

**THE ADMINISTRATIVE PROBLEMS THAT
PUBLIC SECONDARY SCHOOL
HEAD TEACHERS FACE IN KENYA
(A CASE STUDY OF KITUI DISTRICT)**

**BY
JOHN MBUVI NDANA
D53/ICE/10356/04**

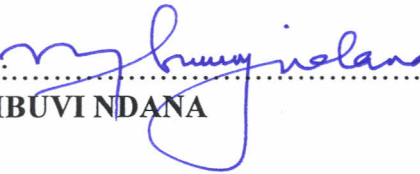
**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION (HRM) KENYATTA UNIVERSITY.**

SEPTEMBER 2008

KENYATTA UNIVERSITY LIBRARY

DECLARATION

I declare that this is my original work and has not been submitted in any other university or institution for examination.

Signature:  Date: 10th September, 2008
JOHN MBUVI NDANA

This is to certify that this project has been submitted with my permission and authority as the University supervisor.

Signature:  Date: 11-09-08

MR. NGABA (SUPERVISOR)

Signature:  Date: 11.09.08

MR. NGABA
CHAIRMAN, BUSINESS ADMINISTRATION DEPARTMENT

Ndana John Mbuvi
*The administrative
problems that public*



2009/338330

DEDICATION

This research project is dedicated to my Wife Veronica Ndinda Kiseke.

ACKNOWLEDGEMENT:

I would like to acknowledge the invaluable guidance by my supervisor, Dr. Ogutu. Special thanks goes to Mr. Ngaba- Chairman, Business Department – for having taken time to look at my work and for guiding me to enable its completion.

I am also grateful to all my lecturers for their insightful lectures. My Classmates Muthui, Munyao and Katuta, who proved to be helpful in giving useful criticism to this work

My children Aquiline and Jimmy also gave me inspirational moments by enriching my evenings at home. My parents James and Elizabeth, my brothers and Sisters gave me support. Mercy Peter was helpful in editing this work.

I also sincerely thank Mr. J. Kilai for giving me time – from duty – to complete this work

God Bless.

ABSTRACT

This study aimed at investigating the administrative problems that public secondary school head teachers face in Kenya with reference to Kitui District of Eastern province. There is need for efficient and effective management and running of secondary schools. Over the years, however there has been concern over the mismanagement of public secondary schools, often resulting to poor performance of these schools in national examination and frequent students' unrests.

The conceptualization of this study was based on the fact that schools just as the business enterprises need effective management to achieve the set goals and objectives. Schools as functional organizations have a purpose, which they must be seen to fulfill effectively and efficiently. The research was based on a descriptive design. The researcher adopted a stratified random sampling strategy on a target population of 85 public secondary schools in Kitui District. Primary data was collected by the use of questionnaires which were self administered by the researcher with the help of two research assistants. Secondary data was obtained from books, journals, and periodicals, on administrative problems in secondary schools and general management of schools as well as the functioning and roles of various school management committees.

The research embraced a research methodology that gave valuable results as desired by the study research questions and research objectives. A descriptive research survey design was employed. Questionnaires with closed and open ended questions were applied to ensure that the research instruments gave formidable data and thus ensuring reliability of the instrument.

The research used descriptive survey design, and measures of central tendencies were used to describe the results after analyzing the collected data with Statistical Package for Social Statistics (SPSS). The analysis was thereafter presented using graphs, tables and charts.

The study established that lack of adequate training and experience on financial management might be the main cause of school mismanagement and hence poor academic performance. Every aspect of school management is affected by the way money is allocated. The findings indicate that head teachers spend more time reviewing finance matters with parents, teachers and the B.O.G. Issues of discipline came second in importance to the Head master as finance, because the head teachers would probably delegate them to the Deputy and other teachers.

The study concluded that inadequate training and experience of the Head teacher in school financial management; discipline and teacher relation could be the cause of poor school performance. This is because the role of the Head teacher revolves around the three issues.

The study came up with various recommendations touching on various stakeholders that included the parents, teachers, headteachers and the B.O.G of the schools. These recommendations point out that the government should train headteachers on financial management. This would ensure that school funds are not mismanaged. The government should also provide grants to help in the operation of schools especially on matters to do with tuition. The Ministry of Education should put mechanisms in place to ensure that headteachers run schools without external interference. Headteachers should delegate their powers to their deputies with supervision.

