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**THE ADMINISTRATIVE PROBLEMS FACED BY HEADTEACHERS
OF SECONDARY SCHOOLS IN MALINDI DISTRICT, KENYA**

BY

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2004

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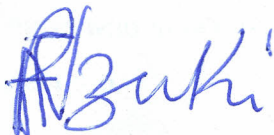


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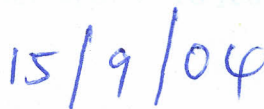
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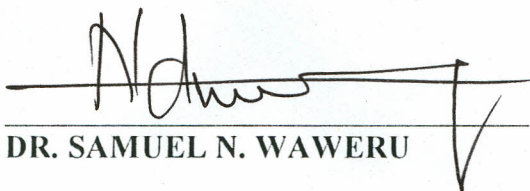


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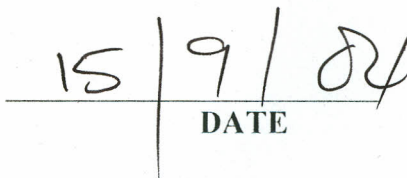


DATE

This project has been submitted for examination with my approval as University Supervisor.



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DATE

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DEDICATION

This work is dedicated to my beloved wife Alice K. Goe. She more than anybody else gets credit for her understanding while I was away from home, studying.

To all those who in one way or another wished me well in my studies. To you I dedicate this project too.

ACKNOWLEDGEMENTS

I am deeply indebted to all those people who directly and indirectly helped me in the course of the preparation of this project.

I would like to express my sincere gratitude to my supervisor Dr. Samuel N. Waweru for his able guidance throughout the preparation of this work. His suggestions, comments and criticisms were very helpful.

Special thanks to the headteachers in Malindi District for sparing their time to help me get information without which I would never have written my project.

ABSTRACT

There has been some considerable interest about the performance of headteachers as far as secondary school administration is concerned. This is because headteachers play a key role in the achievement of educational goals and objectives in a school. The quality of a school depends largely in their leadership.

The purpose of the study was to find out what problems headteachers faced in performing the six main administrative tasks. These are curriculum and instruction, financial and business management, pupil personnel, staff personnel, school community relations and physical and material resources. The study also sought to establish headteachers' views in the reasons of the problems and ways in which the problems may be solved.

A total sample of seven headteachers from the nine public secondary schools in Malindi District was involved in the study. The tools used for the research were questionnaires and interviews. The data collected were analyzed using tables that showed frequencies and percentages.

The major findings of the study were:

1. All of the headteachers faced problems in performing all the six main tasks of school management.
2. The problems faced by the headteachers cut across all categories of schools, age and gender of the heads.
3. The most problematic tasks for headteachers were finance and business management. The problems experienced here were:
 - Lack of financial management skills.
 - Poor school fees payment which led to lack of funds to be used to buy teaching and learning materials and other facilities.
4. Some schools experienced very unique problems e.g.
 - a) Lack of support by parents for girl education manifested in careless attitude in the payment of school fees for girls.
 - b) Community hostility to the headteacher and teachers who do not come from their own communities.
 - c) Widespread poverty among the community surrounding the school.

On the basis of the data collected, the following recommendations were made by the researcher.

1. The government should provide funds for building classrooms, dormitories, laboratories and dining halls. This burden should be removed from the parents who are overburdened by the high tuition fees.
2. The government should as a matter of urgency sponsor headteachers to a minimum one year diploma course in school management. This course will make the headteachers more effective. A greater emphasis in the course should be placed in financial management skills, which was the most problematic task area among all the teachers.
3. There is need for the government to increase the bursary allocation to areas with widespread poverty so as to cater for increasing number of needy students. Also the bursary should be taken direct to the schools instead of the current mode of disbursing which takes the bursary money to the constituencies.
4. Headteachers should make the schools engage in money generating projects e.g. keeping livestock and farming and afforestation.
5. There is need for the local communities to be educated through public *barazas* by the local leaders so that they may stop their hostility towards the principals and teachers.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The first education commission in independent Kenya which was chaired by Ominde (Kenya Education Commission, 1964) spelt out the objectives of education in Kenya. Among other things, the commission report emphasized the role of education in the eradication of poverty, ignorance and diseases. Schools were seen as places for training in social obligation and responsibility. The overall responsibility for the management of secondary schools rests with the Board of Governors (Education Act, 1968). However the administration of the school is the responsibility of the headteacher who is assisted in the day to day running of the school by the deputy head, heads of department, teachers and non-teaching staff. Headteachers are charged with the responsibility of managing schools on day to day basis and ensuring that educational goals and objectives are achieved.

Campbell et al. (1983) points out that the basic purpose of educational administration is to enhance teaching and learning. This view indicates that educational administration is a process that facilitates and enhances the teaching and learning process in schools. The responsibilities of secondary school headteachers are categorized into several operational management task areas, which include

- General school management
- Management of curriculum and instruction
- Management of finance and business
- Management of physical and material resources
- Management of pupil personnel (students)
- Management of staff personnel

- Management of pupil personnel (students)
- Management of staff personnel
- Management of school community relations.

Headteachers occupy a position of leadership as they lead their teams of teachers, pupils, non-teaching staff, parents and communities towards accomplishment of educational goals. Accomplishment of educational goals to a large extent depends on proper school management under the guidance of the headteachers. Headteachers play a key role in achievement of educational goals and objectives in schools. In spite of their very fundamental role, headteachers are basically trained for classroom management and not school management. Yet the duties and responsibilities of a classroom teacher are quite different to those of a headteacher.

1.2 Challenges of Headship

School leadership poses different challenges from those of a classroom teacher. Okumbe (1999) defines educational management as “the process of designing, developing and effecting educational objectives and resources so as to achieve the predetermined educational goals.” The headteacher deals with educational practices and caters for the implementation of educational policies. He/she has to understand the constantly changing values and objectives of the school. Mbiti, (1974: 48) observes:

When a teacher is picked out to be a head teacher, he will find himself in a different world altogether, with new responsibilities. Commitments, new problems and in most cases less free time.

From the above quotation, it is obvious that the challenges a headteacher faces are quite different from those, which face a classroom teacher. This calls for a systematic professional training for headteacher in order to equip them with the requisite skill for effective leadership.

Buckley (1985: 3) asserts:

“Whether teachers in general and heads in particular like it or not. More people are going to take an informed interest in what is going on in schools and more will be prepared to express an opinion wherever and whenever they think fit than has ever been the case before. Upon occasions, too, this opinion will be forced upon the schools and sometimes upon the whole educational structure of an area in opposition to the view held by the head and his staff. This readiness to express an opinion, which can be given wide publicity by press and television, is something new to our age.”

From the above quotation, headteachers' challenges are diverse and on the increase. People who have interest in the running of schools are many. And all these have their opinions on what the school ought to be. As such the principal should be prepared through proper training on how to handle varied interests of different groups in the community with diplomacy and tact. The concern that headteachers should have professional skills for them to be effective is made more urgent by various emergent educational challenges and ever changing needs of the school brought about by the unprecedented explosion of knowledge and technology.

As D'Souza (1990: 21) points out:

Education systems need to become dynamic as never before, constantly entering new un-chartered areas. The challenges require new perspectives and skills on the part of educational administrators; such concerns have made it imperative lay increasing emphasis on effective and efficient management of educational institutions.

1.3 Appointment of Headteachers

In Kenya, the recruitment, employment and promotion of teachers is the onus of the Teachers Service Commission, (TSC Act 1967). Despite the fact that headteachers are faced with ever increasing challenges which needs adequate skills in administration in order to overcome, the TSC has continued to appoint headteachers without formal and systematic pre-service training in managerial skills.

