

b) PTA and BOG Conflicts
Initially schools were just run by BOG’s until the presidential decree came in, in 1985 instructing all educational institutions to establish Parent Teachers Association. Upon the establishment of P.T.A., the roles of these two bodies have never been made quite distinct. Hence, the two bodies often find themselves at crossroads as far as school issues are concerned. The head teacher always finds himself unable to separate the two as they were all in his interest.

Where as P.T.A. was in charge of soliciting for funds from the parents and stakeholders, the B.O.G. spends the funds. Sometimes, P.T.A. members found such an arrangement untenable. That caused strained working relations. There was therefore, a need to clearly separate the roles of these two bodies so that the head teacher may know his role in relation to the two groups and minimize conflict and mistrust between the two and save head teachers embarrassment of having to reconcile both parties.

c) Parents interference with school running
Parents have direct dealings with the school. This is because their children learn there. However, in their dealings in the school, they end up sometimes causing strained working relationships with the head teacher. Such problems may occur when parents for instance, side with their children where the school and the student find themselves
in disagreement. It becomes a problem when the parent supports a child even if it has
been shown to him that the child had interfered with the school rules, which he was
already aware. The child is likely to develop negative attitude towards the teachers or
the head teacher and teaching and learning may not take place, hence performance
would decline and the head teacher would be held responsible.

Discipline matters in schools have been interfered with by parents who were now
influential and powerful especially the laws of the land forbid corporal punishment in
schools. When that happened, the children so defended may walk “rough – shod” over
school rules, regulations, and that might severely compromise school disciplinary
process. This will go further and affect the head teachers teaching and learning
process will be affected greatly.

d) School Discipline.

Mbiti (1980), argues that any discussion of school administration was incomplete
without the consideration of discipline. To many, discipline meant punishment, pain,
and fear. This view was negative in nature and one sided.

Head teachers experience problems from students due to indiscipline in schools. Boys
and girls commit a variety of crimes ranging from smoking bhang, chang’a, stealing
others property, rape of students, homosexuality and lesbianism, kills others etc. The
cases of Bombolulu, Kyanguli and St. Kizito are still vivid in our memories and now
Nyang’ori High School and Sinyolo Girls where dormitories were burned by students
because they had not been listened to by the School administration. Not forgetting that
Eastern Province and especially Machakos district experienced mass distraction in
schools during second term of 2004 (Daily 28th July 2004 p11). This is high rate of indiscipline that administrators are now experiencing in schools and are likely to continue facing that problem if it will not be addressed urgently.

In other cases, other students voluntarily dropped out of schools to become criminals. Head teachers were affected since some of these students were among the very best in school and as they go out, performance declined and they ended up being blamed for it.

In Britain, the problem of truancy was worrying educationists, while pregnancy and student unrest had become a major concern in educational institutions in Kenya (North 1985). Kenya has imported some of the problems facing educational institutions in the U.S.A and Britain. Indiscipline in our schools is caused by a non-caring attitude among students, teachers and the community as a whole (Kenya times 1985) Daily Nation 2001).

The wind of change is blowing through Africa. Mbiti (1969), Ezewu (1983) and Bloom and Ottang (1987) argue that this is causing disruptions and disturbances and up setting, the social order is undergoing some adjustment.

In addition, Durkhein, (quoted in Haralambos 1980), persists that in such a process there results a condition of relative normlessness in the whole society or part of it. He further argues that in such a state, individuals are left without moral guidance and they fall into all sorts of problems as widespread indiscipline, pre-marital sexual relations, increasing the rate of pregnancy and increase in negative peer group
influence. They eventually drop out of school affecting school administration adversely. This calls for strengthening of guidance and counseling departments in secondary schools. Lutomia and Sikolia (1999), argued that teacher and tutors engaged in guidance and counseling have the capacity to plan and inculcate required moral attitudes into young people in schools and colleges. Therefore, they have a moral obligation to reshape students behaviour. They advise that “society has changed greatly and this change has affected learners psychologically or otherwise. They add that there was general disillusionment among learners in respect to order, their academic work and authority.” (p. 11). This calls for guidance and counseling teacher to adjust to these changes and understand what is expected among the learners.

Roles models have been lacking in our society hence has contributed negatively to the discipline in our schools. This has made school administration quite difficult for head teachers. While Rev. Kanuku, addressing stakeholders on school riots and strikes, summarizes the whole issue as he argues that:

"... nobody including our politicians is clean on this. They have emerged as poor role models for our children. When M.Ps openly fight in public or promote violence in full view of their children and the society at large, what is the end result?" (Daily nation 28th July 2004, p. 11)

(f) Hostility from the community

Hostility from the community towards the school may hamper the effective running of school. The parents and other members of the community may become indifferent,
hostile and uncooperative in the welfare of the school, resulting in the stalling of school programmes and projects which depend on community morale and funding.