The research was conducted in Kitui district, Eastern Province. It is therefore limited to this region and therefore a recommendation has been made that a further extensive research should be done to come up with a comprehensive finding on the administrative problems facing secondary school headteachers in Kenya. Key to this is a recommendation that future research should allow respondents to express freely their views by using even oral methods of collecting data.

TABLE OF CONTENT

Content	Page
Declaration.....	(i)
Dedication	(ii)
Acknowledgement	(iii)
Abstract	(iv)
Table of Content.....	(vi)
List of Tables	(viii)
List of Figures.....	(ix)
Acronyms.....	(x)
Definition of terms.....	(xi)
CHAPTER ONE: INTRODUCTION	
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	7
1.3 Objectives of the Study	8
1.4 Research Questions.....	8
1.5 Significance of the study.....	9
1.6 Limitation of the Study	9
CHAPTER TWO: LITERATURE REVIEW	
2.0: Introduction.....	10
2.1: Discipline Problems.....	10
2.2 Financial Management.....	14
2.3 Staff Relations.....	17
2.4 Conceptual framework.....	19
CHAPTER THREE: RESEARCH METHODOLOGY	
3.0 Introduction	21
3.1 Research Design.....	21
3.2 Target Population.....	21
3.3 Sampling procedure.....	21
3.4 Data Collection.....	22
3.5 Data Analysis.....	22
CHAPTER FOUR: RESEARCH FINDINGS	
4.1 Introduction.....	23
4.2 Data collection and analysis.....	23
4.3 General Information.....	23
4.4 Issues related to school finance.....	30
4.5 School Discipline.....	31
4.6 Staff relation.....	31
4.7 Other administrative problems encountered.....	32

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	34
5.2 Summary of research finding.....	34
5.3 Conclusion.....	35
5.4 Policy recommendation	36
5.5 Recommendation future research.....	37

REFERENCE.....	38
----------------	----

APPENDICES

Appendix 1: Questionnaire.....	39
Appendix 2: Work plan.....	44
Appendix 3: Budget.....	45
Appendix 4: Cover letter.....	46

LIST OF TABLES

Table	Page
Table 1: Age of the Respondents.....	23
Table 2: Academic qualification.....	24
Table 3: Nature of school	25
Table 4: Number of students in school.....	26
Table 5: Category of school.....	26
Table 6: Female teachers in school.....	27
Table 7: Male teachers in school.....	27
Table 8: Trained teachers.....	28
Table 9: Untrained teachers.....	28
Table 10: Teaching experience.....	29
Table 11: Duration as a Deputy headteacher.....	29
Table 12: Experience as a headteacher.....	29
Table 13: Financial problems.....	30
Table 14: Discipline problems.....	31
Table 15: Staff relations.....	31
Table 16: Other administrative problems encountered.....	32
Table 17: Respondents suggestions on how to handle administrative problems.....	33

LIST OF FIGURES

Figure	Page
Figure 1: Conceptual framework.....	24
Figure 2: Gender of Head teachers.....	24
Figure 3: Academic qualification.....	25

ACRONYMS

MOEST: - Ministry of Education Science and Technology

SPSS- Statistical Package for Social Science

BOG- Board of Governors

OPERATIONAL DEFINATION OF TERMS

Planning – is the ongoing process of developing the business mission and objectives and determining how they will be accomplished. Planning includes both the broadest view of the organization and the narrowest, e.g. a tactic for accomplishing a specific goal.

School- A community of people who form a self-perpetuating group, which share a common culture and identity.

Public School - A Scholl that is owned and run by the government.

Day schools- These are schools where students learn and go back to their homes on a daily basis e.g. from 8.00am to 5.00pm.

Boarding schools- Schools with facilities and whose students stay on the school premises during the period school is in session e.g. there is usually a break after every three months.

Leadership – A dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organizational context, influences the other group members to commit themselves freely to the achievement of group tasks or goals.

Leadership is the process of influencing individuals and groups to set and achieve goals.