Current headteachers of some of the schools are rejected by students and parents. This study sought to identify the problems faced by headteachers in Malindi district due to lack of management skills. Because they face problems that they cannot handle, many schools are poorly managed and run down. As such they cannot achieve their goals.

1.5 Purpose of the Study

The purpose of this study was to investigate the administrative problems faced by headteachers of secondary schools in Malindi District and the implications of the problems to the management of secondary schools.

1.6 Objectives of the Study

The study had the following specific objectives.

- (a) To identify the problems faced by headteachers in the management of secondary schools.
- (b) To determine how the headteachers cope with the problems.
- (c) To get recommendations from the headteachers on how to solve the problems faced by secondary school headteachers.

1.7 Research Questions

This study was based on the following research questions.

- (a) What problems do headteachers face in performing the following tasks?
 - Finance and Business Management
 - Curriculum Implementation and Instruction
 - Pupil Personnel Management
 - Staff Personnel Management
 - Management of Physical and Material Resources
 - Management of School Community Relations.

- (b) What degree of importance do the headteachers attach to these problems?
- (c) Do male and female headteachers face different problems in reference to the six task areas?
- (d) To what extent have the headteachers been trained by KESI (Kenya Education Staff Institute).
- (e) What are the possible solutions to these problems?

1.8 Assumptions of the Study

The following assumptions were held for the purposes of this study

- (a) A headteacher who has been trained in school management understands his / her duties and responsibilities better.
- (b) There are no universally accepted operational management task areas of secondary school headteachers.
- (c) Training of headteachers contributes significantly to the reduction of administrative ineptitude in school management and consequently reduces the problems faced by headteachers in managing schools.

1.9 Significance of the Study

- (a) It is hoped that the study will assist headteachers to identify areas of weakness in their educational administration and enable them to overcome such weakness.
- (b) The study will be useful to teachers aspiring to hold headship positions to realize and appreciate the need to formal training to equip them with the skills needed to perform effectively.

- (c) The study, it is hoped will provide valuable information to TSC, ministry of education and the inspectorate which are mainly charged with improvement and maintenance of standards in schools with a view to re-evaluating the appointment and promotion policy of headteachers.
- (d) The study will be useful to institutions, which are charged with the responsibility of training headteachers such as Kenya Education Staff Institute (KESI) and faculties of education in various universities in determining a suitable curriculum for headship training.

1.10 Scope and Limitations of the Study

The study involved secondary schools in Malindi District. The study was restricted to the public schools only. The schools are of diverse population and include: -

- (i) Boys Secondary Schools
- (ii) Girls Secondary Schools
- (iii) Mixed Secondary Schools

These three categories of secondary schools included day secondary, boarding secondary and mixed (day and boarding) schools. The following are limitations of study:

1. The study was restricted to public secondary schools in Malindi District. Therefore any attempted generalization to other parts of the country will have to be treated with caution.
2. As a self-sponsored student, finance was a major constraint. This constraining factor however did not make the study less valuable.

1.11 Definition of Terms

For the purpose of having a clear understanding of the study and because of different uses of terms in different contexts, the following terms which were used in the study are defined as follows:

(i) Headteacher

The chief executive in any of the secondary schools in Malindi District. The term headteacher will be used interchangeable with principal.

(ii) Management Task Area/Administrative Task Area

This is a category of more specific activities, which must be performed if the school is to achieve its purpose.

(iii) Effectiveness

The ability to achieve or produce intended results through school management.

(iv) Head of Department

A duly certified member of staff appointed by the Teachers Service Commission to head a department in the secondary school.

(v) Teacher

A duly certified member of staff appointed by the Teachers Service Commission to teach in a secondary school.

(vi) Training

Refers to instructions in job or skill related areas, given to headteachers before and after the appointment to enable them to manage schools effectively.

(vii) Pre-Service Training

Training given to a worker before he / she starts doing the job.

(viii) In-Service Training

A short training given to those already in a profession with an aim of refreshing or updating participants on a subject or changes in it.

(ix) Competence

Is the ability and willingness to perform a management task effectively.

(x) Challenges

A task, undertaking, etc to test one's powers and capabilities to the full.

(xi) Problem

A matter difficult of settlement or solution.

Abbreviations used in the study are defined as below.

- (a) B.O.G: Board Of Governors
- (b) P.T.A: Parents Teacher Association
- (c) T.S.C: Teacher Service Commission
- (d) KESI: Kenya Education Staff Institute

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The purpose of this study is to investigate the administrative problems faced by headteachers of secondary schools as they perform the six administrative tasks. The review of literature related to the study will focus on the following areas.

2.1 Importance of Headteachers in School Management

Some schools perform well while others perform poorly. Good performance does not just happen. It is caused by good headship, which fosters good teaching and overall good leadership in the various leadership positions in the school. Research done in some African countries has revealed that school improvement and effectiveness can be realized through contributions made by various inputs as shown in the following table.

Table 2.1 Contributions to Good Results.

| INPUTS | % CONTRIBUTION TO GOOD RESULTS (SCHOOL EFFECTIVENESS) |
|---|---|
| Effective Teaching | 75% |
| Adequate Textbooks/Tuition Equipment | 15% |
| Good physical facilities efficiently used | 9% |
| Other factors such supervision, inspection, community support | 1% |
| TOTAL | 100% |

From the above research findings from some African Countries, school improvement and effectiveness is related to school headship. Good school headship leads to effective teaching by the teachers. Good school headship also leads to timely and adequate supply of textbooks and other tuition equipment. These factors in turn improve the performance of the school. Kochhar (1988: 125) asserts

“Schools are bad or good in a healthy or unhealthy mental, moral and physical condition, flourishing or perishing as the principal is capable energetic, or high ideals or reverse. Schools rise to fame or risk to obscurity as greater or lesser principals have charge of them. It is said, 'the school is as greater 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 office in any educational system. He occupies that important position of management and leadership that controls many other characteristics of an effective school.

2.2 Management Tasks of the Secondary Headteachers

Kochhar (1988) says that principle duties of the headteacher are:

- 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 duties the headteacher prepares the school calendar, purchases necessary equipment, books and supplies and distributes teaching work.

Ozigi (1977) more comprehensively defines the head teacher's operational areas as constituting of:

- i. Curriculum development and programme instruction
- ii. Pupil personnel
- iii. Staff personnel
- iv. School community relationships
- v. Equipment and physical facilities
- vi. Finance
- vii. Record keeping
- viii. Extra Curricular activities

Campbell et al, (1968), Okumbe (1998) includes the same task areas of a headteacher.

It seems from the above review of literature, there is no clear-cut definition of the management tasks of headteachers. Various authorities have identified different tasks. However, there seems to be a consensus among the various writers. For the purposes of this research, the six main task areas of a headteacher will be limited to those identified by Campbell et al (1968). Following is an overview of the six task areas.

2.2.1 Curriculum and Instruction

Oliva (1992) defines, curriculum as the total sum of experiences that students get under direction of the school. This broader view of curriculum has come to be the most accepted by many educational authorities.

Bell and Rhodes (1996:6) points out

The head teacher'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 aims and objectives

- ii. Delegating curriculum implementation
- iii. Co-ordinating curriculum implementation
- iv. Monitoring and evaluating the curriculum implementation.

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

As the school instructional supervisor, the headteacher must provide instructional leadership to the staff. The basic aim of instructional supervision is to improve the teaching – learning process (Mbamba, 1992).

