ADMINISTRATIVE CHALLENGES FACED BY SECONDARY SCHOOL HEADTEACHERS IN STAREHE DIVISION, NAIROBI

BY

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES, KENYATTA UNIVERSITY IN PARTIAL FULFILMENT FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION.

KENYATTA UNIVERSITY

DECLARATION

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

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This research project has been submitted with approval of my University Supervisor.

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DEDICATION

To all in the quest of sound management of Secondary Schools in Kenya.

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God bless you all.

ABSTRACT

The secondary school head teacher has the responsibility of ensuring that the school performs well. The successful accomplishment of this task requires that the head teacher excels in various administrative tasks which include management of staff, pupil personnel, and finance and school community relations. This study sought to examine the challenges experienced by head teachers as they perform their duties and to investigate the extent to which these challenges hinder their performance.

The literature review covered school administration, role of head teacher and their management tasks. The relationship between performance and headship was also underscored .All the nine public secondary schools in Starehe division participated in the study. Random sampling was used to pick one school for piloting and the remaining used in the actual study. Questionnaires and Interview schedule were the key instruments of data collection. From the analysis of data, it was noted that management of curriculum and instruction is the biggest challenge faced especially in the wake of free primary and secondary education programmes, which have seen a marked increase in student population. Student personnel as a task area also posed a major challenge given the increased cases of truancy because of overcrowded classrooms. It was concluded that the challenges faced could only be eased by increased funding, recruitment of personnel and expansion of facilities to accommodate the rising student population and demand for successful running of core and extra curricula programmes.

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ABBREVIATIONS

B.O.G -   Board of Governors

P.T.A -   Parents Teachers Association

T.S.C -   Teachers Service Commission

K.E.S.I -   Kenya Education Staff Institute

H.O.D -   Head of Department

QASO-   Quality and Standards Assurance Officer

KCSE-   Kenya Certificate of Secondary Education

CHAPTER ONE

1.0   INTRODUCTION

1.1   BACKGROUND TO THE STUDY

Schools are very important institutions and are established for the sake of providing conditions and services which enable children to learn. For any school to accomplish this objective, proper administration must be established. No matter how well a school is equipped, how well qualified the teaching personnel are, how impressive the school compound looks and no matter how much money we are prepared to spend in our schools, without proper management, our national educational aims and objectives might never be fully realized.

The management of education is different in several respects from the administration of industry or commerce. The motive of education administration is to produce the best possible results. It is very difficult to assess the results of education especially in a dynamic society. The head teacher is said to be the nerve centre around whom all the teaching/learning process revolves. Although school administration involves many people holding different offices, the headteacher calls them all to tune.

Like in business, the headteacher is the managing director of an educational institution and his major role is to control the school. Mbiti (1974) mentions the headteacher's responsibilities as: the employer, the profession of teaching, the community, the school staff, the parents and the school finance.

He adds that other duties include formulating school policies, professional development of the staff, maintenance of academic standards in the school, supervising school finances, providing resources for teaching and learning and community relations. Many people agree that the headteachers' many duties may prove quite difficult at times. Mbaabu (1983) noted that the headteacher is held responsible for many roles in the school that his task nowadays is quite complex.

In recent years, the role of the headteacher has become increasingly complex and the society's expectation increased to make them appear harassed, strained and uncertain of themselves and their jobs. In recognition of the hard task they have, Mann (1976) says that schools are not sanctions of harmony or objects of unanimous public. They are sites of increasing conflicts, targets of growing distrust and objects of decreasing support.

The headteacher today has to deal with unruly students, irate parents, demoralized staff members and a myriad of other problems. Clearly, all the problems of a school revolve around the headteacher, who is the focus and pivot of a school.

1.2   STATEMENT OF THE PROBLEM

Appointment of Headteachers by TSC relies very much on experience which in most cases is limited to the classroom and /or a specific environment.

When one is posted to a station as a headteacher, he/she is met with a complex setting characterized by strained school community relations, political interference, drug abuse, truancy among others. The implications of all these are increased cases of indiscipline,

ineffective running of schools and poor performance in KCSE . It is against this background that this study is concerned about the administrative constraints headteachers face, why they face them and possible remedies with a view to improving our schools.

1.3 PURPOSE OF THE STUDY

The primary purpose of this study is to examine administrative constraints faced by secondary school headteachers in Starehe Division, Nairobi.

The objectives are:

    i)   To examine the administrative challenges faced by headteachers.

    ii)   To investigate the extent to which these challenges hinder the performance of headteachers.

    iii)   To suggest possible remedies to the challenges faced.

1.4 RESEARCH QUESTIONS

This study seeks to answer the following research questions:

- What administrative challenges do headteachers face?

- To what extent do these challenges affect their work?

- What can be done to alleviate these challenges?

1.5 ASSUMPTIONS OF THE STUDY

The research was based on the following assumptions.

    i)   Administrative problems can stand in the way of academic performance.

ii)   That headteachers must be very competent and have a good relationship with the parents, students, teachers and community in order to perform well.

1.6   SIGNIFICANCE OF THE STUDY

The headteacher in a secondary school has many responsibilities which he or she is expected to perform well even without any formal training. This study seeks to unearth the challenges they face with a view to improving the administration of schools.

The study avails data to the stakeholders especially the Ministry of Education to consider during formulation of guidelines meant to improve administration of secondary schools in Kenya.

The findings of the study provides data to be used for resource allocations and policy changes with regard to secondary education by the ministry and other interested organizations.

Lastly, the study enriches the corpus of literature on administration of secondary schools which is of great use to researchers, educational planners, instructors during pre-service training and the entire education sector.

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1.7   SCOPE AND LIMITATIONS OF THE STUDY

The study limited itself to only one division in Nairobi due to time and financial constraints, though, for results that are more conclusive all the divisions should have been studied. The researcher was not in a position to control the attitudes of the respondents

who may have given responses to avoid offending the researcher. This could have resulted in responses low in validity and reliability thus affecting the findings.

The study was delimited to Urban Public Secondary Schools in Starehe Division. However, the findings may only be applicable to other parts of the country with similar conditions

1.8   THEORETICAL FRAMEWORK

Mommson J(1992) **Bureaucratic Theory by Max Weber (1864-1920)**

In this theory, the organization's officers follow the principle of hierarchy, that is, upwards downwards supervision. The purpose of this hierarchical structuring is to achieve control and coordination of all members' efforts. This inevitably involves the head teacher who calls to tune the whole school. Effectiveness and success is only realized when there is quality supervision, which is a pre-requisite to management. It has been aptly observed that a well-planned programme of education can be said to be successful only if the primary objective of administration, which is coordinating the efforts of all the members of the organization towards achieving a certain goal is attained. Effective and efficient coordination and supervision should exist at all levels.

1.10   CONCEPTUAL FRAMEWORK

According to Kochhar(1988),school performance is related to sound leadership. Good leadership leads to timely and adequate supply of tuition equipment and other factors which in turn improve the performance of the school.

The conceptual framework for the study is based on the concept that the application of instructional supervision and principles and adequate coordination and supervision of management tasks, lead to improved performance of both teachers and students in secondary schools. Head teachers need to carry out tasks like staff development, student

personnel, curriculum and instruction, evaluation, business management and school community relations. As good administrators, they must apply principles of supervision which include leadership cooperation, considerateness, creativity and integration. The application of the above functions and principles leads to good school climate, motivated teachers, disciplined students among others. Finally all the above is seen

 in good performance in the national examination and quality of graduates judged by how well they fit into society after school.

The figure below explores concepts of an effective headteacher

DEPENDENT VARIABLE   INDEPENDENT VARIABLES

| EFFECTIVE

SECONDARY

SCHOOL

HEAD

TEACHER | **Curriculum and Instruction**
• Articulating the school curriculum.
• Delegating curriculum implementation.
• Coordinating curriculum implementation.
• Monitoring and evaluation.

Pupil Personnel
• Making pupil inventory.
• Maintaining discipline standards.
• Taking care of pupils interests and rights.
• Giving career guidance.

Staff Personnel
• Leading and motivating staff.
• Delegating responsibilities.
• Conflict management.
• Staff development.

Finance and Business Management
• The educational plan.
• The expenditure plan.
• The income plan.

Physical facilities and material resources
• Planning, acquisition, allocation, distribution and controlling use and maintenance of materials.
• Maintenance of physical facilities.

School community relationships
• Disseminate information about the school to community.
• Involve parents in the work of the school. |

Fig. 1.1:   The Conceptual Framework showing the concepts of an effective headteacher.

. **1.11 DEFINITION OF TERMS**

Headteacher – The chief executive of any secondary school. Used interchangeably with principal.

Training – Instructions in job or skill related areas given to headteachers before and after appointment to enable them manage schools effectively.

Pre-service Training – Training given to a worker before the job.

In-service Training – Short training given to those already in a profession with an aim of refreshing or updating participants on a subject.

CHAPTER TWO

2.0   LITERATURE REVIEW

2.1   INTRODUCTION

In this chapter, a review of related literature has been done. The first section deals with studies on school administration, roles, duties and responsibilities of headteachers. The second part deals with literature on research done in the area of administrative problems faced by secondary school headteachers.

2.2   ADMINISTRATION

Olembo (1975) defines administration as the process of directing and controlling the activities and behaviour of human beings in any social organization.

It is generally accepted today that administration is basically the same in all organizations whether educational, industrial, governmental, military or ecclesiastical. According to Walton (1959), schools are institutions built for the sake of providing conditions and services which will enable children to learn. They therefore need headteachers with strong administrative qualities to achieve and accomplish the educational goals and objectives.

Campbell (1968) points out that there are characteristics relating to the nature of the educational enterprise which make it, to some extent a special case.

These include:

     i)   Distinct objectives as a particular kind of service organization.

    ii)   An especially close relationship with a primary clientele (the pupils) and

potentially, with a secondary clientele (the parents).

iii)   A lack of competition for clientele in the public sector though some

exceptions can be cited.

iv)   A staff of professionals who are given a high degree of discretion in their

work.

To understand the importance of school administration, we would have to view it as a

formal organization. Just as an organization is judged by its workers, a school is judged

by the way the headteacher relates himself to the pupils, his staff and to the community as

a whole. Mbiti (1974).