Leaders guide, persuade, direct coach, counsel and inspire others. In this case school leadership refers to the way the head teacher plan/organizes and controls a secondary school.

Education – Means to include all circumstances and actions leading to the students' intellectual social moral and physical development

Board of Governors (BOG) – This refers to a body established under the Education Act CAP 211 to oversee the functions of the school as well as running of the schools affairs on behalf of the Ministry of Education.

Education Administration – refers to the direction, control and managements of the matters pertaining to education. It entails leadership in education and facilitation of the means of the implementation of educational plans.

Experience- Refers to the total number of years one as served as a head teacher in a secondary school in Kenya.

Head teacher – Is the administrative head teacher of a secondary school who is responsible to governing or managing the school.

Trained graduate – Refers to an individual who has received training from the university and holds a Bachelor of Education degree.

Trained non- graduate – Refers to an individual who has received training from other institutions but not the university.

Non-trained Graduate – Is an individual who has received training from other institutions but in teacher training.

Administration: is a person entrusted with the responsibility to manage human resources assets and liabilities in an organization by applying management principles.

PTA – A group of parents and teachers elected to represent the interest of all parents and teachers in all matters to do with the management of the school.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

After independence in 1963, Kenya advocated and carried out an expansion in education and all levels from nursery to university level following the Ominde Report, that is, “Kenya Education comm.1964/65”. The report emphasized academic education, contrast to industrial type of education emphasized on Africans in the colonial era.

According to the report, education efforts were seen as endeavors to achieve national development which meant eradicating poverty, ignorance and disease from Kenya (Ominde 1964) hence schools were seen as places fro training in social obligation and responsibility. The head teacher being the chief executive in the school administration is thus confronted with the big task of achieving the national goals.

The growth in the education sector has been manifested by increase in the number of schools and student enrollment. In 1963, the country had a total of 891,553 pupils; the secondary sub sector has also witnessed increase in the number of schools from 152 in 1963 to 3,000 with enrolment of 700,000 up from 30,000(Waihenya, 2000). Kisii/Gucha District has one of the highest population growth rates that surpass the national average of 3.5 % annually. This fact has greatly lessened the available vacancies with an option of making do with congested classes in both rural and urban areas. The population growth rate in the two districts has caused a heavy task for the already established schools. Due to the larger population in schools, Head teachers find it hard in controlling the students.

“The world conference for all” was held in Jomtien, Thailand in 1990. The report at the deliberation of the conference indicated that it was well recognized that school principals carry prime responsibility for creating an effective educational environment on schools. The report noted with concern that without the necessary skills many schools principals found themselves overwhelmed by the challenging tasks of leadership in schools. Further that the situation in Africa was particularly acute where rapidly expanding educational system were found. The situation was worsened when inexperienced classroom teachers were customarily appointed to administer complex schools systems without adequate preparation and backup support (Common Wealth, 1977)

After independence, in 1963, there was a tremendous increase in number of secondary schools in Kenya. This rapid expansion was not accompanied by proper training of school Head Teachers. As a result, many teachers were prompted to leadership positions unprepared. No role models have been evolved over the years and consequently the teachers taking leadership have no example to draw from (Griffin, 1994).

A study carried out by Eshiwani (1963) showed that schools should be improved. He recommended that those Head Teachers lacking in the administrative ability would be assigned other duties. The areas, which raised concern, are teachers planning and execution of their duties, supervision, incompetence on the other part of Head Teacher and absenteeism.

Student unrest in Secondary schools has become the order of the day these days. The daily news paper almost any other day run story or stories of students going on rampage destroying properties before they are sent home at the intervention of anti riot police officers. They protest things as poor quality uniforms, substandard meals, mismanagement of the respective institution by the Head Teachers (Amoro 1996).

In Kitui District, head teachers have found themselves in the administrative problems in their schools and these problems have gone out of hand and have seen situations turning to ordeals as seen by the student unrests in the secondary school.

In 2003 students of Kasue Secondary school demonstrated by marching to the District Education Office. The student had complained of par teacher- student relationship as they particularly narrowed the issue to one male teacher who was alleged to have befriended three girls student within the school. The head teacher tried to control the student but was unable to.