Bell and Rhodes (1996: 68) states:

The delivery of the schools curriculum will be judged by the extent to which its content, structure, organization and implementation contribute to the achievement of high standards and quality of learning.

Schools that are poorly supervised will lag behind in syllabus coverage, post poor results in national examinations and generally show poor standards of achievements.

2.2.2 Pupil Personnel

Griffin (1994: 7) 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 the 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.

Griffin emphasizes the importance of making the pupil the centre of focus in order for the school programmes to be successfully managed. Mbiti (1974) says the headteacher must chart out his course with the child (pupil) at the centre.

Kochhar (1993: 168) underscores the place of the student in the school system by 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.

Laurillard, (1993) also holds this view, that students are the focus of the educational programmes. He emphasizes individual differences among students and how they should be treated. He asserts that guidance is a labour intensive process, which means that any one academic can only service a small number of students. Assessment is also labour intensive, as each case must be judged on its own merit, not in terms of a pre-defined model answer.

Campbell et al (1968) look at the pupil personnel task as entailing 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 disciplinary standards
- (vii) Giving career guidance
- (viii) Identification of pupils' individual problems and helping to sort them out.

The headteacher should ensure that effective learning takes place in the school by facilitating proper deployment of the staff on the basis of their subject specialization, skills and experience. The headteacher should ensure that there is a complete and up-to-date student's inventory and other student's records. These help the headteacher in

accounting for all the students in the school. The headteacher also should ensure there are various student activities in the school. These activities include the school clubs, recreation and sports, music, dramatics etc. and service activities such as guidance and counseling, health and lunch services.

This study, hoped to establish problems faced by headteachers in performing the roles specified above due to lack of managerial training.

2.2.3 Staff Personnel

The headteacher has the responsibility of ensuring that there are adequate human resources to implement the school curriculum Dean (1995). The school staff personnel include both teaching and non-teaching.

According to Dean (1995); the responsibilities of headteacher in human resource management involves

- (i) Leading and motivating staff
- (ii) Delegating responsibilities effectively
- (iii) Conflict management
- (iv) 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 Campbell et al (1968) the headteacher must make clear, the channels of communication and the basis for promotion. The headteacher should encourage his staff members to develop themselves through studies and in-service training. Human resource management is an important element in any organization. The success of any organization depends among other factors on how efficiently the manager can deploy the staff for the best use. The headteacher is the manager of a school, and therefore he/she has a duty to deploy the teaching and non-teaching staff for the best use

of the school. The duty of the headteacher as outlined in Module 3 on Personnel Management by Ministry of Education (1997) includes:

- Staff selection
- Staff development
- Staff appraisal
- Staff motivation
- Staff records
- Managing meetings

From the responsibilities listed above, the headteacher needs to be equipped with the skills necessary for personnel management to assist him/her in managing the school more efficiently. No period is more important for the development of teachers than the initial induction into the profession. For too long and in sad contrast to most other professions; many new teachers have been left to struggle with the complex and challenging demands of their first job completely by themselves in professional isolation. Soldiering on without assistance, often with classes and in rooms that other teachers do not want, (Tickle, 1994). It is the responsibility of the headteacher to ensure that newly employed teachers are inducted into the profession. Dalin et al. (1994) points out the characteristics of teachers in the most successful schools as including

- (i) They are motivated for work
- (ii) They are regular and punctual
- (iii) They use new methods
- (iv) They are knowledgeable
- (v) They are able to motivate students
- (vi) They work better with the community
- (vii) They work more and better together

For the teacher to have the above mentioned characteristics, the headteacher must possess adequate human resource management skills which would enable him/her to co-ordinate and supervise the teachers.

2.2.4 Finance and Business Management

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

Ministry of Education (1993: 45) points out

It is widely recognized that one of the key factors influencing school effectiveness is the nature and quality of the leadership and management provided by each school head. 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.

From the above quotation, it is clear the Ministry of Education recognizes the important role the headteacher must play as regards proper use of school funds. According to Campbell et al (1968) this task entails drawing out a budget showing three basic plans.

- a. The Educational plan
- b. The Expenditure plan and
- c. The Income Plan

The headteacher must control expenditure through proper maintenance of accounts books and auditing. Lodiaga (1996) observes that there is need for proper management of school finance. According to him, management of school funds involves eleven elements namely, planning and budgeting, Organizing how to secure finance, staffing schools with qualified finance personnel, delegating financial matters while remaining accountable on financial matters. Co-ordinating and evaluating financial matters in terms of cost-effectiveness and cost – benefit indicators. He laments the inability of many heads to play

their roles in financial management as expected. This is as a result of lack of financial management skills.

Ozigi (1971) states no organization can survive or carry out its function without adequate financial resources at its disposal. Financial support is found to be necessary for the effective running of the schools. If funds are inadequate or are unwisely expended, the schools would not realize their potentialities.

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

2.2.5 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. Resources are the vital inputs needed to effectively conduct instructional activities at all levels of the educational systems. It is the responsibility of the headteacher to ensure that there are adequate resources to implement the school curriculum (Dean, 1995).

Material resources include items like textbooks, teachers' guides, and raw materials such as laboratory chemicals, chalks and pens. The management of material resources 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, staff rooms and offices, classrooms, workshops, hostels, staff houses, libraries, stores and even the school grounds. All these facilities are important resources that the school uses to advance the learning opportunities offered to the pupils. (Bell and Rhodes, 1995)

According to Campbell et al (1968), the headteacher is responsible for the management of physical and material resources of the school. The headteacher should ensure there is proper utilization of school materials, proper management of school equipment and stores. He/she should ensure the school has enough building, grounds, and equipment for both curriculum and co-curricular activities. The headteacher should have a maintenance program so that when the equipment wears off, broken etc, it should be replaced immediately.

2.2.6 School Community Relationships

The headteacher should involve the community in school activities and the school in the community activities. The headteacher has to facilitate and enhance school - community relations. As Spencer et al (1989: 67) points out.

The effective school will be one which enjoy a high profile in the total community i.e. sensitivity to and willingness to be involved in those issues which are a concern to the whole community: has a welcoming atmosphere to parents, pupils and other interested adults, without brooking interference or disruption: shares its facilities with the same magnanimity with which it expects the community to make its facilities available: and takes much pride in the community in which it is situated, as it does in its own image, traditions and performance.

The headteacher has a duty to disseminate information about the school to the community, which includes parents, politicians, other neighboring schools etc. He/she has a duty to promote and market the school to the community. Activities, which the school can participate in the community, include; Walk for Hunger, Environmental Day Cleaning, and Tree Planting etc.

Another major responsibility of the headteacher as stated by Dean, (1995) is to involve the parents in the work of the school especially in relation to their children's academic work. Parents should be made to feel that they are needed and useful partners in their children's education.

Pugh (1989) explains this concept of partnership to constitute a shared sense of purpose, mutual respect and a willingness to negotiate between the teachers and parents on any matters regarding the academic performance of students.

Another way that the headteacher can improve the school – community relationship is by allowing the community to use the school plant and facilities for recreation, meetings and cultural events e.g. weddings, (Spain et al. 1956). When the school community is supportive to the school, the school will benefit enormously in the following ways:

- (i) The community will attend and contribute in fund raising meetings
- (ii) The community will support school programmes fighting drug abuse amongst students.