The success of the school lies in the hands of the administrator whose major task is to

facilitate development of the organization.

2.3   THE ROLE OF THE HEADTEACHER

Headteachers occupy very strategic and important position in the school system. The

headteacher derives his importance from the role he plays as a leader. Mbiti (1974) says

that the headteacher is the chief executive of the school. It is necessary for the student

teacher to familiarize himself with some ideas related to work of a headteacher, so that he

can be reasonably well equipped with basic knowledge needed for the job. When a

teacher is picked to be a headteacher he finds himself in a different world altogether, with

new responsibilities, commitments, new problems and in most cases less free time.

The major role of the headteacher is in the implementation of curriculum and instruction. Headteachers are evaluated by the community on the basis of how well their schools perform in curriculum and instruction.

According to Nwagu (1978) some of the instructional roles of the headteacher are:

- Organizing the school timetable.

- Seeing to the daily operations of the school.

- Ensuring that there is adequate teaching, learning materials and equipment.

- Designing and implementing appraisal programmes and reporting pupils' progress in the school.

- Supervising instructional activities of teachers.

- Helping teachers to grow professionally by encouraging them to attend in service sessions.

After the objectives of an instructional program are formulated, facilitating the development of the program is the task of the headteacher.

School performance is related to school headship. Good school leadership also leads to timely and adequate supply of tuition equipment. These factors in turn improve the performance of the school. Kochhar (1988:125) asserts:

> "the school is as great as the principal because everything in the school, the plant, the staff, the curriculum, methods and techniques of teaching, human relationships bear the impress of his personality. Schools do not become great because of buildings but because of magnificent principals."

From the above quotation, the headteacher occupies a very significant position of management and leadership that controls many other characteristics of an effective school.

2.4 MANAGEMENT TASKS OF THE SECONDARY SCHOOL HEADTEACHERS

Kochhar (Ibid) identifies the principle duties of the headteacher as:

i) Supervision of instruction, curriculum development and improvement, co-curricular programme, registration work.

ii) First-rate teacher.

iii) Manager of school plant, equipment and supplies, school business and school office. In addition to these, the headteacher prepares the school calendar, purchases necessary equipment and distributes teaching work.

Okumbe (2001) defines the head teacher's operational areas as:

i) Curriculum and instruction.

ii) Student personnel.

iii) Staff personnel.

iv) School plant.

v) Business management.

vi) Staff development.

vii) School community relations.

ix) Evaluation.

Ozigi (1977) and Campbell (1968) include the same task areas of a headteacher.

Olembo (1975) divides the functions of headteacher into three broad categories i.e.

    a)   Instructional

    b)   Administrative

    c)   Social functions

Despite the different use of terms, there is consensus among various writers on the task areas. For the purpose of this study, the six main task areas of a headteacher are limited to those identified by Campbell (1968). Following is an overview of the six task areas.

2.4.1   Curriculum and Instruction

Olivia (1992) defines curriculum as the total sum of experience that students get under direction of the school. This broader view of curriculum has been accepted by many educational authorities.

Bell and Rhodes (1996:6) point out that the headteacher's overall responsibility is to ensure that the curriculum is managed effectively through appropriate delegation to colleagues.

In the overall management of the curriculum, the headteacher is responsible for:

  i)   Articulating the school curriculum implementation.

 ii)   Delegating curriculum implementation.

iii)   Coordinating curriculum implementation.

 iv)   Monitoring and evaluating the curriculum implementation.

The headteacher makes sure teachers through the H.O.D have prepared schemes of work and lesson plans that are congruent with the aims and objectives of the curriculum. The

headteacher must provide instructional leadership to the staff with the basic aim of improving the teaching – learning process.

2.4.2   Pupil Personnel

Griffin (1994) says:

> A head who puts all his attention into trying to improve the teaching/learning of academic subjects is likely to be disappointed by the ultimate examination results. Whereas a head who concentrates on creating a happy and harmonious school – a school which develops qualities of integrity and habits of service in its pupils will find that academic success is added unto him.

Both Griffin (1994) and Mbiti (1974) emphasize the importance of making the pupil the centre of focus in order for school programmes to be managed successfully.

Kochhar (1993:168) underscores the place of the student in the school system stating that:

> The pupils are the legitimate occupants of the school – it is for them that all the educational effort is organized. It is they who occupy the focus of the lime light – the pivot, the centre of the educational administration. It is for their wholesome development that curricula are designed and planned, plant is set, qualified teachers and principals are appointed, auxiliary services are arranged.

According to Campbell (1968), the pupil personnel task entails the following duties.

i)   Making pupil inventory.

ii)   Taking care of pupils' interests and rights.

iii) Pupil accounting.

iv) Ensuring that instruction takes place.

v) Giving health, guidance and counseling services.

vi) Maintaining discipline standards.

vii) Giving career guidance.

viii) Identification of pupils' individual problems and helping to sort them out.

The headteacher should ensure that there is a complete and up-to-date students inventory and other students needs.

2.4.3   Staff Personnel

The headteacher has the responsibility of ensuring that there are adequate human resources to implement the school curriculum. According to Dean (1995), the responsibilities of the headteacher in human resource management involves:

- Leading and motivating staff.

- Delegating responsibilities effectively.

- Conflict management.

- Staff development.

The headteacher is expected to assign duties to the staff, orient new ones and motivate them to perform to the best of their abilities, maintain staff discipline and contribute to staff professional development.

According to Mbiti (1974) the head must be courteous towards other people, avoid favoritism and create a sense of respect and trust in every teacher.

The duties of a headteacher as outlined in Module 3 on Personnel Management by Ministry of Education (1997) include:

- Staff selection

- Staff development

- Staff appraisal

- Staff motivation

- Staff records

- Managing meetings

From the responsibilities listed above, the headteacher needs to be equipped with skills necessary for human resource management. It is the responsibility of the headteacher to ensure that newly employed teachers are inducted into the profession. Many a times, many new teachers have been left to struggle in professional isolation, often with classes and in rooms that other teachers do not want. (Tickle,1994).

2.4.4. Finance and Business Management

The purpose of school financial management is to facilitate proper use of school funds that have been allocated to various school programmes.

The success of the school head depends on the way the financial inputs are managed and this in turn, affects the overall performance of each school. (Ministry of Education 1993). The task of managing the school funds entails drawing out a budget showing three basic plans namely:

a)   The Educational Plan

b)   The Expenditure Plan

c)   The Income Plan

The head teacher must control expenditure through proper maintenance of accounts books and auditing.

According to Lodiaga (1996) there is need for proper management of school finance. Management of school funds involves planning and budgeting, organizing how to secure finance, staffing schools with qualified finance personnel, delegating finance matters while remaining accountable, coordinating and evaluating financial matters in terms of cost effectiveness and cost benefit indicators. He laments the ability of many heads to play their role in financial management effectively due to lack of financial management skills.

Wachira (1996) observed that headteachers found financial management to be the most difficult task area in school administration. This was due to lack of adequate financial management skills.

2.4.5   Physical facilities and material resources

Mbamba (1992) defines educational resources as anything in the school or its environment that may be organized for use in the process of teaching and learning. The headteacher should concern himself with diligent sighting of school facilities, maintenance and repair of school facilities, cleanliness and enhancing both health and safety concerns. (Okumbe, Ibid).

Material resources include textbooks and stationery and the management entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials.

The school's physical facilities or school plant include: the administrative offices, classrooms, libraries, laboratories and even the school grounds. All these facilities are important resources that the school uses to advance the learning opportunities offered to the pupils. (Bell and Rhodes, 1995).

2.4.6   School community relationships

The headteacher should involve the community in school activities and the school in the community activities. He/she has a duty to disseminate information about the school to the community which includes parents, politicians, neighbouring schools or churches etc. The school should participate in community activities like cleaning and tree planting among others.

Another major responsibility of the headteacher as stated by Dean (Ibid) is to involve the parents in the work of the school especially in relation to their children's academic work. They should be made to feel that they are needed and useful partners in their children's education. This concept of partnership constitutes a shared sense of purpose, mutual respect and a willingness to negotiate between teachers and parents on any matters regarding academic performance of students. Pugh (1989).

The headteacher can improve the relationship between the school and the community by allowing the community to use the school plant and facilities for recreation, meetings and cultural events like weddings. This encourages the community to support the school

during fund raisings and other school programmes like fighting drug abuse amongst other issues.

2.5   Training of secondary school Headteachers

Many teachers have been given headship without any formal training. Many others will be given headship without any formal training (Mbiti,Ibid).

The Kenyan government gave thought to training of educational managers in 1978 and a study committee was established to report on feasibility of establishing Kenya Education Staff Institute (K.E.S.I). The committee noted that educational administrators were originally trained for teaching and not administration. It also reported a serious deficiency of administrative training among educational administrators and recommended the establishment of KESI which was done in 1988 through legal notice No. 565. It offers in service training to practicing headteachers. The training is offered through workshops and seminars in various regions of the country.

Mbamba (1992:2) asserted the following regarding the need for training educational administrators in Africa.

> Viewed as a profession or discipline, educational management is relatively young on the African continent. Professional educators have for a long time managed their educational systems but they have very much depended by and large on their educational background and on-the-job experience out of which they were expected to acquire knowledge, skills and attitude needed to manage the educational systems effectively and efficiently. Available evidence shows that it is lack of formal or other training in managerial skills which has been largely

responsible for the great deal of inefficiency and ineffectiveness observed in performance of many educational systems in Africa.

The school environment has changed and headteachers have to cope. Maranga (1993) states that in the past, experience was considered more important than training. This was considered true in case of effective classroom teacher who was considered fit to transform automatically into management duties without any training.

The secondary school headteacher in Kenya is appointed to the position from among classroom teachers. There is no pre-service training save for one unit in administration in undergraduate studies. (B.ed). This course is basically introductory to educational administration and too theoretical to equip teachers well.

However efforts have been made by the Ministry of Education through K.I.E and K.E.S.I to train headteacher in service. There has also been a great influx of teachers enrolling privately for educational administration courses at various levels.