In some communities, they may be unfriendly because the head teacher has been imposed on them and was from a different ethnic group or was just unpopular. Sometimes, the community maybe unwilling to participate or contribute to school programmes because the head teacher has very poor public relations policy or his communication system is faulty.

The school cannot operate in isolation and for it to succeed in its programmes; the progress would depend largely on how much it was succeeding in meeting the aspirations and expectations of the society. Therefore, for the society to feel that they belong to a school, the head teacher must actively and deliberately involve the community in the welfare of the school.

The educational manager had responsibilities both to his staff and to society at large. The product of education was not things or services, it was people. Education managers share in responsibility for the future of the society to which they belong. Furthermore, Meredyd (1974) puts it that “The teacher is the indispensable formulator of the forces of education.”

In summary, the headteacher may face hostility from the community because of involving himself in local politics, religious conflicts or groupings that may appear negative or offend other community members of whom he does not belong. All these and other constraints that have been discussed here do affect performance of KCSE in
Kabras Division greatly. They were not expected to achieve quality grades in National Examinations.

From the literature review, it is noted that the constraint areas could be categorized into three major areas.

This include:-

   a. Personal problems or human problems.
   b. Extra-organizational problems
   c. Intra-organizational problems.

Hence, apart from educational qualifications, training in management skills, was very important for headteachers and for any meaningful success, all the stakeholders should cooperate and work as a team.

2.3. Summary and Conclusion

Basing on the literature review as it had been revealed, in the Western Countries, professionalism in administration and management had helped to overcome Headteacher constraints. Information on the same in African Countries was scanty. In Kenya, studies had been carried out in Primary Schools but the same was lacking at secondary school level of education.
CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction.

The primary purpose of this study was to examine constraints experienced by secondary school Headteachers in the task of administering their schools. This chapter describes in detail the research design, study location, study population, sampling procedure, research instruments, Piloting, collection of data of the study and data analysis and presentation..

3.2 Research Design.

The researcher used the descriptive-survey design. A survey was appropriate for this study since as Wiersma (1985) observes, survey studies are conducted to determine the status quo and is concerned with the gathering of facts rather than the manipulation of variables. In this study, the researcher was interested in gathering facts on whether administrative constraints had affected education in Kabras Division of Kakamega district.

Further more, according to Good (1972), a survey is useful in that it not only secures evidence concerning an existing situation or current conditions but also identified standards or norms with which to compare present conditions in order to plan the next step.
3.3 Study Location.

This study was carried out in Kabras Division of Kakamega District of Western Province. The location is of special interest as there are thirty secondary schools with the population of 12,373 students. The division was ranked last among the seven divisions that form Kakamega District in K.C.S.E of 2003. Facilities are insufficient and out of the 1067 candidates who sat for K.C.S.E, only 32 were expected to join Public Universities and no female candidate qualified for entry to University.

3.4 Target Population.

The population consisted of 30 secondary schools located within the area of study. There are 4 girls schools, 3 boys’ schools and 23 co-educational institutions.

3.5 Sampling Procedure

The researcher adopted the stratified sampling method to identify the schools in which study was conducted. The sample comprised of fifteen secondary schools, 3 Girls schools, 2 Boys schools and 10 co-education institutions. This represented 50% of the total population, which was way above the recommended 20%. In addition, 15 principals were involved in this exercise with one Z.I.S of Kabras Division.

3.6 Research Instrument

The researcher collected data using the headteacher questionnaire and interview schedule for Z.I.S. Gall. et. al (1996) point out that questionnaires are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivation, attitudes, compliments as well as experiences of
individual. Gall further more observes that questionnaires had added advantage of being less costly and using less time as instruments of data collection. More so, Peril (1995) observes that questionnaires provide a cheap means of collecting data from large numbers of people.

There was questionnaire for headteachers and an interview schedule for the Zonal Inspector of Schools (Z.I.S) Kabras Division.

3.6.1. Headteachers Questionnaire

The questionnaire for the headteacher was divided into four main sections labeled a.b.c.d

Section A.

This sought for personal details concerning the head teacher and his such as age, gender, professional and academic qualifications, experience in administration among others.

Section B.

This section sought for general and relevant information about the school. For instance student and staff enrolment, staff academic and professional experience, adequacy or inadequacy of physical facilities.

Section C.

Here, it discussed the most common administrative constraints. Heads were required to rank the administrative problems in their degree of difficulty starting with the most persistent problem to the least e.g. financial position of the institution.
Section D.

This section was provided for principals’ comments and additional information on administrative problems.

3.6.2. Interview Schedule for Z.I.S.

The inspector of schools interview schedule was divided into two sections named A and B.