2.3 Training of Secondary School Headteacher

Many teachers have been given headmastership without any formal training. Many others will be given headmastership without any formal training Mbiti (1974). This state of affairs has continued to date. The Kenya government gave thought to training of educational managers in 1978, when a study committee (Maina Report) was established to report on feasibility of establishing Kenya Education Staff Institute (KESI). The committee noted that educational administrators were originally trained for teaching and not necessarily for administration. The committee reported a serious deficiency of administrative training among educational administrators and therefore recommended the establishment of KESI. KESI was established in 1988 through Legal Notice No. 565. KESI offers in-service training to practicing headteachers. The training is offered through various workshops and seminars organized in various regions of the country. The training is offered once and the duration of the course is too short (about two weeks). KESI has limitations of staff, funds, facilities and time. 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 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.

This view is also supported by Maranga

Maranga (1993: 19) who states:

In the past, experience was considered more important than training in the management of many segments of the institution. This was considered true in case of effective classroom teacher who was considered fit to transform automatically into management duties without requiring any training in the field. This has contributed significantly to the current erosion of quality education in many countries and in particular Kenya.

The secondary school headteacher in Kenya is appointed to the position from among classroom teachers. There is no pre-service training of headteacher in the country. The only course secondary school teachers' cover in administration is one unit in undergraduate studies (B. Ed course). This unit is not adequate as preparation for headship. This course is basically an introductory course to educational administration and too theoretical to adequately equip teachers for performance of administrative tasks.

2.4 Summary of Literature Review

The first part of the literature review looked at the body of research pertaining to the importance of a headteacher in secondary schools. The second part examined the various administrative tasks performed by the headteachers. The third part looked at literature pertaining to training of secondary school headteachers. From the literature review, the headteacher plays a very important role in the management of secondary schools. His management skills will determine whether the school will be well managed or poorly

managed. The various administrative tasks of secondary school heads were categorized differently by the various authorities. There was no clear universal definition of the administrative tasks of headteacher. However, the researcher found elements of commonness among the task areas.

These areas are: -

- Curriculum and instruction
- Pupil personnel
- Staff personnel
- Finance and Business management
- School community relations
- Physical facilities

A review of the training of secondary school headteachers in Kenya indicates that pre-service education and training does not exist. The training that headteachers undergo is the in-service training provided by KESI. The researcher noted that there is no research done to determine the extent of KESI in-service training in helping headteachers in performing the six administrative tasks listed above. No research also has been done to determine the problems headteachers face in Malindi District. This study sought to fill that gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study sought to identify the problems faced by secondary headteachers in Malindi district. The focus of this chapter is on the methodology and procedure, which were adopted in conducting the study. The chapter is divided into the following sections: the study area, research design, target population, sample and sampling procedures, research instruments, data collection procedures and methods of data analysis.

3.1 The Study Area

The study was conducted in Malindi district. Malindi district is a new district, which was excised from Kilifi district. The researcher chose this district because he teaches there and has an interest in finding the problems, which headteachers face in the district. The researcher also has a good relationship with the heads and this allowed him get the needed co-operation from them.

3.2 Research Design

The study fits in descriptive research and it entailed field survey seeking to identify problems headteachers face in performing administrative tasks. Descriptive research studies describe and interpret what exists or prevails, conditions and relationships as they are with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. (Koul 1984) Descriptive studies have the following advantages according to Robson (1993: 128-129)

- They provide a relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives.

- They may be adopted to collect generalized information from almost any human population.

The researcher chose the descriptive - survey design because the data to study the questions of interest do not otherwise exist.

3.3 Target Population

The study was confined to public secondary schools in Malindi district. There are nine secondary schools in the district. Of these schools, three are boys' secondary school, four are co-educational and two are girls' secondary schools.

3.4 Sample and Sampling Procedures

A sample of eight headteachers was drawn from the nine heads of the nine public secondary schools in the district. Ary et al. (1972) a sample size of between 10 and 20 per cent of the population is adequate for a survey study, but the bigger the sample the better. This sample of eight headteachers represents 89% of the population. The remaining one school was used for piloting. In selecting the sample for the study, simple random sampling technique was used. Names of the nine schools were written on pieces of papers, mixed thoroughly and then the researcher picked eight schools. This method of simple random sampling is called the lottery method. The reason for using random sampling is that it is

- (i) Representative of the population from where it is drawn
- (ii) It checks against bias as each member has equal chance of being Selected
- (iii) Results can be generalized to population (Kerlinger 1964)

3.5 Research Instruments

For the purposes of collecting data, the researcher developed and used three data collection instruments. These are:

- (i) The Headteacher Questionnaire
- (ii) The Headteacher Interview Guide
- (iii) The School Spot Check Observation Form.

3.5.1 The Headteacher Questionnaire

Borg and Gall (1971) say that the questionnaire and individual interview are the most common instruments for data collection in survey research. One advantage of using a questionnaire according to (Sax 1968) is that questions for each respondent are framed the same way and thus the respondent gives information that is more comparable than from an interview. The Headteacher questionnaire had open-ended and closed-ended questions. It was divided into two sections: section A and section B (See Appendix A). Section A sought to get information regarding the school and the headteachers' background. Section B sought to get information regarding the problems the headteachers faced and their views on how to solve the problems.

3.5.2 Headteacher Interview Guide

An interview allows for free expression of opinion by the interviewee and also allows the interviewer to clarify questions and probe further where necessary. As such it is used to supplement the questionnaire where in depth information is not provided for by the questionnaire. The interview guide had open-ended and closed-ended questions.

(See Appendix B)

3.5.3 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)

3.6 Data Collection Procedure

Prior to embarking on data collection, the researcher applied for a permit from the office of the president to conduct the research in Malindi district. He also contacted and briefed the District Education Officer about the Research.

The researcher then piloted the research instruments in one of the school, which was not included in the sample. The purpose of piloting is to find out whether the respondents find the instrument clear, precise and comprehensive enough and whether the responses given fulfill the research objectives, thus enhancing the content validity. Piloting also helps to determine the reliability (dependability, accuracy) of the instruments, since the responses from the respondents indicate whether the instruments measure what they purported to measure (Kerhinger 1964). From the analysis of pilot study responses, the instruments were revised accordingly, in readiness for utilization of data collection.

3.6.1 Administration of the Instruments

The researcher made prior arrangements with the headteachers on the date and time to visit them. This was made through the telephone. Then, the researcher personally visited the sampled secondary schools. He established a rapport with the respondents (headteachers) and explained the purpose of the research. He then gave the questionnaire to the headteachers and gave a collection date. The researcher gave the headteachers two weeks after which he revisited the school in order to collect the questionnaires. The researcher visited the headteachers after the agreed period but he did not get the questionnaires, the headteachers had not completed filling them. Others had lost the questionnaires, so the researcher produced and availed other questionnaires to them.

After some several visits to the schools, the researcher managed to collect seven questionnaires and interviewed seven headteachers out of the targeted eight headteachers.

During the first visit, the researcher filled in the school spot check observation form.

During the time the researcher-revisited the schools to collect the questionnaires, he conducted the interview to the headteachers. The researcher used a tape-recorder with permission from the respondents.

3.7 Data Analysis

Data analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions Kerlinger (1964). After collecting all the data, the researcher ascertained how many questionnaires were adequately completed. Then he coded the data in a codebook. For open-ended questions, the researcher picked a few questions at random and saw the respondents responses. From these responses a category of key common items which were related to research questions were established and used to fill in the codebook. From the codebook, the researcher put information in tables. In the codebook the information was quantified through counting (frequencies) and the totals converted into proportions or percentages.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

The purpose of this study was to investigate the administrative problems faced by head teachers of secondary schools and the implications of the problems to the management of secondary schools. The study also sought to establish headteachers opinions on the causes of the identified problems and their recommendations for overcoming them.