Mbitini Secondary School in Kitui Central faced problems and was closed in 2005. The problem had been ignited by outsiders who had thrown stones to the students at night. The School matron tried to help by talking to the students. Three students had been injured and these made the student remain insecure and scared. Consequently, the students saw that the administration had taken no measures, and at the time of the incidence the school Principal was not within the school compound.

In 2006, May, Students of Ikutha boys secondary school were implicated into theft of school money after a watchman collaborated and broke into the principals office and stole money amounting to Ksh. 60,000. The police eventually ended up arresting the watchman and the student.

Student of Kakiani Secondary School in Kitui Central in June 2006 went on rampage after a new principal was posted to the school and had brought in new administration policies, which students didn't support. However, it later emerged that a teacher had incited the students. At the same time, the teachers didn't like the schools deputy principal as they alleged that he had yielded much power. This had been contrary to the outgoing principal who was operating in a democratic manner. Thus the school community was resisting the new principal's ways of running the school.

Nkinyangi (1990) cites an example of Mary Hill Girls Secondary School where students staged a riot in November 1979 setting a school library and several classrooms ablaze. The disturbance occurred after students were expelled for reportedly refusing to answer morning greetings from the deputy Head Teacher.

Tom (1995, reports of a similar disturbance reported in Pangani Girls where more than 700 students boycotted classes and marched out of the school, accusing the principal of "high handedness without being given an opportunity to defend themselves". At the time, the students claimed that the Head Teacher and the deputy Head Teacher were rude to both the teachers and parents in front of the students.

A meeting held at Webuye Western Province by heads of secondary schools cited some of the problems in schools as poor staffing, frequent transfer of teachers and lack of equipments and funds. (Baraza, 1999) in the report released by the Kisii Heads of Association, cites that interference in management of schools by sponsors and politicians contribute much to strikes and riots of students. The report indicates that cases of poor management, poor planning and financial mismanagement are as a result of lack of skills on the part of the Head Teacher and hence cause a lot of administrative problems when the accountability is not realized. Still in the report Mr. Timothy the Assistant Chairman of the association says to us that many teachers are appointed by the partition of headship unprepared. He says it was time Head Teachers were given adequate training in school administration and management (Oriere, 1998).

The problem of untrained administrator has a long way to stop. Many teachers have been given headship without formal training or preparation for it. It is therefore, necessary for the student teacher to familiarize him/herself with some ideas related to the work of a Head teacher so that he/she can reasonably well equipped with basic knowledge needed for the job. When a teacher is pocked to be a Head Teacher, he/she will find him/herself to be in a different world all together with new responsibilities, new commitments, new problems and most cases less free-time (Mbiti, 1974). It has become mandatory in other countries such a US, Canada, the UK, Australia and New Zealand that those who wish to became Head Teachers either in primary or secondary must acquire professional education for the job (Kamau, 1985).

An administrator performs several functions. Key to this is the function of planning. This will entirely be the process of determining what is to be done, in order to achieve the set objectives. The process is diverse and it involved getting answers to questions like: What is to be done? How should it be done? Who is to do what? And when should it be done? Answers to these questions will lead to effective planning.

Public relations are an important aspect in administration. It is an aspect administrators are supposed to embrace. It will involve the relationship between the administrators and the employees and the entire public, which is in the external environment of any organization. Thus in administration there should be mutual cordial relationship between all parties so as to attain co-operation and thereby leading to teamwork and the eventual achievement of an organization goals and objectives.

Co-ordination is another important aspect in administration. This will refer to the act of making different things relate to one another properly so that all of them together can achieve certain goals and objectives. Thus all activities taking place in an organization should be co-coordinated office in most cases one-activity affects or is based on the results of another.

An efficient administrator should embrace the organization aspect. This will entirely imply setting things in such a way that they can work together smoothly and effectively. Thus it will involve grouping of related activities. Head teachers are supposed to ensure departmentalization is in place. Different department will ensure that activities are

related to each other. This will ensure supervision takes place accordingly. Along with this is designing of jobs which will involve determining the work of each employee at each position. This is job specification and is based on knowledge and skills.

In organizations delegation is another critical aspect. The administrator should assign offices certain duties to be performed especially in the absence of certain offices. This ensures continuous performance of duty. However, persons delegated to should be given the authority and resources to execute the duties assigned to them.