Section A.

This section sought for general and relevant information about Kabras Division, for instance the size of the Division, number of schools, students and staff enrolment, adequacy or inadequacy of physical facilities etc.

Section B.

This section discussed the most common management constraints e.g. those that emanate from within the school or from outside the school, the role of teacher training and administration, performance in schools and the role of the Ministry of Education.

3.7. Piloting

The research instruments were piloted in one secondary school. Wiersma (1985) observed piloting was important as it helped identify misunderstandings ambiguities and useless or inadequate items.
3.8 Data Collection Procedure.

The questionnaire was meant for the principals and was administered personally by the researcher. The questionnaire was left with the principal for a period of 2 weeks after which the researcher went back to collect the instruments. The Z.I.S interview schedule was prepared and the researcher booked an appointment with the Z.I.S and interviewed him. The researcher obtained the research permit from the office of the president and carried a letter from the University. He visited learning institutions, introduced himself to the Headteacher, and explained the purpose of his visit. The researcher also assured the respondents of complete confidentiality and guarantee of no victimization on the information supplied.

3.9 Data Analysis

The completed instruments were assembled. Quantitative data was analysed using descriptive statistics and results on averages, variability, percentages and relationships presented through tables. Qualitative data, on the other hand which was generated from the open-ended questions was organized into themes, categories and patterns pertinent to the studies. As Mugenda et al (1999) observe, this would entail creating a factual code, which would serve the purpose of identifying a fact, a feeling or an attitude from the text. From this, the researcher would closely evaluate the usefulness of information in answering research questions.
CHAPTER IV

RESULTS AND DISCUSSION

4.1 Introduction:

The primary purpose of this study was to determine current administrative constraints that are experienced by secondary school principals in Kabras Division of Kakamega district in the management of their schools. The study also sought to investigate the extent to which the constraints hinder them from carrying out roles effectively. The results of the study are presented under the following headings;

a. Level of professional developments of head teachers
b. Self or human related problems
c. Internal organizational problems.
d. External problems.
e. The role of inspector in the assisting.

4.2 Level of professional development of headteachers

The study revealed that of the fifteen headteachers involved in the research, only 5 had Bachelor of Education degree. Four (4) of the headteachers had graduated with Bachelor of Arts degree. Three (3) had Diploma in Education while two (2) were at a level of Approved Teacher Status (A.T.S) Only one headteacher had a Master of Education degree.

Apart from the pre-service training, it was evident that headteachers were not interested in further training and in-service courses. This came out clearly as only four headteachers had indicated that they had undergone training. Of the four
headteachers, three had done KESI management courses while the other one had undertaken a Masters degree.

This explains why it was necessary for headteachers to train in management courses so as to develop skills that would help them in school administration.

4.3. Self or Human Related Problems.

The researcher looked at how self or human related problems affect his/her duties as an administrator.
Table 4.1 Self or Human Related Problems

<table>
<thead>
<tr>
<th>No.</th>
<th>PROBLEMS</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lack of time to deal with day to day affairs of the school</td>
<td>11</td>
<td>23%</td>
</tr>
<tr>
<td>2.</td>
<td>Lack of adequate pre-service training in education administration</td>
<td>9</td>
<td>19%</td>
</tr>
<tr>
<td>3.</td>
<td>Accounting and auditing for everything in the school service.</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>4.</td>
<td>Keeping all types of school records in order and up - to - date</td>
<td>7</td>
<td>15%</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of sufficient skills and techniques necessary to conduct an effective supervision and evaluation of instruction</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>6.</td>
<td>Managing and maintaining physical facilities</td>
<td>6</td>
<td>12%</td>
</tr>
<tr>
<td>7.</td>
<td>Having better qualified teachers both academically and professionally under me</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>8.</td>
<td>Reporting pupils progress to parents</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>9.</td>
<td>Having older and more experienced teachers under me</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10.</td>
<td>Coping with people in general</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

With reference to Table 4.1, it appears that the main problems facing headteachers were: -
a. Inadequate time to deal with day-to-day affairs of the school.
b. Lack of adequate pre-service training in educational administration.
c. Accounting and auditing for everything in the school service.

The study established that twenty three percent (23%) of the total respondents ranked “lack of time to deal with day to day affairs of the school”, as the most crucial problem. Another 19 percent of head teachers observed that “lack of adequate pre-service training in administration” affected their ability to manage the school effectively.

The head teachers felt that quite a lot was expected of them but the workload was too heavy for them to bear, making them not to have adequate time to deal with all the issues at hand. They also expressed concern over inadequacy of managerial training before appointment as headteachers. This gave them a hard time while carrying out their duties.