The research questions that guided the study were: -

1. What problems do head teachers face in performing the following tasks?
 - Finance and Business management.
 - Curriculum implementation and instruction
 - Pupil personnel management
 - Staff personnel management
 - Management of physical and material resources
 - Management of school community relations
2. What degree of importance do the head teachers attach to these problems?
3. Do male and female head teachers face different problems in reference to the six task areas?
4. To what extent have the head teachers been trained by KESI
5. What are the possible solutions to these problems

To fulfill these objectives, data was collected using a questionnaire, an interview schedule and the school spot check observation form.

This chapter therefore presents analyzed data collected in the following order.

4.1 Characteristic of schools used in the study

Included in the school characteristics were type of school, pupil enrolment and staff distribution by gender. This data was solicited to enable the researcher to get the background information on the schools in the study sample.

Table 4.1 Characteristics of the Schools Used in the Study

| Type of School | No of Schools | Percentage |
|----------------------------|-------------------------|--------------|
| Mixed Day | 2 | 28.6 |
| Boys Boarding | 1 | 14.3 |
| Boys Boarding/Day | 2 | 28.6 |
| Girls Boarding | 1 | 14.3 |
| Mixed Boarding / Day | 1 | 14.3 |
| Totals | N=7 | 100.0 |
| Enrolment of Pupils by Sex | No of Students Enrolled | Percentage |
| Boys | 1901 | 72.8 |
| Girls | 710 | 27.2 |
| Total | N=2611 | 100.0 |
| Staff Distributed by Sex | No of Staff Members | Percentage |
| Male | 93 | 76.2 |
| Female | 29 | 23.8 |
| Total | N=122 | 100.0 |
| Age of School (Years) | No of School | Percentage |
| 11 -20 | 3 | 43.0 |
| 21-30 | 2 | 28.5 |
| 31 -40 | 2 | 28.5 |
| Total | N=7 | 100.0 |

The data in Table 4.1 indicated that there was more enrolment of Boys 72.8% than girls 27.2%. The high representation of boys in the study was as a result of high enrolment in boys' only schools, which ranged from 210 to 530 while the only girls' school had 290

students. There were also more boys in all mixed schools, with their enrolment ranging from 80 to 350 boys while that of girls ranged from 20 to 250 girls. There were more male teachers 76.2% than female 23.8%. 57% of the schools have operated for more than 20 years since they were founded. 43% of the schools have less than 20 years of operation since they were founded.

4.2 Head teacher's Personal Data

Include in the head teachers personal data were age, sex, marital status and academic qualifications. This data was sought to provide background information on the head teachers, which enabled the researcher to establish the caliber of head teachers in the study sample. Related data is presented in Table 4.2.

| Age | No of Headteachers | Percentage |
|-------|--------------------|------------|
| 18-25 | 1 | 1.4 |
| 26-35 | 1 | 1.4 |
| 36-45 | 1 | 1.4 |
| 46-55 | 1 | 1.4 |
| 56-65 | 1 | 1.4 |
| 66-75 | 1 | 1.4 |
| 76-85 | 1 | 1.4 |
| 86-95 | 1 | 1.4 |
| Total | 7 | 100 |

Table 4.2 shows the results of head teachers' age in the study sample. Only 14.3% were in the 18-25 age group, 14.3% in the 26-35 age group, 14.3% in the 36-45 age group, 14.3% in the 46-55 age group, 14.3% in the 56-65 age group, 14.3% in the 66-75 age group, and 14.3% in the 76-85 age group. Only 28.6% of the head teachers had reached the age of 66 years and above.

Table 4.2 Head Teachers Personal Data N = 7

| Gender of Headteachers | No of Headteachers | Percentage |
|--|----------------------------|-------------------|
| Male | 6 | 85.7 |
| Female | 1 | 14.3 |
| Total | N=7 | 100.0 |
| Age of Head Teacher (Years) | No of Head Teachers | Percentage |
| 31 – 35 | 1 | 14.3 |
| 36 – 40 | 4 | 57.1 |
| 41 – 45 | 1 | 14.3 |
| 46 – 50 | 1 | 14.0 |
| Total | N=7 | 100.0 |
| Marital Status | No of Head Teachers | Percentage |
| Married | 7 | 100.0 |
| Total | N=7 | 100 |
| Academic Qualifications of Headteachers | No of Headteachers | Percentage |
| ATS | 2 | 28.6 |
| B.ED (Arts/Science) | 5 | 71.4 |
| Total | N=7 | 100 |

Table 4.2 shows that majority of headteachers in the study sample were male (85.7%). Only 14.3% were female. It also shows that 71.4% of the headteachers in the study sample were 40 years and below while 28.6% were 40 years and above. 100% of the headteacher are married. 71% of the headteachers had studied education up to University level. Only 28.6% of the headteachers in the study sample had the ATS status.

4.3 Problems faced by headteachers in performance of the six main task areas of school management.

The major purpose of this study was to find out the administrative problems faced by secondary school headteachers in performing the six main tasks in school management.

Data collected on problems headteachers faced in performing the six main tasks is presented in Table 4.3

Table 4.3 Problems faced by Headteachers in performing the six main tasks.
N = 7

| Tasks Areas | Problems Faced | No. of Headteacher | Percentage |
|---|----------------|--------------------|------------|
| Financial and Business Management | Yes | 7 | 100.0 |
| | No | 0 | 0.0 |
| Curriculum Implementation | Yes | 7 | 100.0 |
| | No | 0 | 0.0 |
| Pupil Personnel management | Yes | 7 | 100 |
| | No | 0 | 0.0 |
| Staff Personnel Management | Yes | 7 | 100.0 |
| | No | 0 | 0.0 |
| Management of Physical and Material Resources | Yes | 7 | 100.0 |
| | No | 0 | 0.0 |
| School Community Relations | Yes | 7 | 100.0 |
| | No | 0 | 0.0 |

The data from Table 4.3 shows that all the headteachers faced problems in all the six main tasks. The interview data gave the same picture with all the respondents citing problems in all the six tasks.

4.3.1 Problems faced by headteachers in financial and Business Management.

The problems given by the respondents are presented in Table 4.4.

Table 4.4: Problems faced by Headteachers in Financial and Business Management

| Problems | No. of Respondents N=7 | Percentage |
|---|---------------------------|------------|
| Lack of Financial Management skills | 5 | 71.4 |
| Lack of funds | 3 | 42.9 |
| Poor school fees payment/ outstanding School fees | 4 | 57.1 |
| Others | 2 | 28.6 |

The major problem cited by most of the respondents (71.4%) to the questionnaire was lack of financial management skills.

4.3.1.1 Reasons headteachers listed for the problems encountered.

Data from the headteachers' questionnaire gave the following as reasons the headteachers had for the problems encountered in financial and business management.

- Inadequate training in financial management during pre-service training.
- Inadequate in-service training
- Fixed school fees structures by Government not taking into account inflation etc.
- Under enrolment resulting in collection of less school fees funds
- Poor parents/guardians

- Poor community support
- Inadequate bursary from government
- Negative attitude towards payment of fees for girls.

4.3.1.2 Possible solutions to the problems faced in financial management tasks

The headteachers gave the following solutions in financial management tasks.

- Enlisting community support in funding
- The Government to increase bursary allocations to marginalized areas in the district.
- In-service training in financial management skills should be held regularly for deputies and heads
- Encourage parents to pay school fees in kind e.g. maize, animals etc.

4.3.2 Problems faced by the Headteachers in curriculum implementation.

Data related to problems headteachers faced in curriculum implementation are presented in Table 4.5.