Despite all these initiatives, the headteachers still face major hurdles as chief executive of their schools. Mbirithi (1999) looks at the problems faced by headteachers of primary schools in Gateri Division of Kiambu District. The researcher using the random sampling method picked twelve headteacheras all of P1 qualification. By use of questionnaires and interviews, it was established that management of curriculum and instruction posed the biggest challenge followed by finance and resource management. Only four of the twelve headteachers had gone through an in service training.

Wachira (1996) in his study entitled "Preparation of Secondary School Headteachers and implications on their Administrative performance notes generally that the headteachers are ill prepared to handle their tasks owing to the teaching programmes they go through which do not prepare them for administrative tasks . Questionnaires and interview schedules were used to get information from fifteen respondents randomly sampled all taking Educational Administration as a course in Kenyatta University. The researcher concludes that their preparation is inadequate and recommends a more practical and diverse approach to preparation of headteachers.

It is on this note that this study seeks to delve into challenges faced by headteachers particularly in Starehe division given the calibre of schools and the qualifications of the individuals. Is the situation the same as in primary schools and before attainment of higher qualifications? Have the qualifications and efforts of MoE through K.I.E and K.E.S.I made a difference? This study aims at assessing the challenges with an aim of making plausible recommendations which would help policy makers and stakeholders know exactly what is happening and how to solve the issues at secondary school level.

Most studies done in this field, address the role performance of headteachers. Nyaberi (2002) and Owoko (2007) both looked at the role performance of headteachers of Primary and secondary schools respectively.

Their roles are clearly defined but their challenges are hardly known, thus, the gap this study intends to fill.

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter describes the procedures and strategies used in the study. It focuses on research design, site description, target population, sample and sampling procedure, development of research instruments, their administration and data analysis.

3.2   RESEARCH DESIGN

The study was based on an exploratory approach using descriptive survey design. This design was chosen for its ability to allow researchers to gather information, summarize, present and interpret for purpose of clarification. According to Orodho (2005: 35), this method also allows for extensive data collection within a short time.

3.3   SITE DESCRIPTION

The study site, Starehe Division, is one of the six divisions in Nairobi. It falls under Nairobi North District and has nine public secondary schools which are divided into two zones. Upper zone which comprises Eastleigh High School, Muslim Girls Secondary, Ngara Girls, Pumwani Secondary, Pangani Girls and Starehe Boys Centre. The lower zone comprises Jamhuri High School, Parklands Arya Girls and Parklands Boys. The area was chosen for its accessibility to the researcher and convenience in terms of time and cost.

3.4   TARGET POPULATION

Borg (1996) defines target population as all members of a real or hypothetical set of subjects or people to whom a research wishes to generalize the results of the study. In this study, the target population was headteachers of public secondary schools in Starehe Division.

3.5   SAMPLE AND SAMPLING PROCEDURE

A sample of eight headteachers was drawn from the nine heads of the nine public secondary schools in the division. Ary & Jacobs (1972) says that a sample size of between 10 and 20 percent of the population is adequate for a survey study, but the bigger the sample the better. This sample of eight headteachers was used in the study. The remaining one school was used for piloting.

In selecting the sample, simple random technique was used. Names of the nine schools were written on pieces of paper, mixed thoroughly in a container and picked by the researcher. The mixing was done after every pick until the eight schools were picked.

This method was used because it checks against bias as each member has equal chance of being selected and the results can be generalized to a population. Kerlinger (1964).

3.6   RESEARCH INSTRUMENTS

The key instruments for data collection were questionnaires, interview guide and school spot check observation form.

3.6.1   The Headteacher Questionnaire

Orodho (2005) says that questionnaires have the ability to collect a large amount of information in reasonably quick span of time. They are also standardized and guarantee anonymity of the respondents. The headteacher questionnaire had both open and close ended questions. It was divided into two sections: Section A which sought information regarding the school and the headteacher's background and Section B which sought information regarding the challenges the headteachers face and their views on how to solve the problems. (See Appendix A).

3.6.2   Headteacher Interview Guide

An interview allows for free expression of opinion by the interviewee and provides in-depth information. (Orodho 2005). The study used a structured interview to probe for more information. (See Appendix B).

3.6.3   The School Spot Check Observation Form

The school spot check observation form was used to collect data regarding the physical characteristics of interest to the study. (See Appendix C)

3.7 VALIDITY AND RELIABILITY OF INSTRUMENTS

3.7.1   Validity

Validity is the degree to which a test measures what it purports to be measuring. The main concern here is whether the test is valid for the purpose for which it is to be put. According to Orodho (2005:187), validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. The concern of validity is whether you are measuring what you think you are measuring.

In this study, content validity, which is concerned with whether or not a measuring instrument is representative of the full content of the thing being measured, was employed to ensure that the items on the questionnaires were relevant and representative of the variables. This was done by keenly studying the questionnaires alongside the variables to ensure that all task areas are covered. Every task area was reflected on a question to ensure coverage of all management tasks.

3.7.2 Reliability

Reliability of an instrument is the consistency in producing a reliable result. It focuses on the degree to which empirical indicators are consistent across two or more attempts and measure the theoretical concept. (Orodho 2005)

To test the reliability of the instruments, the researcher used the test- retest method. This technique involved administering the same instrument twice to the same group of headteachers of secondary schools in starehe Division..It aimed at estimating the degree to which the same results could be obtained in order to determine the reliability of the instrument.

To do this, the developed instruments were given to identical respondents who were not included in the study sample.

The completed questionnaires were then analyzed manually and given back to the same respondents and a comparison of responses made. Using the Spearman rank order correlation, the correlation coefficient was computed in order to establish the extent to which the questionnaires were consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient (r) of 0.75 was considered high enough to judge reliability of the instrument.

3.8   DATA COLLECTION

Before embarking on data collection, the researcher piloted the instruments in the school which was not included in the sample. The purpose of piloting was to find out whether the respondents found the instruments clear, precise and comprehensive. From the analysis of the pilot study responses, the instruments were revised accordingly, in readiness for data collection.

The researcher made prior arrangements with the headteachers on the date and time to visit them. The researcher then personally visited the sampled schools, established a rapport with the respondents (headteachers) and explained the purpose of the research after which the questionnaires were given and a date of collection set. After two weeks, the researcher visited the respondents to pick the questionnaires and as earlier agreed administered the interview. School spot check observation form was filled in the first visit.

3.9   DATA ANALYSIS

Kerlinger (1964) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to research questions. This study employed descriptive statistics and some inferential statistics to analyze the data obtained. According to Gay (1992) descriptive survey is commonly represented by use of frequencies, polygons, graphs, pie charts, mean calculations or percentages and tabulating them appropriately. Inferential statistics on the other hand involves making predictions about an entire

population based on results from the data in a sample drawn from that population.

Orodho (2005)

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This study was designed to investigate the administrative problems that high school head teachers encounter in their work. The study set out to collect data through the use of questionnaires, interview guide and school spot check observation form. The instruments were administered on a sample of 8 schools. The data from the respondents was coded and the presentation done in tabular and graphic forms.

4.2 Demographic data

This study sought to establish details concerning the respondents with regard to their gender, academic qualification, professional qualification, and years of experience. The findings are presented below:

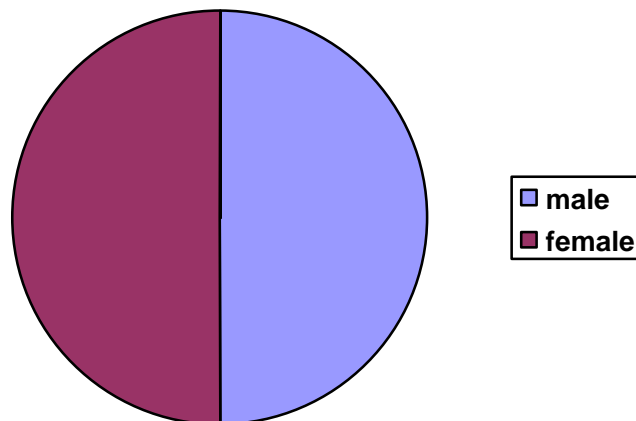**Chart 4.2.1 Gender levels of head teachers**

Chart 4.2.1 shows the number of male head teachers in relation to the number of female head teachers. The sample had an equal number of boys' schools to girls' schools hence the ratio of male head teachers to female ones was 50:50. This is the case because, normally, male teachers head the boys' schools while the girls' schools are headed by female teachers.

Furthermore, the questionnaire sought to establish the academic qualifications of the respondents. These are presented in figure 4.2.2 below.

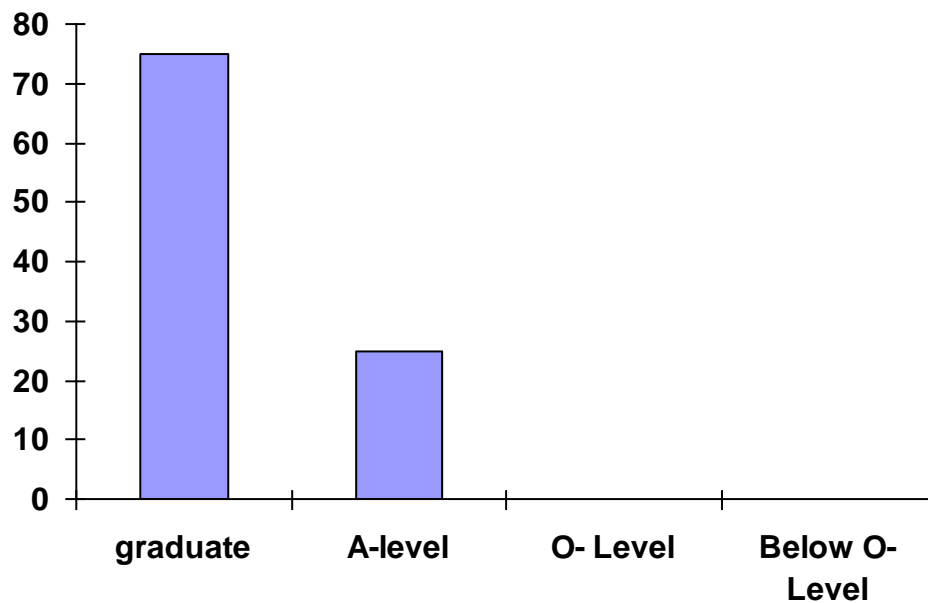**Chart 4.2.2 Academic Qualifications of Head Teachers**

Chart 4.2.2 above shows that 75% of the respondents have undergone university education while 25% of the respondents hold the A-level certificate as their highest academic achievement. However, there was a slight difference in the professional qualifications. In terms of this study, professional qualification referred to the highest

professional achievement that the head teacher has acquired. The findings are presented in chart 4.2.3.