Staffing is another component in administration. In secondary schools head teachers are supposed to ensure that their institutions are well staffed. Staffing is the process of acquiring and managing of employees in an organization in order to achieve the organizations goals. It will involve recruitment, induction, placement, and staff development, performance appraisal

1.2: Statement of the Problem

One of the major concerns tabled against head teachers is their lack of skills technique, and talents in dealing with the current school problems. The problems could be cited in regard to head teachers not recognizing the importance of in-service on the administrators. With the current dynamic society, there are new problems that arise duty to society demoralization of moral conducts and other aspects.

The common Challenges cited by the head teachers is the involvement of the members of the Board of Governors (BOG) members in the management of the institution, being out of school due to calls be DEOs, transfer from the T.S.C. and other personal problems.

1.3: Objectives of the Study

The main objective of the study was to determine the administrative problems that public secondary schools such as the head teachers' face in Kenya, with a special reference to Kitui District in Kenya.

Specifically, the study sought-

1. To establish the factors that lead to administrative problems in the public secondary schools such as the head teachers' age, academic qualifications, and the school size.
2. To assess the impact of training through in-service courses on head teachers in the administration of secondary schools in Kenya
3. To determine the head teachers' ways of dealing with administrative problems in their schools.

1.4: Research Questions

The proposed study sought to answer the following questions;

1. Do the factors such as the head teachers' age, academic qualifications, and the school size lead to administrative problems in the public secondary schools?
2. What is the role of head teachers' training through in-service courses in the administration of secondary schools in Kenya?

3. What are the head teachers' ways of dealing with administrative problems in their schools?

1.5 Significance of the Study

The empirical data that was obtained for the study may be useful to various institutions and personnel involved in decision making, policy formation and implementation in general and in particular in addressing the administrative problems of head teachers in Kenya. The finding was to be important to scholars in the field of management. The institutions to benefit include: The Ministry of Education, KESI, and the institutions involved in training secondary schools head teacher or the administrators in general.

The findings of the study are expected to be of use to the head teachers Association. This is a pool of head teachers who come together to discuss issues in educational administration. The findings may give light on administrative problems and an input to their interaction. Finally, the findings of the study will stimulate interest and further research in the area, for educators with a view to improving the quality of education administration.

1.6: Limitation of the Study

One limitation is that it covers public secondary school's head teachers in Kitui District.

The findings cannot be generalized given that the study covers one out all the districts of the Republic of Kenya.

CHAPTER TWO: LITERATURE REVIEW

2.0: Introduction

This chapter had a literature Review related to the study. The chapter was subdivided into subsections related to the administrative problems chosen. These were discipline, financial management and staff relation.

2.1: Discipline Problems

Schools play a big role in molding adults into disciplined adults. Therefore, the schools are under much pressure to produce good results in national exams. This should preclude the development of disciplined students (Kamunge, 1981). Discipline can be converted with not training, not correcting, not guiding, not punishing and not arranging conditions for learning and not restriction (Mbiti 1974).

Principals tend to reflect the idea that being a disciplinarian is their major role and frequently assign this responsibility to their assistant Principals. Generally school administrators resist or reject the role of disciplinarian because of the negative connotation of the term and because the duties associated with role are frequently frustrating, irritating and unpleasant to perform (Austin and Brown, 1970).

Discipline is an important part of the ethics of school, but its reminification spreads far and wide. The community judges a school more by the behavior of its children than anything else. The head teacher must establish a method of dealing with disruptive acts. Hence, school rules play a vital role. Head teachers have problems in trying to handle this case of indiscipline when it occurs (Knet, 1989).

A study carried out by Mugene (1984) on headmaster problems faced by secondary school head teachers in Busia District revealed existence of considerable problems in handling discipline.

Discipline is in real terms the epicenter of success of a school. This is because the efficiency and effectiveness of all organizations activities depend of the overall organizational degree of discipline. To encourage discipline the educational management must first of all enhance self-discipline among its leaders, teachers and non-teaching staff (Okumbe, 2001) whilst the educational management should apply appropriate procedure in handling disciplinary cases following the hot-store rule. In serious cases such as continued neglected work, lying, bullying, gross insubordination and tendency which require that corporal punishment be meted out, the Educational Act spells out the procedure to be followed. Corporal punishment should not be administered in front of other students (Okumbe , 2001, Pg 25). However the idea of corporal punishment has been abolished.