Table 4.5 Problems faced by Headteachers in curriculum implementation.
N = 7

| Problem | No. of Respondents | Percentage |
|---|--------------------|------------|
| Inadequate Human and physical Facilities | 5 | 71.4 |
| Ineffective curriculum supervision and inspection | 3 | 42.9 |
| Frequent curriculum changes | 3 | 42.9 |
| Others | 1 | 14.3 |

4.3.2.1 Reasons listed by Headteachers which cause the problems

With regard to problems faced in curriculum and instruction management, the headteachers stated the following reasons.

- Delays in publishing textbooks for new syllabus.
- Lack of funds.
- Curriculum changes ignore both human and physical resources.
- Inadequate teacher skills and knowledge in examination, testing and marking.
- Delays of employment of teachers by T.S.C (Teachers Service Commission).
- Imbalance in training subject specialists leading to shortage of Science and language teachers.
- Teachers not attending to all the classes.
- Too much work to be covered within a short period.

4.3.2.2 Possible solutions to the problems faced in curriculum implementation

The respondents of the questionnaire gave the following solutions to the problems faced in curriculum implementation.

- Enlisting staff dedication in curriculum implementation.
- Reduce work to be covered in the syllabus.
- Teachers to attend in-service training programmes in curriculum supervision.
- T.S.C. to employ teachers in time.
- B.O.G. to employ temporary staff.
- Publishers to avail books on time.

4.3.3 Problems faced by Headteachers in pupil personnel management

Data regarding the problems headteachers faced in pupil personnel management are presented in Table 4.6

Table 4.6 Problems faced by Headteachers in pupil Personnel Management

N = 7

| Problem | No. of Respondents | Percentage |
|---|--------------------|------------|
| Over – enrollment | 3 | 42.9 |
| Under- enrollment | 2 | 28.6 |
| General indiscipline (Truancy, Stealing, Drug Abuse etc) | 6 | 85.7 |
| Absenteeism due to school fees Problem. | 3 | 42.9 |

From the data above, majority (85.7%) of the schools face general indiscipline as it manifests itself in truancy, stealing, strikes and drug abuse just to mention a few.

4.3.3.1 Reasons listed by headteachers for the problems faced

In response to the questionnaire questions with regard to the pupil personnel management, the headteachers gave the following reasons for the problems faced.

- Lack of adequately qualified guidance and counseling personnel in the school.
- Lack of school fees.
- Negative attitude towards the school and education in general.
- Advisory to headteachers to increase form 1 enrollment from PDE (Provincial Director of Education).
- Peer pressure.
- Students entering the school with low marks.
- Poor performance in K.C.S.E. examination e.g. No student attains the minimum university entry points.
- Withdrawal of the cane as a tool to control indiscipline.

4.3.3.2 Possible solutions to the problems faced in pupil personnel management

The headteachers gave the following solutions to the problems faced in pupil personnel management.

- Re-instate the cane as a tool to control indiscipline.
- Strengthening the guidance and counseling team in school.
- Fencing the school to prevent truancy, sneaking and drug trafficking from outsiders.
- Improve performance in K.C.S.E. examinations.
- Communicate school rules and regulations effectively through notice boards and other avenues.
- National campaign against drug abuse.

4.3.4. Problems faced by Headteachers in staff personnel management

Data related to problems headteachers faced in staff personnel management are presented in Table 4.7.

Table 4.7 Problems faced by Headteachers in staff Personnel Management.

| Problem | No. of Respondents N=7 | Percentage |
|---------------------------------------|------------------------|------------|
| Staff Shortage | 6 | 85.7 |
| Staff indiscipline | 2 | 28.6 |
| Interpersonal conflict | 3 | 42.9 |
| Untrained staff/ inadequate Knowledge | 2 | 28.6 |
| Staff personal problems | 1 | 14.3 |
| Low morale | 2 | 28.6 |

The data shown in Table 4.7 above shows that majority (85.7%) of the respondents faced staff shortage problems.

4.3.4.1 Reasons listed by Headteachers for the problems faced

The headteacher cited the following reasons for problems faced in staff personnel management.

- Poor manpower planning while training teachers.
- Low salary and lack of incentives for staff.
- Lack of funds to employ qualified staff.
- Staff overstaying in one station for long.
- Staff staying far from school.
- Staff is stressed due to overloaded work.
- Wrong calculations of CBE (Curriculum Based Establishment) that results in T.SC. not posting teachers to the school.
- Poor communication among the staff and between the staff and the headteacher.

4.3.4.2 Possible solutions to the problems faced in staff personnel management

With regard to problems faced in staff personnel management, the headteachers gave the following solutions.

- Training headteachers in personnel management.
- Organize open forums to discuss issues affecting workers promptly.
- Provision of teaches houses within the school.
- Transferring of staff after 5 years with replacement.
- Government to start giving grants to be used to pay workers.
- Enlisting good back-up from the B.O.G. and the P.T.A in handling staff welfare matters.

4.3.5. Problems faced by Headteachers in the provision and maintenance of physical facilities

Data related to problems headteachers faced in the provision and maintenance of physical facilities is presented in Table 4.8.

Table 4.8 Problems faced by Headteachers in the provision and maintenance of physical facilities

| Problem | No. of Respondents N=7 | Percentage |
|--------------------------------------|------------------------|------------|
| Inadequate facilities and supplies | 7 | 100.0 |
| Poor construction of Facilities | 3 | 42.9 |
| Maintaining school plant and grounds | 4 | 57.1 |

All the respondents (100%) cited problems in the provision of enough facilities and supplies.

4.3.5.1 Reasons Headteachers listed for problems encountered

From the headteacher questionnaire, the following list of reasons was given for the problems encountered in the provision and maintenance of physical facilities.

- Lack of funds to construct adequate buildings.
- Government instructions to take extra stream to give more opportunity to pupils to join secondary schools.
- Use of local inexperienced constructors.
- Lack of enough workers to maintain the ground and school plant.

4.3.5.2 Possible solutions to the problems faced by the Headteachers

The headteachers gave the following solutions for problems faced in the provision and maintenance of physical facilities.

- Use sound and corrupt free tendering system.

- Enlist the support of the community leaders in organizing fund raising harambees to purchase facilities and construct buildings.
- Adapting available space to need.
- Organizing for proper distribution of equipment, supplies and facilities.
- Effective maintenance and repair of buildings.

4.3.6 Problems faced by Headteachers in the management of school community relations

The table below presents problems faced by headteachers in the management of school community relations.

Table 4.9 Problems faced by Headteachers in the management of school community relations

| Problem | No. of respondents N=7 | Percentage |
|--|------------------------|------------|
| Illicit brews and drugs supplied to students | 4 | 57.1 |
| Hostility from the community to the teachers | 3 | 42.9 |
| Poor attitude of community to the school | 3 | 42.9 |

4.3.6.1 Reasons headteachers listed for problems encountered.

With regard to management of school community relations the headteachers gave the following reasons for problems encountered.

- Communities want heads and teachers from their localities.
- Lack of land title deeds for school land.
- Poor performance in K.C.S.E examinations.
- Communication breakdown between the school and the community.

4.3.6.2 Possible solutions to problems faced by the headteachers in managing school community relations

The headteacher cited the following solutions to the problems faced in the management of school community relations.

- Planning for school-community activities.
- Improve communication between the school and community.
- The Government to facilitate the issue of land title deeds to schools.
- School to be fenced to control selling of alcohol and drugs to students.
- Teachers to work hard to improve performance in K.C.S.E. examinations.
- Enlist the support of educated local leaders to market the school to the community.