Chart 4.2.3: Professional Qualifications of Head Teachers

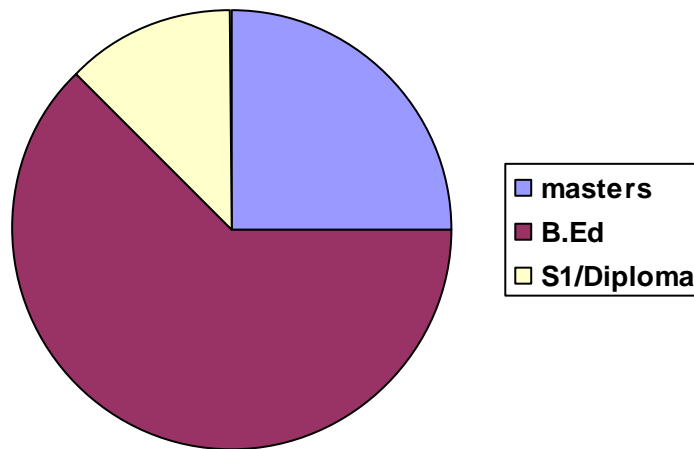Chart 4.2.3 shows the professional qualifications of head teachers in the sample. Of the total sample, 2 (25%) head teachers had obtained Master of Arts qualifications; 5 (62.5%) head teachers had a bachelor of Education degree; and 1(12.5%) head teacher had diploma qualification. This variation was also displayed in the years of service that these respondents had served as head teachers. These findings are presented in chart 4.2.4.

Chart 4.2.4: Years of Experience of Head Teachers in the Sample
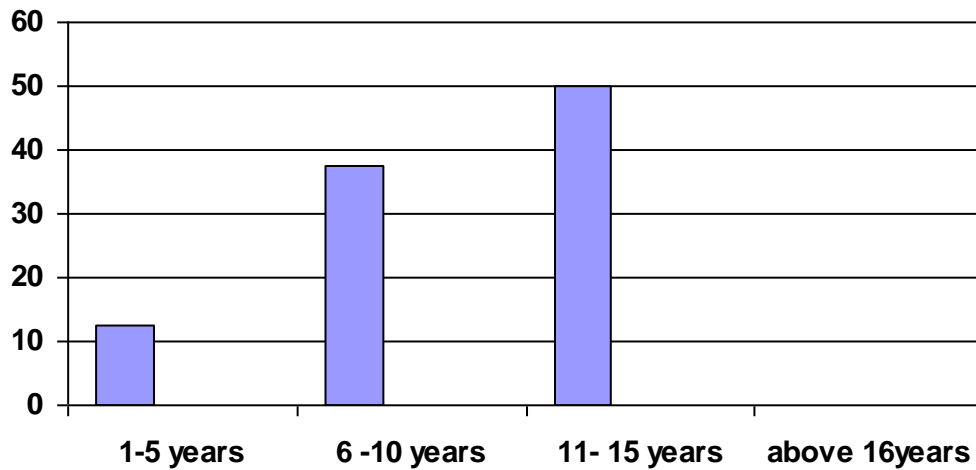
Chart 4.2.4 shows that, of the head teachers in the sample, 1 (12.5%) head teacher had

served for between 1 and 5 years as a head teacher. 3 head teachers, constituting 37.5%

of the sample had served for between 6 and 10 years as head teachers; while 4 (50%) of

the sample had been head teachers for between 11 and 15 years.

4.3 Administrative challenges faced by head teachers

4.31 Curriculum and Instruction

This study sought to establish, from the respondents, the problems they faced that were

related to curriculum implementation and instruction. Their responses are presented in the

following graph.

Chart 4.3.1.1: Challenges in curriculum and instruction
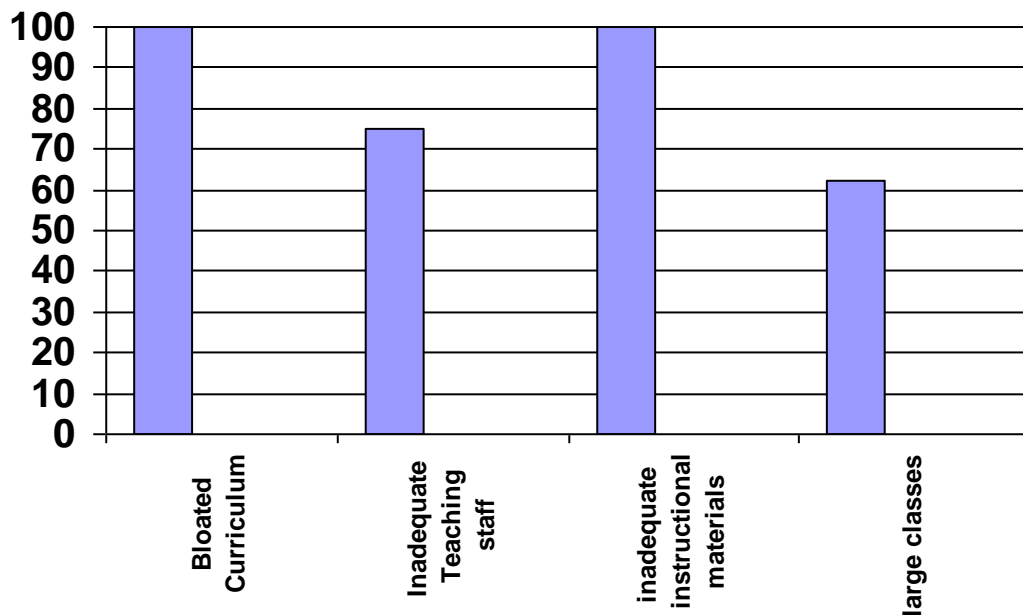
Chart 4.3.1.1 shows the challenges identified by the respondents, which deal with curriculum implementation and instruction. The data shows that all the respondents indicated that a bloated curriculum and inadequate instructional materials were challenges to curriculum implementation and instruction. 6 (75%) of the head teachers indicated that lack of adequate staff was hindering the implementation of the curriculum while 5 (62.5%) of the respondents indicated that very large populations in the classrooms was a hindrance to the implementation of the curriculum. With regard to this particular area of curriculum implementation and instruction, respondents were quick to point out that an increased enrollment had put a strain on resources such as classrooms

and the rate of upgrading resources was much slower than the rate of admission of new students to these classrooms. The situation was made more exasperating by the lack of additional members of the teaching staff to help manage these increases in student population.

When asked to identify the possible causes of these challenge, respondents identified five major causes as shown in the chart below.

4.3.1.2 Causes for Challenges in Curriculum and Instruction
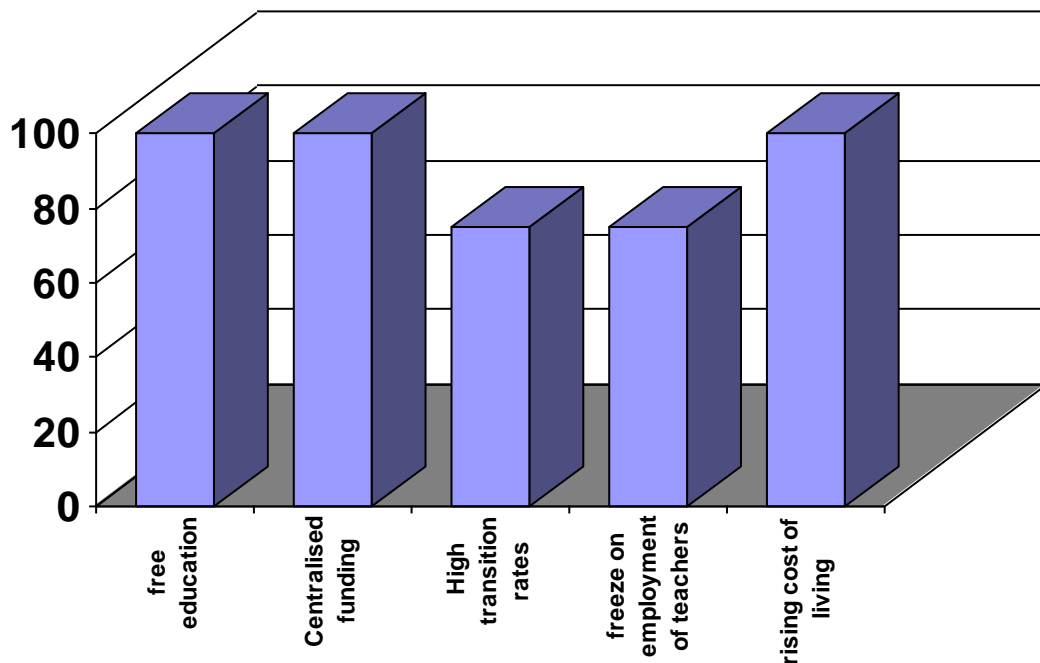
Chart 4.3.1.2 shows that all the 8(100%) respondents indicated that free education policy, centralized funding for free secondary education and the rising cost of living were causes for the challenges they faced in implementing the curriculum and providing adequate instruction to students in schools. Six (75%)of the respondents, indicated that the challenge arose due to the high transition rate from primary school to secondary schools and a freeze on the employment of teachers. Despite the fact that this freeze on teacher

recruitment had been lifted, the shortfall was significantly impacting on the curriculum implementation. Head teachers cited inadequate staff in essential subject areas such as languages and sciences which made up the bulk of compulsory subjects. The introduction of free primary education and the resultant cancellation of fees payment by the parents weighed heavily on the schools ability to meet their recurrent expenditure. All the head teachers complained of delays in the disbursement of government funding for secondary education. Those in boarding schools argued that they had to use the boarding vote to meet some of the needs in the tuition area and in Local transport and travel (LT&T). For this reason, teaching materials such as chemicals for laboratory practicals were greatly in need and teachers had a hard time carrying out practical science lessons. Furthermore, the respondents pointed out that the money from the government did not meet the rising cost of living since it was a fixed amount. Head teachers had therefore to adjust their spending, usually reducing the quantity of items to be purchased. This caused a lot of discontent since teachers and students did not have enough resources to teach and learn.