Similarly, financial accounting knowledge was seriously needed as it was ranked 3rd with 15%. Of the headteachers who did not have adequate knowledge in financial matters encountered myriad problems not only in keeping school financial records but also found themselves in serious problems with the community in which the schools were as they were unable to account for expenditures incurred. Keeping various types of school records was also indicated as a serious problem as it has been indicated that it tallied with financial accounting and auditing for everything in the school service. That indicates that quite a number of head teachers had not learned
much in record keeping hence they experienced a lot of problems in keeping school records properly and up to date.

Other areas did appear to be of less serious problems to headteachers. However, “lack of sufficient skills and techniques necessary to conduct an effective supervision and evaluation of institution” emerged as a fifth ranked problem. Twelve percent (12%) of the headteachers reported that they experienced problems in doing internal supervision and evaluation in their schools. Similarly, 2 percent of the headteachers reported that they had a problem “having better qualified teachers both academically and professionally under them” and “reporting pupils’ progress to parents”. That was surprising since it was expected that such headteachers were to be happy as such teachers were a treasure to the school and role models for learners to emulate and work extra hard to reach such levels of education and beyond. It was also noted that reporting pupils progress to parents appeared to be the constraints. That was expected to be part of their duty but it is worrying to note that that was also a constraint to some of them. These worries indicate that headteachers require necessary trainings to keep with the pace.

4.4. Internal Organizational Problems.

The findings in this section revealed that headteachers experienced problems which emanated from internal organization. The problems were a result of lack of basic instructional materials, in-service for classroom teachers, students discipline, both teacher and learner commitment to their work among others. This made it very difficult for headteachers to manage schools effectively.
In the table 4.2. The internal organizational problems were ranked in order of their importance.

**TABLE 4.2 Internal Organizational Problems**

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of sufficient instructional materials</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td>b. Lack of in-service courses for teacher in order to cope with new and additional curriculum changes.</td>
<td>13</td>
<td>14%</td>
</tr>
<tr>
<td>c. Drug abuse and alcoholism</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>d. Students truancy</td>
<td>12</td>
<td>13%</td>
</tr>
<tr>
<td>e. Pregnancy in School</td>
<td>11</td>
<td>12%</td>
</tr>
<tr>
<td>f. Lack of support from Deputy Principal</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>g. Lack of harmonious collaboration among staff</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>h. Lack of better qualified teacher</td>
<td>8</td>
<td>9%</td>
</tr>
<tr>
<td>i. Ensuring that teacher are committed and dedicated to their work</td>
<td>6</td>
<td>6.5%</td>
</tr>
<tr>
<td>j. Staff participation in administration</td>
<td>1</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

The most serious problem the headteachers faced within their schools was “lack of sufficient instructional materials” e.g. text books, teachers guides, charts etc. It was ranked first by 14 percent (14%) of the headteachers. This means that they experienced problems when it came to imparting knowledge to learners in class as there was inadequate teaching and learning resources.
Similarly, 14 percent of the heads also reported that lack of in-service courses for teachers was a constraint to them as it affected their teaching. This shows that apart from “lack of sufficient instructional materials”, there was high need for teachers to undertake in-service courses to be able to be conversant with the curriculum which was changing despite minimal in-service courses being conducted. They consented that it was only mathematics and science through S.M.A.S.S.E insets that in-service was being done. The rest of the subjects in humanities, applied sciences, technical etc were not. Indeed the two problems were rated the highest as only two headteachers didn’t rank the two as their number one constraint.

The second ranked problems were “drug abuse, and alcoholism” and “students truancy” Thirteen percent (13%) of the headteachers reported that the problem affected the running of schools. This probably explained why the performance in high school in Kabras Division has been poor. Most students kept away from school without any good explanation. Since most of the schools were day schools, it was quite difficult for the headteachers to control students’ truancy. The Z.I.S observed that the local brews e.g. Chang’aa and Busaa contributed a lot to poor performance in schools in that region.

Similarly, “student pregnancy” was also a major constraint to headteachers. Eleven percent (11%) of the headteachers ranked this problem fifth. This problem threatened learning in Kabras Division as many girls eventually dropped out of school. This had hampered gender equity in learning institutions. Lack of support from deputy headteacher, lack of harmonious collaboration among staff and lack of better qualified
teachers were ranked sixth, seventh and eighth with 9 percent. The ninth ranked problem was "ensuring that teachers are committed and dedicated to their work". Six and a half percent (6.5%) of headteachers noted this as a constraint in their work of administration. Only one (0.5%) of the headteachers had a problem with the "staff participation in administration. The rest had no problems as teachers assisted them in school administration. With all this problems on his/her shoulders, it was very difficult for the headteacher to reach the full realization of school management.