4.3.7 Ranking of problems faced by Headteachers in the performance of the six main managerial tasks

Though all respondents faced problems in all of the six main managerial tasks, their intensity varied from one respondent to another. Table 4.10 below presents data showing the ranks given to the problems faced by headteachers in the different task areas.

Table 4.10 Task areas and ranks of problems encountered

| Task Area | Respondent | | | | | | | Total | Mean | Rank |
|----------------------------|------------|---|---|---|---|---|---|-------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| Financial Management | 5 | 4 | 6 | 6 | 6 | 6 | 6 | 39 | 5.6 | 1 |
| Curriculum and Instruction | 6 | 5 | 1 | 4 | 4 | 4 | 5 | 29 | 4.1 | 3 |
| Staff personnel | 1 | 2 | 1 | 3 | 2 | 3 | 3 | 15 | 2.1 | 4 |
| Staff personnel | 4 | 3 | 1 | 1 | 1 | 1 | 2 | 13 | 1.9 | 5 |
| Physical facilities | 3 | 6 | 6 | 5 | 5 | 5 | 4 | 34 | 4.9 | 2 |
| School community | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 12 | 1.7 | 6 |

Rank Key: 1 for least serious and 6 for most serious.

From the above table, it can be concluded that the most experienced problem is the Financial Management task. Most of the respondents ranked it highly. Provision of physical facilities was ranked second.

Lack of enough funds was cited as the main problem. This problem was as a result of huge amounts of outstanding fees, non-payment and delayed payment of school fees. The heads are unable to buy enough resource materials, build more classrooms, laboratories and other important school buildings.

43.8 Headteachers professional experiences.

Table 4.11 Headteachers Professional Experiences

| Teaching Experience Years | No. of Head teachers | Percentage |
|---------------------------------|----------------------|--------------|
| 3-6 | 6 | 85.7 |
| 7-10 | 1 | 14.3 |
| Total | N=7 | 100.0 |
| Deputy Headship (years) | No. of Headteachers | Percentage |
| Below 3 | 1 | 14.3 |
| 3-6 | 5 | 71.4 |
| 7-10 | 1 | 14.3 |
| Total | N=7 | 100.0 |
| Headship (years) | No. of Head teachers | Percentage |
| Below 3 | 2 | 28.6 |
| 3-6 | 2 | 28.6 |
| 7-10 | 2 | 28.6 |
| 11-14 | 0 | 0.0 |
| 15-18 | 1 | 14.3 |
| Total | N=7 | 100.0 |
| Pre-service (Headship) training | No. of Headteachers | Percentage |
| Yes | 0 | 0.0 |
| No | 7 | 100.0 |
| Total | N=7 | 100.0 |
| In - service Training K.E.S.I | No. of Headteachers | Percentage |
| Yes | 7 | 100.0 |
| No | 0 | 0.0 |
| Total | N=7 | 100.0 |

The data in table above indicates that majority of the headteachers had reasonable teaching experience ranging from three to ten years. Had an exposure as deputy heads ranging from three to ten years. Also majority of the headteachers had reasonable headship experience ranging from three to 18 years. None of the heads had pre-service training prior to joining headship positions. The data indicates that all the heads in the

study have been in-serviced by K.E.S.I. The headteachers trained by K.E.S.I. indicated that the course they underwent was quite relevant in the following ways.

- It gave them basic information in general school administration.
- Headteachers shared experiences which enhanced their confidence
- Selected case studies gave a chance to the heads to learn more and gain knowledge in those task areas.

However, the respondents cited some drawbacks to the in-service training provided by K.E.S.I. The drawbacks were: -

- The duration was two to four weeks which is too short leading to a crash programme. This led to poor coverage of the content.
- The training was not given on a regular basis.

4.4. Headteachers views on school management and headship preparation

This information was sought to help the researcher establish the headteachers views on school management and headship preparation. All the respondents interviewed indicated that headteachers need some pre-headship experiences so as to equip them do the headship job more efficiently.

4.4.1 Age

All the headteachers interviewed viewed age as a pre-requisite for efficient headship. They gave the following reasons in support of age.

- Age is associated with maturity which is regarded as crucial in responsibility.

- Age generally gives confidence to pupil and staff personnel as well as the school community.

4.4.2 Deputy Headship

All respondents interviewed indicated that the deputy headship experience was very important before appointment to headship. The main reasons given in support were that it exposed the incumbent to:

1. Management and decision- making process in the school e.g. when the headteacher is absent.
2. Headship tasks such as pupil and staff management, curriculum implementation, school community issues etc.
3. Attend P.T.A. and B.o.G meetings which would enable him/her to know how to handle them.

4.4.3 School Management

- All the respondents' interview was of the view that school leadership poses different challenges from those of a classroom teacher. The training one gets to be a professional teacher is inadequate to make one be an effective school manager.
- Most of the respondents cited the fact that challenges facing headship are diverse and on the increase. These emerging educational challenges and ever changing needs of the school are brought about by the unprecedented explosion of knowledge and technology, changing laws and economic environments.
- This calls for systematic professional training for headteachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The major purpose of the research project was to find out the administrative problems faced by secondary school heads in Malindi district.

Chapter One dealt with the historical background to the study, the challenges of headship and the appointment of headteachers. The statement of the problem, the purpose and objectives of the study were highlighted in this chapter.

Chapter Two dealt with the review of literature related to the subject area. The first part of the literature review looked at the body of research pertaining to the importance of a headteacher in secondary schools. The second part examined the various administrative tasks performed by the headteachers. The third part looked at literature pertaining to training of the secondary school headteachers.

Chapter Three dealt with the design and methodology of the study. It showed the sample, the research tools and how they were administered.

Chapter Four presented the analysis of data. This data were analyzed and presented in tables of frequency distribution and percentages.

The problems headteachers faced were analyzed according to the administrative task areas of the headteachers. Responses from the respondents showed the various types of problems faced by the headteachers.

5.2 Conclusions

The study has enabled the researcher to arrive at certain conclusions about the problems the headteachers face in administering their schools. The most serious problems facing headteachers are in the area of finance and provision of physical facilities.

The problem that gives headteachers most headaches is where and how to get adequate funds to run their schools. Parents are the main financiers of the schools through payment of school fees and harambees. Most of them are low income earners. Lack of funds affects the extent to which physical facilities can be provided and be well maintained. It also affects the provision of textbooks, equipments and laboratory chemicals and other essential teaching and learning materials. Although the qualifications, age and gender of the headteachers differed, they still faced the same problems.

5.2.1 Finance and Business Management

The major problem faced by the headteachers in this area is lack of financial management skills and poor school fees payment by parents.

5.2.2 Curriculum Implementation and Instruction

The most problematic area in this task was inadequate human and physical facilities. The other two problems in this task area are ineffective curriculum supervision and inspection and frequent curriculum changes. Most of the schools in the study were established recently and therefore they have not yet accumulated many physical facilities like classrooms, libraries and laboratories. There was not even one school that owned a school van.

5.2.3 Pupil Personnel Management

The major problem in this area is general indiscipline. This was manifested in truancy, stealing and drug abuse. This, the headteachers said was as a result of the abolition of the use of cane in disciplining the students. The most important tool now used to control indiscipline among the students is guidance and counseling.

5.2.4 Staff Personnel Management

The major problem in this task area is the shortage of staff. The main reason was lack of funds to employ and delay by the T.S.C in posting teachers. The research also found out that poor calculations of C.B.E (Curriculum Based Establishment) resulted in T.S. C not posting teachers to the schools.

5.2.5 Provision and Maintenance of Physical Facilities

The most problematic area in this task was inadequate facilities and supplies. All schools lacked funds to build additional rooms to cater for the increasing needs in the running of the schools.