The respondents were therefore asked to propose possible solutions to the challenges facing them in this area of curriculum implementation and instruction. Their responses are provided in chart 4.3.1.3

4.3.1.3 Possible Solutions for Challenges in Curriculum and Instruction
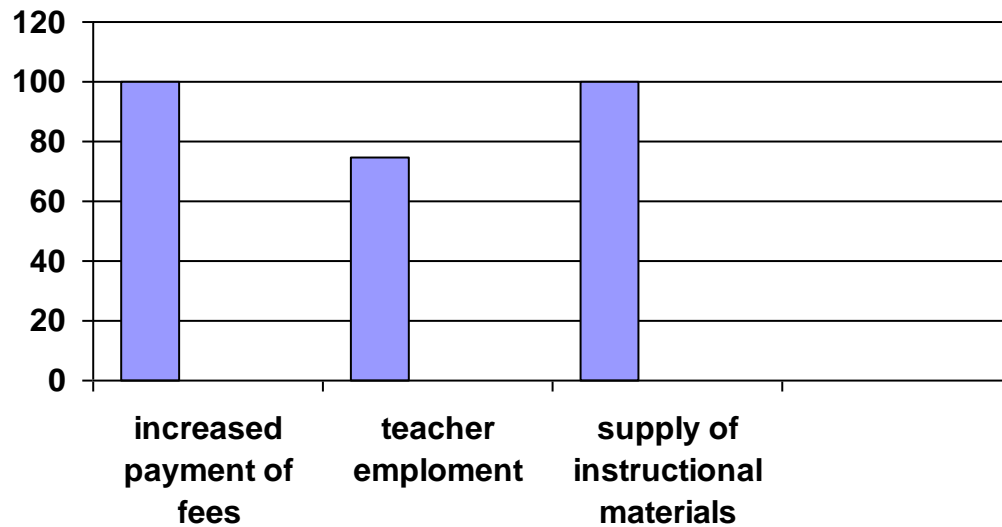
Figure 4.3.1.3 shows the responses with regard to solutions the respondents felt could alleviate the problems encountered in curriculum and instruction. All the head teachers 8 (100%) felt that an increase in the amount of fees paid by parents and an increase in the supply of teaching materials would help solve the problem. Respondents felt that an increase in the amount of fees payable by parents would cushion the schools against the rising costs of goods and services consumed by the schools. This would allow for head teachers to spend some of the money to buy the necessary instructional materials that are needed for effective teaching and learning. Six (75%) of the respondents also felt that there was a strong need to employ more teachers to cover the shortfall in teaching staff. Respondents argued that if the Teachers Service Commission was incapable of sending

teachers on time, it could allow the Boards of Governors to hire teachers temporarily, to

alleviate the situation. This was particularly needed for languages and science subjects.

4.3.2 Student- Personnel

This study further sought to establish challenges that result from the students of the

schools in the sample. These challenges uniquely arose from task area of students. The

findings are presented below:

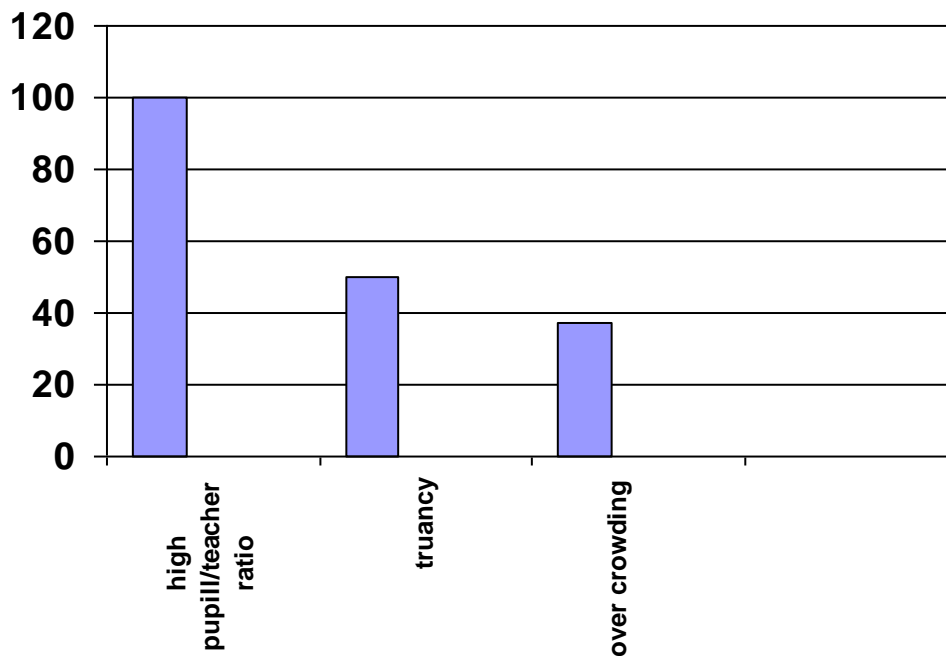**Chart 4.3.2.1: Student Related Challenges**

Chart 4.3.2.1 shows the student-related challenges that the respondents identified. All the

respondents 8 (100%) indicated that the rise in teacher/pupil ratio posed a great challenge

for the school administration. The numbers were too large for the teachers to give individual attention and for the administration to provide the teaching learning resources. Both students and teachers were constantly complaining. Currently, the teacher pupil ratio is averagely 1: 59 for all the schools in the sample.

However, in some schools, head teachers indicated that classes had up to 61 students. This has led to overcrowding in the classrooms which makes learning uncomfortable and teaching very burdensome. The consequence, the respondents allege, is a compromise on the quality of teaching and learning since inadequate attention is given to the needs of individual learners.

Four (50%) of the respondents argued that the problem of overcrowding led to truancy on the part of students hence promoting indiscipline in the schools. Learners were aware that teachers did not know them well and so they took advantage of this lapse to misbehave. With the schools overflowing and resources hardly able to meet the needs of the increase in student population, it becomes difficult for teachers to track down wayward students who cause indiscipline.

Respondents were also asked to identify the causes of these challenges from the students and their responses are presented in chart 4.3.2.2.

Chart 4.3.2.2: Causes Of Challenges Related To Students.
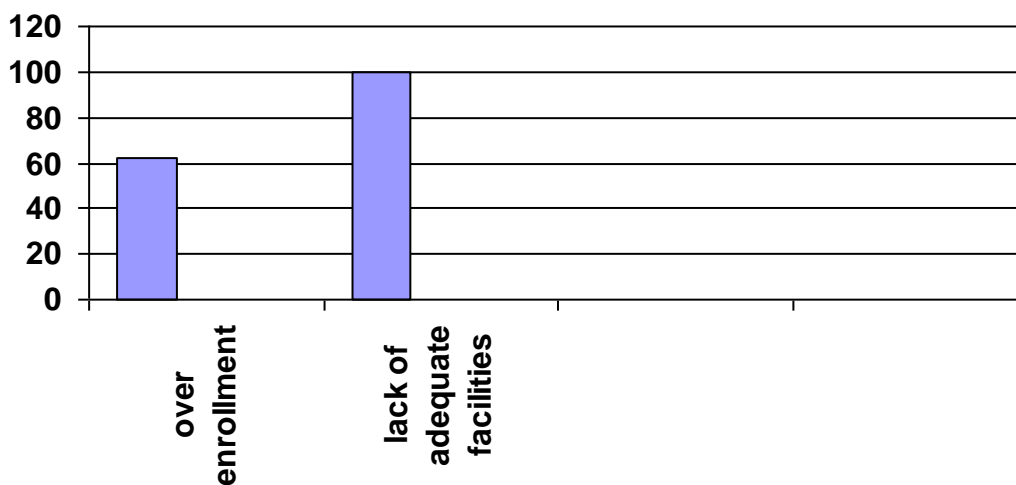
Chart 4.3.2.2 above shows the possible causes of student related challenges as given by the head teachers. Five (62.5%) of the respondents indicated that over enrolment was the cause of student related challenges while all the respondents 8 (100%) agreed that these challenges were a result of inadequate facilities. Respondents indicated that no expansion of facilities was made in anticipation of a rise in student population. This has led to bottlenecks in implementing academic and non-academic programmes that ensure students enjoy learning. Moreover, over enrolment, which has led to overcrowding, has made classrooms very uncomfortable places with students finding themselves squeezed - 60 in a class with a capacity of 35 students.

Respondents were then asked to propose possible solutions to student related problems and the findings are presented in chart 4.3.2.3.