4.5. **External problems.**

In this section, the findings revealed that headteachers experienced external problems. These problems included lack of cooperation from parents and the community, political interference and sponsor interference among others. The headteachers reported that to a greater extent, the schools inspector assisted them in coping with various administrative problems. The inspector also conformed that there was some assistance from his office but he also had problems since schools were far apart and could not traverse the whole division alone and assist the heads in solving the problems they experienced. That in itself explains why headteachers continually experience external problems.
The external problems experienced by headteachers while going about their administrative tasks were analyzed as indicated in the table below:

**TABLE 4.3. External problems**

<table>
<thead>
<tr>
<th>PROBLEMS</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of cooperation from parents</td>
<td>11</td>
<td>19.3%</td>
</tr>
<tr>
<td>b. Financial constraints</td>
<td>10</td>
<td>17.5%</td>
</tr>
<tr>
<td>c. School community relations</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>d. Religious and political interference</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>E Parents not willing to support in disciplining their children</td>
<td>9</td>
<td>15.8%</td>
</tr>
<tr>
<td>f. Creating a healthy parents teachers relationship</td>
<td>7</td>
<td>12.3%</td>
</tr>
<tr>
<td>g. Lack of support from educational office</td>
<td>2</td>
<td>3.5%</td>
</tr>
</tbody>
</table>

The information obtained from table 4.3 shows us that among the problems emanating from outside the school or external problems, lack of cooperation from parents was ranked highest. Of the 15 headteachers sampled, 11 headteachers admitted that that was a real constraint.

The second ranked constraint in terms of seriousness was financial constraints with 17.5%. This came about due to parents who were uncooperative making it very difficult for headteacher to collect levies that were to come from them. This
eventually resulted in many parents defaulting in fees payment hence making it difficult to buy basic facilities and facing difficulties in paying salaries of support and subordinate staff.

At the same time, from the table, we can note that the third, fourth and fifth constraints were rated the same. Headteachers had trouble in being accepted by the local community. Also, there was both religious and political interference and in the same capacity, parents were not supportive in disciplinary measures taken upon their children. This was ranked at 15.8% each.

The community was a closed one and always wanted their schools to only be headed by the locals. This interfered very much with the administration of the schools in that region. In fact, in one school, the parents had withdrawn their children because the new principal had come from a different community though they had their own in mind.

Majority of the schools in Kabras Division were sponsored by East African Yearly Meeting of Friends (Quakers). Only two out of the fifteen sampled schools were Roman Catholic sponsored. The Church interfered in the administration of the learning institutions demanding that they wanted a member of their church to be principal. Initially the Quakers could not mind any principal until when the Roman Catholic started their schools and demanded that one was to be of their church before being accepted as principal. This made Quakers to follow suit and had affected learners in terms of performance.
The political wing caused untold problems as those who had not sympathized with the current office bearers were not favoured. A councilor had forcefully locked out a principal and incited the community against him. This was even worse when the Provincial Education Office demoted the headteacher and transferred him elsewhere. The one to replace was also rejected since he was not from the same community. This made parents to transfer their children to other schools in the neighbourhood.

Heads also felt that parents were increasingly becoming lenient with their children to an extent that they felt some parents abdicated their roles of disciplining children. Some could not even surface in the school to discuss their children’s problems and especially now that corporal punishment had been outlawed in the country. The school administration was found in dilemma not knowing what to do with the in disciplined kind of students that they were to handle alone. Parents were opposed to some disciplinary measurers mated to their children.

4.6. Interview Schedule for Z.I.S

There was an interview schedule for the Zonal Inspector of schools for Kabras Division. The interview was majorly on the constraints the Secondary Schools Principals faces in their area of Jurisdiction.

First and foremost, the Z.I.S confirmed that the Headteachers were faced with political interference in their institutions. According to him, principals whose schools performed poorly in the K.C.S.E affiliated themselves to political leaders in the Division for their survival. This resulted into unnecessary transfers for teachers they
suspected could challenge them. This left teachers disillusioned hence affecting their commitment in the school. The political leadership felt that the “outsiders” were not performing to expectations. This affected their relationship with the community because the political leadership despised them openly at funeral gatherings and other forums.

Secondly, on financial constraints, the Z.I.S observed that most headteachers did not get the required levies from parents on time. The parents were not supportive. This made the running of schools very difficult especially when it came to buying learning materials and payment of salaries. He gave an example of one school where a councilor had incited the community to lock out the headteacher because he was sending away students frequently to go and look for school fees. In the same school, the workers were on strike because of nonpayment of wages. Also, there was evidence of headteachers inability to account for the money they had received from the parents. He noted that this caused conflicts with the community.