In more serious cases of indiscipline, the Education Act authorizes the Principal to suspend a student or students from attending school. The Principal must state clearly in writing the reasons for suspension directly to the parent or guardian of the student. The principal is required by law to report to the BOG of the school the suspension of the student within fourteen days. The BOG, after deliberation, recommends to the director of education, through the provincial director of education, the punishment if feels is commensurate with the offense. When there is mass indiscipline in a school involving all

or a significant number of students, the Principal is expected to declare all the students suspended and follow the same procedure as in the case of a suspended student (Okumbe, 2001).

Recent surveys of the public and of educators have identified student indiscipline as one of the most significant problem facing the school and suggest that it will continue to occupy much of the administrators' time. The importance of disciplinary role of the school administrator has been revealed by several studies. Principals tend to reject the idea that being a disciplinarian is their major role and frequently assign this responsibility to their assistant principals. Generally, school administrators resist rejecting the role of disciplinarian because of the negative connotation of the term and because the duties associated with the role are frequently frustrating, limiting and unpleasant to perform Austin and Brown, (1970). Indiscipline has been associated with poor management (Eshiwani, 1953,Griffin, 1994). However, indiscipline can be reduced when staff in follows proper guidelines Schools (Gillham, 1984 in Reid et al, 1990).

Discipline has become very serious in our schools. In 1950, Gallup's annual poll of public attitude toward school ranked discipline as a major problem. Fifty four percent of the teachers felt that they could not independently control many of the serious behavior problems. They indicate that schools written policies were clearly but not consistently applied (67%), were not strict enough (51%) were not sufficiently comprehensive (58%) (Kalusmierer, 1985)

Kariuki *et al* (2001), reports of the Minister of Education Hon. Mr. Henry Kosgey saying that most of the discipline cases have increased in schools lately, most involving arson and protest over poor relationship between the head Teacher and the students. This month cases of indiscipline have been reported at least in 15 schools. A number of them have been closed indefinitely, while some have been charged in court with others planning to set their school on fire or causing the death of their colleagues through arson.

Griffins (1995), notes that the history of boarding schools in Kenya is replete with riots, strikes, and other forms of mass indiscipline. In apportioning blame, it is the students who carry the heavier burden in the event of disturbances.

They are condemned for disrupting smooth running of schools by parents, teachers and government officials. Standard team (2001) quotes Catholic Archbishop of Nairobi Ndingi Mwana wa Nzeki attributing increased indiscipline in Kenya schools to the abdicating of duty by teachers.

Minor discipline problems occur in all schools, but some teachers experience many more problems than others. Serious problems occur from time to time in many schools but again in some schools experience many more than others. Punishment, inside or outside school does not exist in a vacuum. It requires context. In late 1980's this has been perceived as one of the increasing violence and disruption (Junes, 1998).

Effective management of student requires that a comprehensive effort is made by the management to ensure that the student activities and operation in an organization are efficiently and effectively administered. This calls for an educational manager who is properly grounded in the techniques of effective educational management. It requires the educational manager to have both the skills and the drive to propel an educational organization towards its stated objectives. For an educational manager to be an effective students' manager, he or she must not only be conversant with the concept and newer perspectives in educational management, but also be a constant operator of the management techniques (Kumbe, 2001).

2.2: Financial Management

Thomas at al (1989) writes that the Principals believes that the role of the Head Teacher, in dealing with the financial delegation is one overseeing, monitoring, having a watching brief and as for the accountancy side is concerned you need to be a good clerical officer, and trust them. Heads of departments have a vital role to play in ensuring that the benefit of financial delegation scheme actually reach the pupils and improve the educational opportunities open to them.

National team (1999), reports of the Head Master of Kiamtara Secondary School having fled the institution after the parents and students threatened to lynch him. Accusing him of Mismanagement, they claimed that the Head Teacher used school fund to buy himself a vehicle.