5.2.6 School Community Relations

In this area, the most problematic issue is illicit brews and drugs supplied to the students by members of the community. The other major problem was hostility from the community towards the heads and teachers.

5.3 Recommendations for the Study

On the basis of the data collected and analyzed, the researcher recommended the following.

1. The government should provide funds for building classrooms, dormitories, laboratories and dinning halls. This burden should be removed from the parents who are overburdened by the high tuition fees.
2. The government should as a matter of urgency sponsor headteachers to a minimum one-year diploma course in school management. This course will make the headteachers more effective. A greater emphasis in the course should be placed

in financial management skills, which was the most problematic task area among all the headteachers.

3. There is need for the government to increase the bursary allocations to areas with widespread poverty so as to cater for increasing number of needy students. Also the bursary should be taken direct to the schools instead of the current mode of disbursing which takes the bursary money to the constituencies under the control of politicians
4. Headteachers should make the schools engage in money generating projects e.g. keeping livestock and farming. Schools may also generate substantial funds by marketing and renting schools facilities e.g. halls, dormitories, playgrounds etc especially during the vocations.
5. There is need for the local communities be educated through public barazas by the local leaders so that they may stop their hostility towards the principals and teachers.

5.4 Recommendations for further research

The researcher recommends further research to be done to investigate the administrative problems faced by headteachers in the entire coast province.

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APPENDIX A

KENYATTA UNIVERSITY

HEADTEACHER QUESTIONNAIRE

Introduction:

I am a postgraduate student at Kenyatta University. I am undertaking a research study in the field of Secondary Education Administration. The study seeks to identify the administrative problems faced by headteachers. I would very much appreciate if you could participate in the study by completing this questionnaire.

THE INFORMATION OF THE QUESTIONNAIRE WILL BE TREATED WITH STRICT CONFIDENCE AND NO INDIVIDUAL SCHOOLS OR NAMES OF HEADTEACHERS WILL BE MENTIONED IN THE COMPLETED WORK ABOUT THE QUESTIONNAIRE

This questionnaire has 2 sections — section A and Section B. Section A seeks some background information about the school and you. Section B on the other hand, seeks views regarding the problems secondary school headteachers face.

SECTION A**Background Information**

1.0 School Background

1.1 Name of School _____

1.2 Year Founded _____

1.3 No. of Teachers: Male () Female ()

1.4 No. of Students: Male () Female ()

2.0 Your Background

2.1 Sex: Male () Female ()

2.2 Age Under 25 () 26-30 () 31-35 ()

36-40 () 41-45 () 46-50 ()

51-55 () above 55 ()

2.3 Marital Status: () Single: () Married.

() Divorced () Separated.

2.4 Qualification/s () Diploma in Education

- () ATS
- () B.A
- () B.Sc
- () B. Ed (Science / Arts)
- () M.A,M.S-
- () M.ED
- () Any other. Specify _____

SECTION B

This section is designed to gather information on problems faced by secondary school heads.

The questions are arranged according to six task areas.

3.0 What problems do you face when performing the following tasks.

3.1 Task 1: FINANCE AND BUSINESS MANAGEMENT

a) List the problems

- (i)-----
- (ii)-----
- (iii)-----
- (iv)-----
- (v)-----
- (vi)-----
- (vii)-----

b) What are the probable reasons for these problems?

- (i)-----
- (ii)-----
- (iii)-----

- (iv) -----
- (v) -----

c) What are the possible solutions to the problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

3.2 Task 2: CURRICULUM IMPLEMENTATION

a) List the problems

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----
- (vi) -----
- (vii) -----

b) What are the probable reasons for these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

c) What are the possible solutions to these problems?

- (i) -----
- (ii) -----
- (iii) -----

(iv)-----

(v)-----

3.3 Task 3: PUPIL PERSONNEL MANAGEMENT

(a) List the problems

(i)-----

(ii)-----

(iii)-----

(iv)-----

(v)-----

(vi)-----

(vii)-----

(b) What are the probable reasons for these problems?

(i)-----

(ii)-----

(iii)-----

(iv)-----

(v)-----

(c) What are the possible solutions for these problems?

(i)-----

(ii)-----

(iii)-----

(iv)-----

(v)-----

Task 4: STAFF PERSONNEL MANAGEMENT

a) List the problems

(i)-----

(ii)-----

- (iii) -----
- (iv) -----
- (v) -----
- (vi) -----
- (vii) -----

b) What are the probable reasons for these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (V) -----

c) What are the possible solutions for these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

3.4 Tasks: PHYSICAL FACILITIES

a) List the problems

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----
- (vi) -----
- (vii) -----

b) What are the probable reasons for these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

c) What are the possible solutions for these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

3.5 Task 6: SCHOOL COMMUNITY RELATIONS

a) List the problems

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----
- (vi) -----
- (vii) -----

b) What are the probable reasons fro these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

VII

c) What are the possible solutions for these problems?

- (i) -----
- (ii) -----
- (iii) -----
- (iv) -----
- (v) -----

3.6 Please rank the following task areas in order of their seriousness according to the problems you encounter in your daily administrative duties.

Rank (1-6)

- a) Pupil Personnel management ()
- b) Curriculum Implementation ()
- c) Finance and Business Management ()
- d) Staff Personnel Management ()
- e) School Community Relations ()
- f) Provision and Maintenance of Physical Facilities()

Use 1 for least serious and 6 for most serious.

4.0 For how long have you worked as

- a) Teacher ()
- b) Head of Department ()
- c) Deputy Headteacher ()
- d) Headteacher ()
- e) Any other specify _____ ()

4.1 Prior to your appointment as a headteacher, had you received any pre-service training to prepare you for headship?

Yes () No ()

4.2 Has the pre service training you received as a teacher helped you adequately for your current responsibilities as a headteacher?

Yes () No ()

VIII

4.2 (a) Have you attended any KESI in-service course on educational administration while practicing as a headteacher? Yes () No ()

(b) If yes, how far has it prepared you for your current responsibilities?

() Very adequately () Adequately

() In adequately

THANK YOU VERY MUCH FOR YOU COOPERATION IN FILLING AND COMPLETING THIS QUESTIONNAIRE.

APPENDIX B

HEADTEACHER INTERVIEW GUIDE

1. For how long have you been a head teacher? No of years _____
2. Should an individual have had experience as a deputy headteacher before she/he is appointed as a headteacher?

Probe for reasons

3. Should a head teacher's age be considered at the time of appointment?
4. In what ways did the university or college course in education administration prepare you for the management of a secondary school?
5. Have you attended any KESI in-service training?

Probe for – duration, the content, organization and adequacy.

6. What training would you recommend for current and prospective headteacher?
(Pre-service, In-service, On-job training)

Probe reasons.

7. In which rank order should emphasis be placed in headteachers training programmes on the following task areas?
 - i) Curriculum Implementation
 - ii) Finance and Business Management
 - iii) Staff Personnel
 - iv) School Community Relations
 - v) Provision and Maintenance of Physical Facilities
 - vi) Pupil Personnel

8. What suggestions can you give to improve secondary school management?

APPENDIX C

SPORT CHECK OBSERVATION SCHEDULE

1. Comment on the general outlay of the compound – in terms of cleanliness, safety etc.
2. Comment on the buildings – i.e. classroom, workshops, library, staff room, dining hall, dormitories in terms of – safety, cleanliness and maintenance.
3. Comment on the standard of maintenance of physical properties. E.g. machines, desks, textbooks, school van.
4. Comment on any school activity e.g farming, dairy cattle etc.

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