On appointment of principals and training, he observed that all headteachers were appointed first to headship and sometimes it was too difficult for some of them to attend to induction courses due to financial constraints that emanated from poor fee payments and sometimes students low population which could not sustain and support such activities. In fact, he alluded that the PDE’s office did not consult anybody below - including the D.E.O or A.E.O. Appointments were just done depending with the information that the principals gave the PDE’s office or if the community led a
delegation, then the P.D.E's office depended on such and appointed one to headship before consulting widely.

Staffing was another area of constraint to principals as most of the schools in the division not only lacked science teachers and especially Physics and Chemistry but interestingly, C.R.E, English and Economics were a serious problem in those schools. Most of the social sciences teachers were aging and most of them had retired or gone through natural attrition. Due to financial inability, they could not hire and pay teachers on B.O.G. That further worsened the situation of staffing in Kabras Division.

The Education office gave very minimal help to headteachers. However, when headteachers presented their problems, the education office responded by talking to parents, students and stakeholders. He felt that principals only visited his office when they had problems. Otherwise, according to him the education office had assisted so much by sensitizing parents, B.O.G and P.T.A on their roles. He felt that that had minimized conflicts within the management at school level. He had also observed that education office had done much in inspecting schools and giving advise on both curriculum delivery and school management.

However, he also noted that as an educational officer in the division, he had his own constraints. The division was too large and he only got information from schools through TAC-tutors who were equally few as his office was also understaffed and without a vehicle or a motorbike. The division had only one zonal inspector though it had five (5) zones. They worked under a lot of stress as they were to oversee the
thirty secondary schools in the division and 107 public primary schools and seven private primary schools. He experienced a lot of problems to reach some parts of the division due to that.

Finally, it was noted that headteachers distanced themselves from the education office and that worsened the situation. The feelings of the education office was to work hand in hand with headteachers in order to eradicate the problems that they were faced with at present.
5.0. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.1. Summary.

The major concern of the study was to determine the administrative constraints faced by secondary school headteachers in Kabras Division of Kakamega District.

The review of literature related to the problem of secondary school management and administration had been adequately covered in chapter two of this research project. The literature review was further subdivided into two sections.

They were as follows:

a. General review of relevant studies on headship roles, duties and responsibilities.

b. The review of specific literature concerning the research done in the area of the research problem under study.

In the General review of studies on headship, the roles, duties and responsibilities of a headteacher was outlined in detail citing various authorities.

The review of specific literature concerning the research done in the area of the research problem under study, was also looked at in detail.

In design and methodology of the study, (chapter III) the descriptive survey design was used. This was to determine the status quo and assist with the gathering of facts.
rather than the manipulation of variables. The population consisted of thirty secondary schools located within the area of study. There are 4 girls' schools, 3 boys' schools and 23 co-educational institutions.

In sampling procedure, the stratified sampling method was used to identify the schools in which study was conducted. The sample of the study comprised of 15 secondary schools, 3 girls schools 3 boys' schools and 10 co-educational institutions. In additional, 15 headteachers were involved in the exercise with one Z.I.S of Kabras Division.

Research instruments used included the headteacher questionnaire and interview scheduled for the Zonal Inspector of Schools. The headteacher questionnaire was further divided into sections a, b, c and d. While the Z.I.S interview schedule had 2 sections namely a and b.

To collect data, the researcher administered the questionnaires for headteachers personally. The headteachers remained with the questionnaire for 2 weeks before they were collected. There was also an interview with the Z.I.S to collect relevant information about the study.

The completed instruments were assembled and analyzed. Quantitative data was analyzed using descriptive statistics and results on averages, variability, percentages and relationships presented through tables.
5.2. **Conclusions.**

Based on the findings of the study, the following conclusions were made:

a. That administration of secondary schools had become technical and headteachers therefore require proper training in educational administration if they have to administer their schools successfully. The findings revealed that headteachers lacked managerial skills and that is why the experience a lot of problems while on duty.

b. From the analysis of the report, it became quite clear that the type of problem which was causing the greatest difficulty lay in the field of instructional materials and in-service courses for teachers so that they could be able to handle the changing curriculum effectively. Financial constraints were seen as core to other related problems. The headteachers were not sure of how and where to get the necessary funds to run their schools. This was particularly because the parents who were supposed to finance school projects had failed to meet the high financial demands. It was only with the availability of funds that supply of instructional materials, training and employment of adequate staff could be possible.

c. Another administrative constraint encountered by almost all head was that of establishing and maintaining good school - community relations where most of the schools seemed to have no connections at all with the immediate surrounding community.

d. That in quite a number of schools the problem of drug abuse and alcoholism, students' truancy and student pregnancy was quite prominent and impacted
negatively on the administration and running of the schools. This affected performance and was the main cause of student dropout in the division.

e. That the Z.I.S was also faced with problems that made it difficult for him to assist the headteachers adequately. That as headteachers complained of inadequate staffing, and supervision problems, so did he as he had only one inspector to work with and oversee the vast division without any means of transport.