Chart 4.3.2.3: Possible Solutions to Student Related Challenges
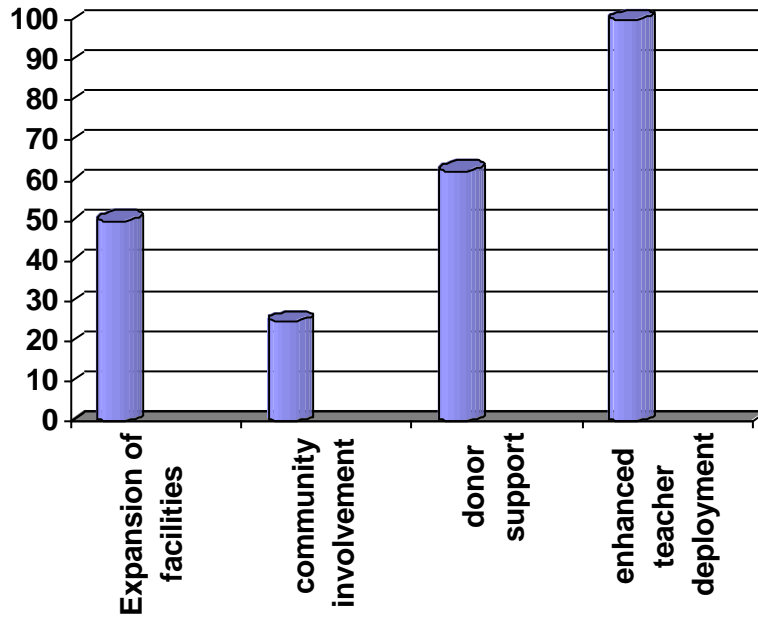
Chart 4.3.2.3 above shows the solutions that the respondents thought would resolve the challenges arising from students. All the respondents 8 (100%) agreed that enhanced teacher deployment was a necessity in dealing with problems related to students. They argued that the teacher/pupil ratio had to be brought down to manageable levels of about 1: 40 per class. Four (50%) of the respondents cited expansion of physical facilities to better accommodate students as a solution. They argued that, even with the deployment of extra teachers, the classrooms had to be expanded and new ones built to accommodate extra streams so that teachers could teach fewer students per class. This would enhance teacher attention to student needs and reduce the chances of truancy on the part of the

students. Five (62.5%) of the respondents indicated that donor support in areas of construction, guidance and counseling and provision of reading materials would help in stemming truancy and providing a more comfortable environment for the students to learn. Two (25%) head teachers indicated the need for more community involvement since they argued that schools served these communities and a community approach to the management and running of schools would ensure that limitations in the provision of materials are addressed by the community. Similarly, these schools being in an urban setting, required community efforts in stemming truancy through sensitization and vigilance, on the part of the community. This was seen to be necessary since most of the schools in this zone were day schools.

4.3.3 Staff Personnel

This study also sought to identify the challenges that head teachers faced which originated from the members of staff in their schools. Since these are the implementers of the curriculum, the challenges resulting from curriculum may have an impact on them. The findings related to this task area are as presented in chart 4.3.3.1.

Chart 4.3.3.1: Staff Related Challenges
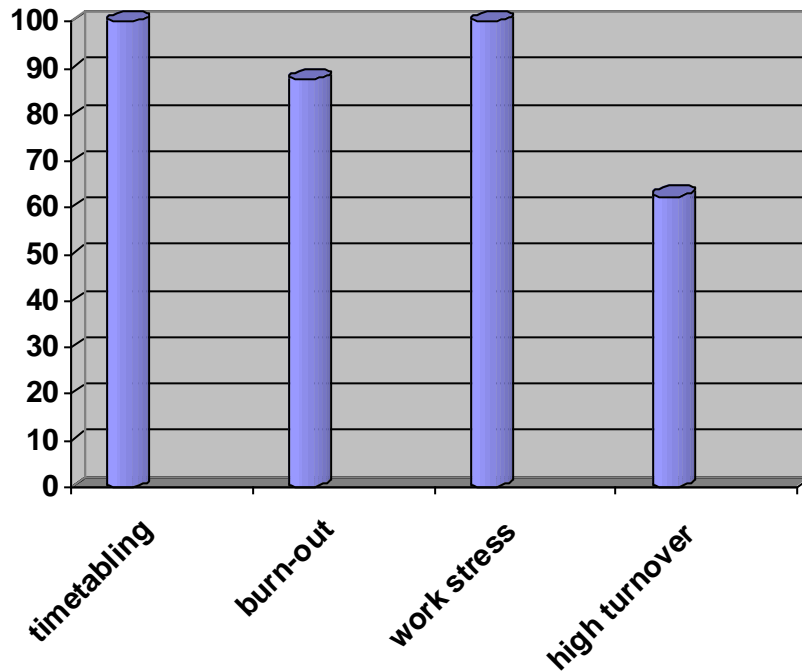
Chart 4.3.3.1 above indicates the challenges that were identified by the respondents to have resulted from the staff in their schools. These did not just dwell on the teaching staff but on the non-teaching staff as well. The chart indicates that all the respondents 8 (100%) cited timetabling and work stress as the biggest challenges they deal with from the staff point of view. Respondents noted that the increased enrolment had forced most of the schools to add more streams to their classes. This addition increased the number of classes to be taught by the teachers, who hadn't increased in number. The result was a substantial increase in the work load for teachers, some of whom, according to the head teachers, had up to 38 lessons a week. This is 6 lessons more than the TSC ceiling of 32.

With this added load, the teachers are stressed to meet marking requirements and other instructional deadlines. Head teachers feared that such work stress could lead to low productivity. Seven (87.5%) of the respondents indicated that they had to deal with burn-out due to increased load and stress from the teachers. Five (62.5%) of the respondents indicated that the turnover of teachers was high and this meant that they had to constantly revise their timetables and class allocations which resulted in confusion. The impact of this was mostly felt by the students who, sometimes, had to wait for long periods of time as replacements for teachers are sought.

Asked to identify the cause of these challenges the head teachers in the sample gave the following ideas

Chart 4.3.3.2: Causes of Staff Related Challenges
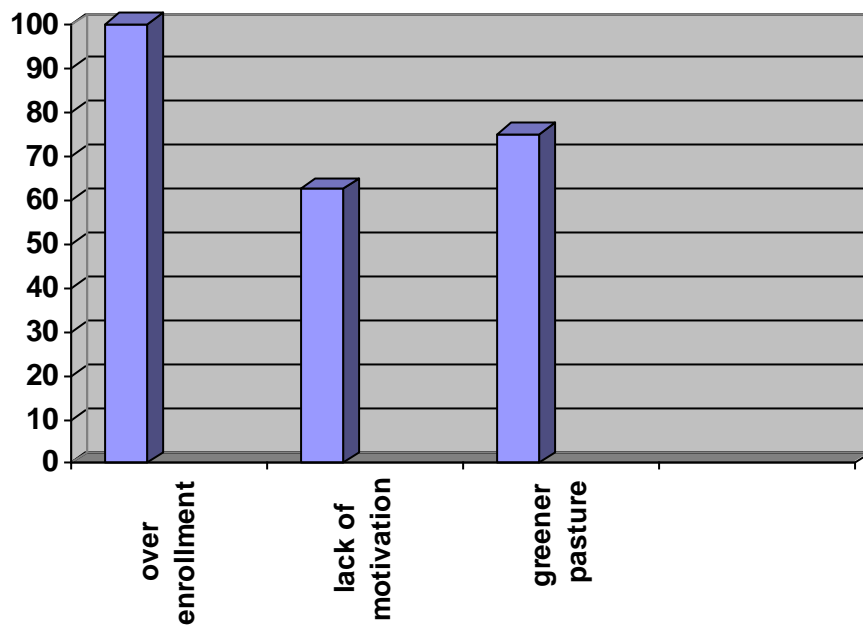
Chart 4.3.3.2 shows the causes that were identified by the head teachers with regard to the members of staff. All the respondents 8 (100%) cited over enrolment in their schools as a principal cause of staff related challenges. All of them cited that over enrollment, due to increased transition rates from primary to secondary schools. The second cause of staff related challenges was cited as lack of motivation on the part of the teachers. Five (62.5%) of the respondents cited this as a cause of teachers' resentment and stress. The expanded schools and increased workload left the teachers heavily burdened but no incentives have been put in place to mitigate their almost desperate situation. The respondents cited the success of the recent teachers strike as evidence of a deep seated demotivation towards work. Six(75%) of the respondents indicated that teachers were more interested in "greener pastures" and this posed a real challenge since many heads felt insecure with regard to staff retention in their stations. They cited the poor remuneration and working conditions as being motivators to teachers to leave their work stations.

The respondents offered possible solutions to challenges related to their staff. These are presented in the following chart.

Chart: 4.3.3.3: Possible Solutions to Staff Related Challenges
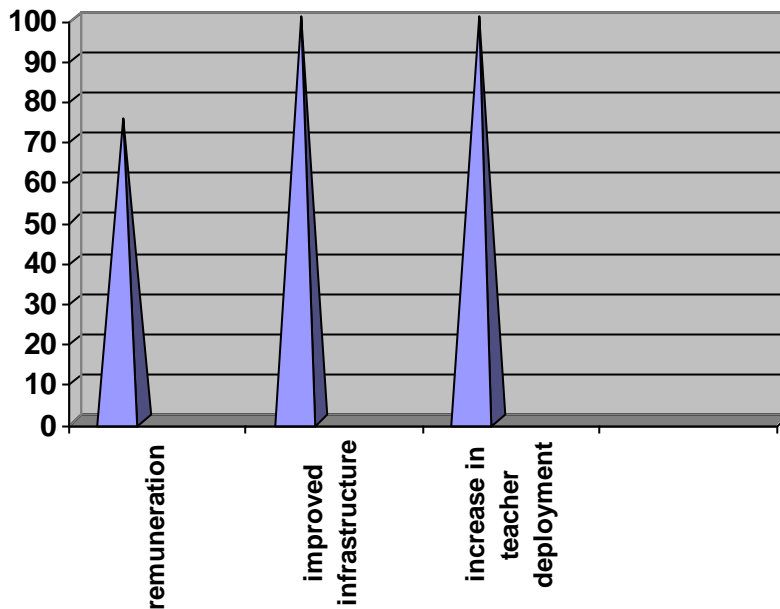
Chart 4.3.3.3 presents the findings with regard to possible solutions to staff related problems. Respondents identified three principal solutions they hoped would meet the challenges they faced with staff. All the respondents 8 (100%) indicated that improvements in the schools infrastructure and the enhanced deployment of teachers would significantly deal with challenges related to staff. Infrastructural improvements required include the construction and expansion of classrooms, laboratories, and other amenities to accommodate the increased enrolment. Head teachers felt that an increase in the facilities would make the schools more habitable and ease congestion. Enhanced teacher deployment to schools would ease the work load on the few teachers in the schools making them a little more relaxed and able to attend effectively to their classes. Six (75%) of the respondents identified remuneration as a possible cause of staff related

challenges. They argued that teachers needed competitive salaries so that they could work better in such unpredictable circumstances. This would also limit the occurrence of high turnover due to greener pasture.

4.3.4 Financial and Resource Management

As observed in the findings above, finances constitute the most sensitive aspect of the challenges encountered by head teachers. This study, therefore, sought to establish the challenges relating to financial and resource management in the schools. Firstly, the study sought to establish the sources for finances used in schools. The findings are presented in figure 4.3.4.1 below:

Table 4.3.4.1 Sources of School Finances

Source of income	School							
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**
	% income	**% income**	**% income**	**% income**	**% income**	**% income**	**% income**	**% income**
School fees	70	80	65	70	60	50	55	60
Bursaries	2	5	10	5	10	10	10	10
Govt. funding	70	80	65	70	60	40	40	40
CDF	0	5	10	2	5	0	0	5
Income generating projects	0	0	0	0	0	0	0	0

Figure 4.3.4.1 above indicates the average figures of percentage incomes as received from various sources. The figure shows the highest income as being received from school fees. Except for schools F and G, the rest of the schools depend on school fees to raise 60 % and above of their financial requirements. All these 6 (75%) schools are day schools.

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According to the data, school B showed the highest dependence on school fees, posting a dependence rate of 80%; while schools F and G had the lowest dependence rate on school fees posting 50% and 55 % respectively. The dependency rate is higher in the day schools because the government pays all the tuition fees for students in these schools. This is evidenced by the equal percentages with regard to fees and government funding in schools A – E. The remainder of the fees is usually collected to finance development projects and such aspects as student lunches.

Data shows that bursaries provide the smallest amount of funding for schools with the highest being 10 % of the school budget and the lowest being 2% of the school budget. Five (62.5%) out of the 8(100%) schools in the sample received money from the Constituency Development Funds (CDF). The highest received 10% of its total budget from CDF and the lowest received 0% from the same fund. The respondents indicated that this may have arisen due to the politicization of the fund. None of the schools in the sample were engaged in income generating projects.

The respondents were further asked to state whether or not the finances they got were enough for them to carry out their school programmes. These programmes were divided into six vote head areas namely: Tuition, boarding, local travel and transport (LT&T), co-curriculum activities, salaries, and development. The findings are shown in the following charts

Chart 4.3.4.2 Are Finances Enough For Tuition?
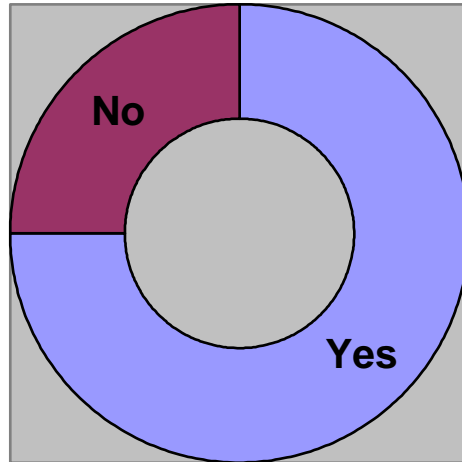
Chart 4.3.4.2 above shows that 6 (75%) of the respondents indicated that the tuition finances were adequate for their needs in the schools. However, 2 (25%) indicated that these funds were not adequate for their tuition needs. These respondents sighted the broad curriculum in their schools and the unique needs of the subjects offered in their respective curriculum. This was particularly so with practical subjects that needed a lot of materials for the practical aspects of learning.

Chart 4.3.4.3 Are Finances Enough For LT&T?
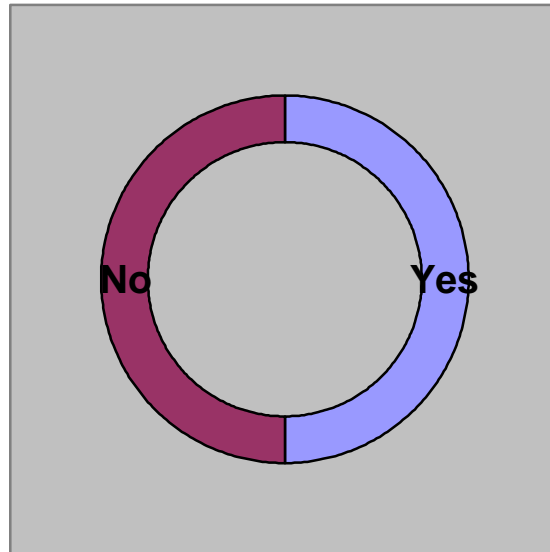
Chart 4.3.4.3 shows the responses with regard to local transport and travel needs of the schools 4 (50%)of the respondents indicated that the finances were not enough for their transport needs while 4(50%) indicated that these funds were enough for their travel needs. Respondents who indicated that these funds were not enough cited the needs for students to travel on educational tours and on games and sports. They also cited the rising cost of fuel that has not been catered for in the budgets. Most respondents indicated that they had reduced school participation in extra curricula activities as a measure to cut down on transport needs for students.

Chart 4.3.4.4 Are Finances enough for salaries?
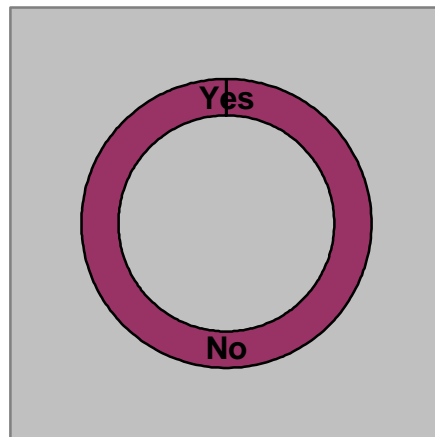
Chart 4.3.4.4 shows the responses with regard to finances for salaries of teaching and non-teaching staff in schools. These are usually employed and paid by the boards of governors in the schools hence drawing their salaries from schools and not the government. The entire respondents100% indicated that they did not have enough money to pay salaries to staff employed by the BOGs.

4.3.4.5Challenges in Financial and Resource Management

The study further sought to know from the respondents, the challenges they faced in management of finances and resources in the school. The findings are presented in chart 4.3.4.5.

Chart 4.3.4.5 Challenges In Financial and Resource Management
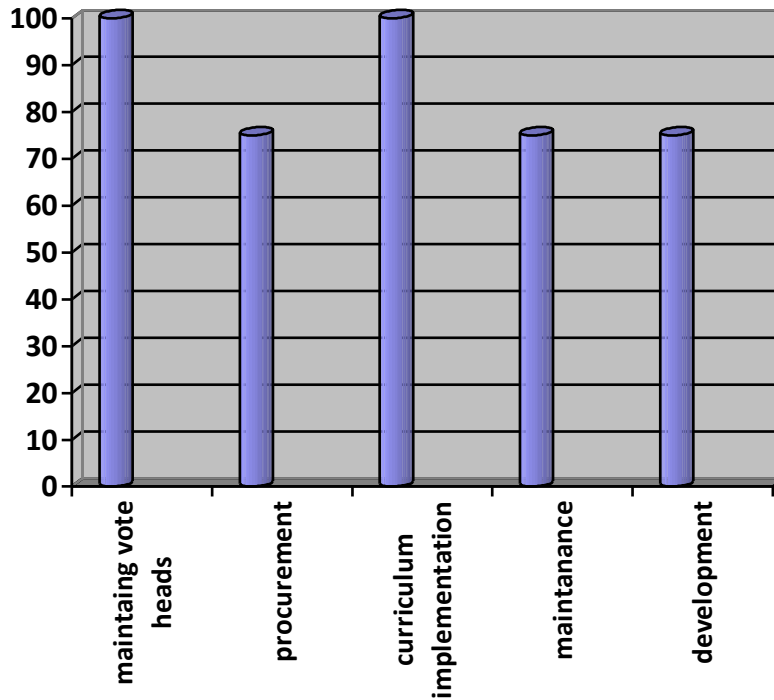
Chart 4.3.4.5 shows the challenges respondents indicated they faced in the management of finances and resources in their schools. All the respondents 8 (100%) indicated that maintaining vote heads and implementing the curriculum constituted the greatest challenge for them. The respondents said that they were often forced to use funds on certain vote heads to finance activities in completely different areas outside those voted. This caused problems in meeting the needs of various aspects of school activity since monies were not properly utilized. Head teachers in boarding schools cited instances where the boarding vote was used to buy science practical equipment because the numbers of students had increased and the prices of chemicals had also increased yet the

government funds had remained static. This was particularly necessary during examinations for form four students. However, 6 (75%) of the respondents indicated that procurement, maintenance and development posed challenges to them. They indicated the limited funds as constraints to managing these aspects of their administrations. In terms of procurement, head teachers indicated that they had problems with suppliers whom they constantly had to keep off from due to accrued debts. Because of inconsistency in payments- resulting from lack of adequate funds, many reliable suppliers had refused to supply commodities leading to shortages in the schools. The heads then resorted to unreliable suppliers which caused inconsistencies in supply and quality of products supplied. With regard to maintenance and development, head teachers indicated that they were unable to channel funds to renovate and maintain existing buildings and other infrastructure in the schools because of the shortage of funds. Government directives have also sent wrong signals to parents who have been reluctant to fund development projects in schools alleging that secondary school activities were being funded by the government. Most respondents indicated that this attitude caused disquiet among students who no longer enjoyed some of the outings they were used to.

The respondents were asked to rank the challenges in order of those that were most challenging to those that were least challenging. Curriculum and instruction and management of finance and resources were rated as the most challenging with 6 (75%) of the respondents. Five (62.5%) of the respondents indicated that managing students and staff posed the second serious challenge, while 2 (25%) respondents indicated that dealing with the school community posed the least challenge. All the head teachers had

received pre-service training; attended KESI in-service courses and felt prepared to handle their responsibilities as head teachers.

4.4 Suggested Solutions to Administrative Challenges in Schools

This study sought to find out from the respondents what possible solutions could be engaged to mitigate these challenges that head teachers met. The findings are presented below.