5.3. **Recommendations.**

Based on the conclusions drawn, the study recommends that:-

That in order to improve performance in schools, there was need for sufficient funds to be availed to purchase instructional materials and hire more teachers.

- That the Ministry of Education becomes very serious with the appointment of principals.
- There should be set criteria and pre-service training in management should be a prerequisite.
- That guidance and counseling be mandatory in schools and qualified personnel be put in place to curb the menace of students pregnancy, truancy and drug abuse and alcoholism.
- That politicians and sponsors should have specific roles in learning institutions.
- That headteachers should be taught how to keep accurate and up to date school records.
• That minimum academic qualifications of a secondary school principal should be a university degree with postgraduate training in school management.

• That the Ministry of Education should equip and staff well its field personnel so that they can also be effective in curriculum supervision and implementation.

• Parents should be sensitized on their roles in school management. This could be done through T.A.C training programmes.

5.4. Suggestion for further research

With the above recommendations, the researcher feels that there were still some aspects of secondary schools management that require further research.

Some of these areas include:-

a. A study to ascertain whether secondary school principals in other divisions encounter similar constraints.

b. A study to establish whether school – community relationships affect learning and learner behaviour.
Bibliography


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Raju, B. M. (1973) Education in Kenya. Problems and perspectives I educational planning and administration, Heinemann books, Nairobi


TO WHOM IT MAY CONCERN:

RE: LUTOMIA GEORGE AKOLO : E54/0019/2002

This is to certify that the above named is a student undertaking a Master of Education course at Kenyatta University in the Institute for Continuing Education. He would like to carry out a research on "Administrative Constraints Encountered by Secondary School Principals in Kahara Division of Kakamega District.

Any assistance given to him will be appreciated.

KENYATTA UNIVERSITY

DEPUTY DIRECTOR, INSTITUTE FOR CONTINUING EDUCATION
Researcher’s letter to the Headteachers.

INSTITUTE FOR CONTINUING EDUCATION

P.O. BOX 43844
NAIROBI

10TH - 19TH 2003

Dear Sir/madam,

I am a student at Kenyatta University taking Master of Education degree in Administration.

I write to request you to allow me carry research in your school. My topic is on administrative Constraints encountered by Principals in Kabras Division of Kakamega District.

All that will be written in the questionnaire will be treated with the confidentiality it deserves.

Feel free and fill in the questionnaire.

Thank you

Yours faithfully,

GEORGE A. LUTOMIA

E54/0019/2002
APPENDIX C

Questionnaire For The Headteacher

Please fill in all the sections of these questionnaires. Do not write your name anywhere. Your answers will be treated in strict confidence.

SECTION A

Kindly put a tick (√) in the appropriate bracket or fill in the necessary information as may the question requires.

1) Your age 30-35 ( ) 36-40 ( ) 41-45 ( ) 46-50 ( ) 51-55 ( ) 56 and above ( ).

2) Your sex Female ( ) Male ( )

3) Your academic qualifications
   B.ED/BA with education ( ) DIP/SI ( ) ATS ( )
   Any other (please specify)
   ........................................................................................................................................
   ........................................................................................................................................
   ............

4) (a) Have you had professional training in educational administration from (KESI) Yes ( ) No ( ) Year? (.................)
(b) Did training prepare you adequately for your present position as a Principal? Yes ( ) No ( )
5) Have you taken any in service courses in educational administration a part from (KESI)? Yes ( ) No ( )

6) Do you think the courses prepared you for principal’s administrative tasks? Adequately ( ) Partially ( )

7) For how long have you been principal 0-2 years ( ) 3-5 ( ) 6-10 ( ) 11-15 ( ) 15-20 ( ) 21 and over ( )

8) Which classes do you teach

9) Which subjects did you train in

10) Which one(s) do you teach at present

11) You deputy for how long

12) How many other schools have you headed

SECTION B

13) When was the school started

14) Who are the sponsors

15) The school has how many streams in each class

16) What is the total number of students

Boys

Girls

Total

17) How many teachers do you have in your school

18) Their qualifications
## Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>BED</td>
<td></td>
</tr>
<tr>
<td>BA (with PGDE)</td>
<td></td>
</tr>
<tr>
<td>BSC (with PGDE)</td>
<td></td>
</tr>
<tr>
<td>ATS</td>
<td></td>
</tr>
<tr>
<td>S.1 (DIP)</td>
<td></td>
</tr>
<tr>
<td>PI</td>
<td></td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
</tr>
</tbody>
</table>

19) List their level of academic qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>No. Of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University education</td>
<td></td>
</tr>
<tr>
<td>K.A.C.E. or equivalent</td>
<td></td>
</tr>
<tr>
<td>K.C.S.E. or equivalent</td>
<td></td>
</tr>
<tr>
<td>Specify if there is any other</td>
<td></td>
</tr>
</tbody>
</table>

20) (a) Has the school employed support staff?

YES ..................  NO ..................

(c) If yes, specify their work and their number in each category.

<table>
<thead>
<tr>
<th>Duty</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21) What is the acreage of school land?

22) Can it be considered sufficient?
SECTION C

Administrative constraints faced by secondary schools head teachers can be grouped into three areas

(i) Self or human problems

(ii) Internal organizational problems

(iii) External problems

23) Under each category are listed some of the specific problems pertaining to each area. Read all the listed problems and rank them in order of seriousness starting from the one you consider to be the most serious one to the least serious

(i) Personal or human problems

a) Lack of sufficient skills and techniques necessary to conduct an effective supervision and evaluation of instruction

b) Lack of adequate pre-service training in educational administration

c) Having older and more experienced teachers under mention

d) Having better qualified teachers both academically and professionally under me

e) Reporting pupils progress to parents

f) Coping with people in general

g) Lack of time to deal with day-to-day affairs of the school

h) Keeping all types of school records in order and up-to-date

i) Accounting and auditing for everything in the school service

j) Managing and maintaining physical facilities

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(ii) Internal organizational problems (put appropriate mark √ X if you do experience such problems in your School)

a) Lack of sufficient instructional materials
b) Lack of better qualified teachers
c) Lack of in service courses for teachers in order to cope with new and additional curriculum changes
d) Lack of harmonious collaboration among staff
e) Ensuring teachers are committed and dedicated to their work
f) Students truancy
g) Pregnancy in school
h) Drug abuse and alcoholism
i) Lack of support from deputy principle
j) Staff participation in administration
k) Please list some of the ways and means you use to cope with this problems

(i) ________________________________
(ii) ________________________________
(iii) ________________________________

(iii) EXTERNAL PROBLEMS – (Put appropriate mark √ x to show if you get problems with them or not)

(a) Lack of cooperation from parents
(b) Creating a healthy parents–teachers relationship
(c) Dealing with religious and political leadership differences within the community, which affect the running of the school.

(d) Do you get problem of not wholly being accepted by the community? Yes ( ) No. ( )

(e) Do you lack parental assistance in disciplining students? Yes ( ) No. ( )

(f) Is the education office supportive? Yes ( ) No. ( )

(g) As a principal, do you face financial constraints? Yes ( ) No. ( )

(h) What are some of the common financial problems

(i) 

(ii) 

(iii) 

SECTION D

It has been observed headteachers face a lot of constraints. Please feel free to make suggestions or recommendations on any aspect of secondary school headship you feel is of concern or importance to educational system of our country.

Also, put down any other problems you encounter in the course of your headship duties, which have not been covered in this questionnaire.

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

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

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

-------------------------------------------------------------------------------
APPENDIX D.

INTERVIEW SCHEDULE FOR Z.I.S.

The interview schedule for the ZIS comprised of the following.

1. The problem area for the principals within the schools.
2. The Problem Area of Principals emanating from outside the school.
3. The role of headteacher training and administration.
4. Performance and staffing in Kabras Division.
5. The role of the Ministry of Education in School Administration.
6. Staffing at the AEO’s office in relation to headteacher constraints.
7. The AEO’s constraint area
APPENDIX E.

TIME PLAN

The research project was carried out between 2003 and 2004.

April 2003  identification of the problem
May 2003    literature review
June 2003   writing the project
July 2003   piloting the instruments
August 2003 presenting the project
September 2003 Giving out the research questionnaire to the respondents.
October 2003 administering interview schedule
November 2003 collecting completed questionnaires from respondents.
December 2003 interpretation of information
March 2004   analyzing data
April 2004   Presentation of project report.
# APPENDIX F.

## ESTIMATED BUDGET

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost in Kshs</th>
<th>Cts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Stationary</td>
<td>5,000</td>
<td>00</td>
</tr>
<tr>
<td>2. Typing and Secretarial Services</td>
<td>15,000</td>
<td>00</td>
</tr>
<tr>
<td>3. Photocopy</td>
<td>11,000</td>
<td>00</td>
</tr>
<tr>
<td>4. Binding</td>
<td>7,000</td>
<td>00</td>
</tr>
<tr>
<td>5. Traveling and Subsistence</td>
<td>18,000</td>
<td>00</td>
</tr>
<tr>
<td>a. Fuel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Miscellaneous (phone bills, kerosene etc)</td>
<td>5,000</td>
<td>00</td>
</tr>
<tr>
<td><strong>TOTAL.</strong></td>
<td><strong>61,000</strong></td>
<td><strong>00</strong></td>
</tr>
</tbody>
</table>