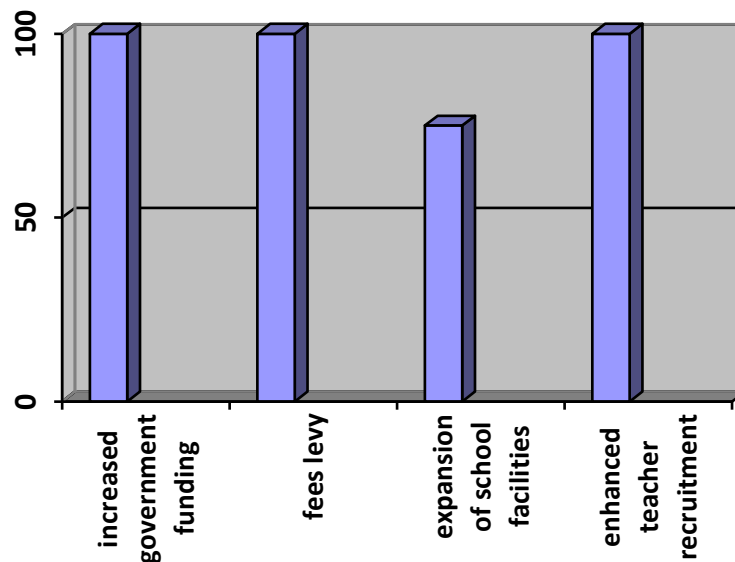**Chart 4.4.1 suggested solutions to administrative challenges in schools**

Chart 4.4.1 shows that all the 8 (100%)head teachers, indicated that an increase in government spending, reintroduction of fees levy and enhanced teacher recruitment would alleviate the administrative problems in the schools. Six (75%) of the respondents,

indicated that expansion of facilities was going to alleviate their administrative challenges.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study set out to investigate the administrative challenges that head teachers encountered in running their schools. The study administered a questionnaire based on task areas that the head teachers undertake in their administrative work. In chapter 4, the findings from this questionnaire and the interview have been presented. This chapter makes conclusions based on the findings presented and recommendations based on these conclusions.

5.2 Conclusions

5.2.1 What administrative challenges do head teachers face?

This study sought to answer the question on the administrative challenges that the head teachers faced in their schools. The data has identified problems related to curriculum implementation in schools. These include the inability to fully implement the curriculum due to its bloated nature, inadequate staff to carry out this implementation, lack of instructional materials and overcrowding in the classrooms. With regard to implementing the curriculum, head teachers cited challenges arising from the free secondary education policy that has seen a marked increase in transition rates from primary to secondary school. This policy removed the payment of school fees from the parents in the school and gave it to the central government. Furthermore, schools were not allowed to levy parents with other fees, such as development fees, that were hitherto used to facilitate the

expansion of physical facilities and the acquisition of necessities such as school buses. Head teachers indicated that the remittances from the government failed to respond to the fluctuations in commodity prices and the existing global depression. This therefore made it difficult for them to comfortably run academic programmes in the schools effectively.

Challenges in this area also become heightened due to the lack of adequate teaching staff. There has been a marked increase in student population and not a relative increase in teaching staff. Most head teachers indicated they had been forced to establish additional streams in their schools without having adequate teachers to handle these classes. This has caused teachers to be overburdened with work leading to work stress, personal dissatisfaction and a high turnover of teachers looking for greener pastures.

Further challenges have been experienced in the student body with a lot of incidences of truancy being noticed. The occurrence of truancy among students was cited as a result of overcrowded classrooms. Students take advantage of their overwhelming numbers and teacher's lack of knowledge of all students. This compromises the discipline of the school and allows crooked students to get away with mischief and so negatively influence the school culture.

In terms of financial and resource management, head teachers have encountered challenges in managing their resources to meet daily needs of the schools. Rising costs of commodities and constant delays in remission of government funds have made it difficult for head teachers to comfortably procure equipment and other resources for use in the

schools. Furthermore, it has become difficult to maintain physical facilities to be able to accommodate students and staff comfortably.

5.2.2   To what extent do these challenges affect their work?

The findings show that the challenges mentioned above have largely influenced the functioning of the head teachers in these schools. The findings show that the one most inhibiting factor is the lack of adequate financial resources to cope with the increasing demand for resources to run academic and non academic activities in the schools. The increase in student population has put a strain on the limited facilities and increased expenditure so that the money given to the schools does not cater for the needs of an increased student population. Furthermore, head teachers have a strained relationship with suppliers who are reluctant to supply goods and services in lieu of payment because of constant delays in payment for these goods and services. The head teachers are therefore left to either procure substandard and cheap commodities or do away with certain needs to cut on costs. The repercussion is dissatisfaction from both staff and students.

5.2.3   What can be done to alleviate these challenges?

Head teachers suggested that an increase in government funding for schools was necessary to mitigate the difficult circumstances that they faced in administering the schools. All the respondents argued that the principle behind free secondary education was good, per se, but it needed huge amounts of money to realize. They suggested the reintroduction of school fees to complement government funding so that schools could run on realistic budgets. Furthermore, the respondents suggested that expansion of

existing facilities was necessary to accommodate the increasing number of students in secondary schools. This should also include an enhanced recruitment of teachers to reduce the teacher pupil ratio and to minimize the incidence of work stress on the part of the teachers.

5.3 Recommendations

Following these conclusions, the following recommendations may be made:

1. There is need for an increase in government funding for schools to mitigate the difficult circumstances, especially with the free secondary education programme.
2. The existing facilities need to be expanded and new ones put up to accommodate the increasing student population in secondary schools.
3. The teacher pupil ratio should be reduced by enhancing teacher recruitment.
4. Further research should be done on how to alleviate the challenges faced

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APPENDIX 1

QUESTIONNAIRE FOR HEADTEACHER

I am a postgraduate student at Kenyatta University undertaking a study on administrative challenges faced by secondary school headteachers.

All the information you provide will remain confidential. Thank you for agreeing to take part in this research.

SECTION A
BACKGROUND INFORMATION

1. School Background
   Name of School   _____
   Year founded   _____
   Number of teachers   Male (   )   Female   (   )
   Number of students   Male (   )   Female   (   )

2. Personal Background
   Sex   Male   (   )   Female   (   )
   Age   26 – 30   (   )   36 – 40 (   )   46 – 50 (   )
          31 – 35   (   )   41 – 45 (   )

3. Academic Qualifications
   a) Graduate   (   )
   b) A – level   (   )
   c) O – level   (   )
   d) K.J.S.E   (   )
   e) K.C.P.E   (   )

4. Professional Qualifications
   a) Masters   (   )
   b) B. Ed.   (   )
   c) S1/Diploma   (   )
   d) P1   (   )
   e) P2   (   )

5. Years of experience as a teacher
   a) 1 – 5 years   (   )
   b) 6 – 10 years   (   )
   c) 11 – 15 years   (   )
   d) 16 – 20 years   (   )
   e) 20 years and above   (   )

SECTION B

This section seeks information on problems faced by secondary school heads.

The questions are arranged according to task areas.

1. **Curriculum and Instruction**

   a) What challenges do you face in this task area?

      i)   _____

      ii) _____

      iii) _____

      iv) _____

   b) What are the probable reasons?

      i)   _____

      ii) _____

      iii) _____

      iv) _____

   c) Please give any possible solutions.

      i)   _____

      ii) _____

      iii) _____

      iv) _____

2 **Pupil Personnel**

   a) What challenges do you face in this task area?

      i)   _____

      ii) _____

      iii) _____

      iv) _____

   b) What are the probable reasons?

      i)   _____

ii) _____

iii) _____

iv) _____

c) Please give any possible solutions.

i) _____

ii) _____

iii) _____

iv) _____

3. **Staff Personnel**

a) What challenges do you face in this task area?

i) _____

ii) _____

iii) _____

iv) _____

b) What are the probable reasons?

i) _____

ii) _____

iii) _____

iv) _____

c) Please give any possible solutions.

i) _____

ii) _____

iii) _____

iv) _____

4 Finance and Business management

a) What challenges do you face in this task area?

   i) _____

   ii) _____

   iii) _____

   iv) _____

b) What are the probable reasons?

   i) _____

   ii) _____

   iii) _____

   iv) _____

c) Please give any possible solutions.

   i) _____

   ii) _____

   iii) _____

   iv) _____

5. Physical facilities and maternal resources

a) What challenges do you face in this task area?

   i) _____

   ii) _____

   iii) _____

   iv) _____

b) What are the probable reasons?

   i) _____

   ii) _____

   iii) _____

   iv) _____

c) Please give any possible solutions.

    i) _____

    ii) _____

    iii) _____

    iv) _____

6. **School community relationships**

a) What challenges do you face in this task area?

    i) _____

    ii) _____

    iii) _____

    iv) _____

b) What are the probable reasons?

    i) _____

    ii) _____

    iii) _____

    iv) _____

c) Please give any possible solutions.

    i) _____

    ii) _____

    iii) _____

    iv) _____

Rank the task areas in order of their seriousness according to the challenges you encounter in your daily administrative duties.

(Use 1 for least serious and 6 for most serious)

Curriculum and Instruction   (   )

Pupil Personnel   (   )

Staff Personnel   (   )

Finance and Business Management   (   )

Physical facilities and material resources   (   )

School community relationships   (   )

Prior to your appointment, did you receive Pre-service training to prepare you for leadership.

      Yes   (   )   No   (   )

Has the pre-service training received as a teacher helped you in handling your current responsibilities as a head.

      Yes   (   )   No   (   )

Have you attended any KESI in-service on Educational administration while practising.

      Yes   (   )   No   (   )

If yes, how far has it prepared you for your current responsibilities.

Adequately   (   )   Very adequately   (   )   Inadequately   (   )

APPENDIX 2
INTERVIEW GUIDE

1.   How long have you been a headteacher?

2.   Should an individual have had experience as a deputy before being appointed head?
Probe for reason.

3.   Should age be considered at time of appointment?

4.   Have you attended any KESI in service?
Probe for duration, content, organization, relevance.

5.   What training would you recommend for current and prospective headteachers.

Pre-service [ ]   In-service [ ]   On job training [ ]

Probe for reasons:

6.   In which order should emphasis be placed in headteacher's training programs on the task areas.(Give task areas).

7.   What suggestions can you give to improve secondary school management.

APPENDIX 3
SPOT CHECK OBSERVATION SCHEDULE

1.   Comment on general but lay of the compound in terms of neatness, safety and planning.

2.   Comment on buildings – classrooms, library, dormitories – in terms of maintenance and cleanliness.

3.   Comment on the standard of maintenance of physical properties like machines, furniture.

4.   Comment on any school activity e.g. farming.