Barsito (1998) reports that in the face of increasing pressure on pupils' teachers and parents due to the escalating cost of education, unavailability of learning and physical materials, the head teacher has to wear many hats in order to steer the school to success. The head teacher must be a shrewd accountant and economist to guide the school bursar on the use of the meager financial resources.

The perception of financial autonomy depends heavily on previous experience and the educational context of the individual country. An example, French teachers may well consider that they have financial autonomy when in practice they only control the budget for premises, routine administration, and purchase of teaching materials. Heads of schools in England and Wales having had "control" over all the site based acts (including teaching and teaching staff premises, materials administration) since 1988 May, conversely feel that they do not have financial autonomy because they are frustrated by their lack of control over structural repair and over aspects on the site (Davis, 1997).

Various facets of school management prove 26 serious challenges to the respondent of their first appointment as a principal. By far, Finance and or Accounting were the areas frequently identified as having most problematic to newly appointed heads. Most of the principals "feared" finances because they were concerned handling them required skills, which they do not have. They recall that many of their colleagues had encountered serious difficulties due to the factors (Morumbari, 1993).

More than 80% of the 3,000 Head Teachers in the country do not have accounting skills. This explains the rampant embezzlement of funds which culminates into strikes and school closures (Namtion, 2001). This has led to the Ministry of Education to closely supervise the principals of public secondary schools. This is aimed to curb financial mismanagement common in most institutions (Gicheru, 2000).

Scarcity of funds is also seen as a management problem in most schools in Machakos District, Yatta Division. Due to low farm income, parents do not seem to be able to raise the required school fees thus records are badly managed which is also attributed to inefficiency of school clerks who are employed after form four and lack of Head Teacher experience in financial accounting (Mathers, 1987).

No organization can survive or carry out its function effectively without adequate financial resources at its disposal. In any type of school institution, the school head has an important responsibility for control and management of school finance (Ozigi, 1977). Generally, the tendency to delegate to the principal greater responsibilities in preparing and administering a budget is much to be desired. If the principal is to administer the budget, then he or she must know the amount in each account already spent, committed, out unspent and allocated in order to avoid embarrassment to himself and his superiors (Jacobson, 1963). The responsibilities of the Head Teacher will vary depending on the size of the school system and the theory of the school administration held by the Board of Governance (Jacobson, 1954).

The effective participation in budget development demands both knowledge and planning in part of Head Teacher for preparing an ideal educational budget is more difficult than corresponding protocols in private business (Banson, 1968). A study done in Rift Valley and Western Kenya on administrative problems in schools revealed that Head Teachers who have served for long in schools take for granted the financial planning and indeed end up in misusing the funds and failing to buy the necessary provisions for the school (Likami, 1982).

2.3: Staff Relations

Delegation within the secondary school is inheritable since the team leader or Head Teacher can possibly do all the necessary work. If school tasks were delegated effectively and more frequently than people who gain promotion would already be able to carry out most of the essential duties attracted to their post. It is the duty of team leader to ensure that tasks are delegated involves for more than merely giving another colleague a job to do (Bell 1992). Nobody can ever be expected to take a new responsibility without making some mistake, but performance criteria should be agreed and specified at the onset. Delegation helps the Head Teacher because colleagues are less likely to come to the Head Teacher for help or information about those tasks, which have been delegated. It helps the rest of the staff to know who has that particular responsibility since they can now turn to the appropriate person for help and advice or with suggestion (Bell, 1992).

Wowhelter (1997), cites that principal at struggling schools were unwilling to share power with others for fear that they would lose control. As a result, they failed to exert

leadership at all, and instead trapped themselves in style at mismanagement that undermines staff motivation, caused internal pouncing. Struggle among the administration and staff had suffocated the process. Morumbasi (1993) in her research, culture and age were identified as factors determining how principals relate to staff. One of the respondents found it difficult to handle “hard core” order teachers with a long history of discipline problems.

A major responsibility of school administration is to ensure an adequate learning environment for the students. If the members of staff are not performing adequately in spite of supervisory effort the steps must be taken to remove that individual from the staff. The professional role of a teacher is a demanding one and stretches from classroom teaching, curriculum development, examination processing, pedagogic material preparation and evaluation, to modeling the behavior of the students and acting as role models to the society (Okumbe 2001).

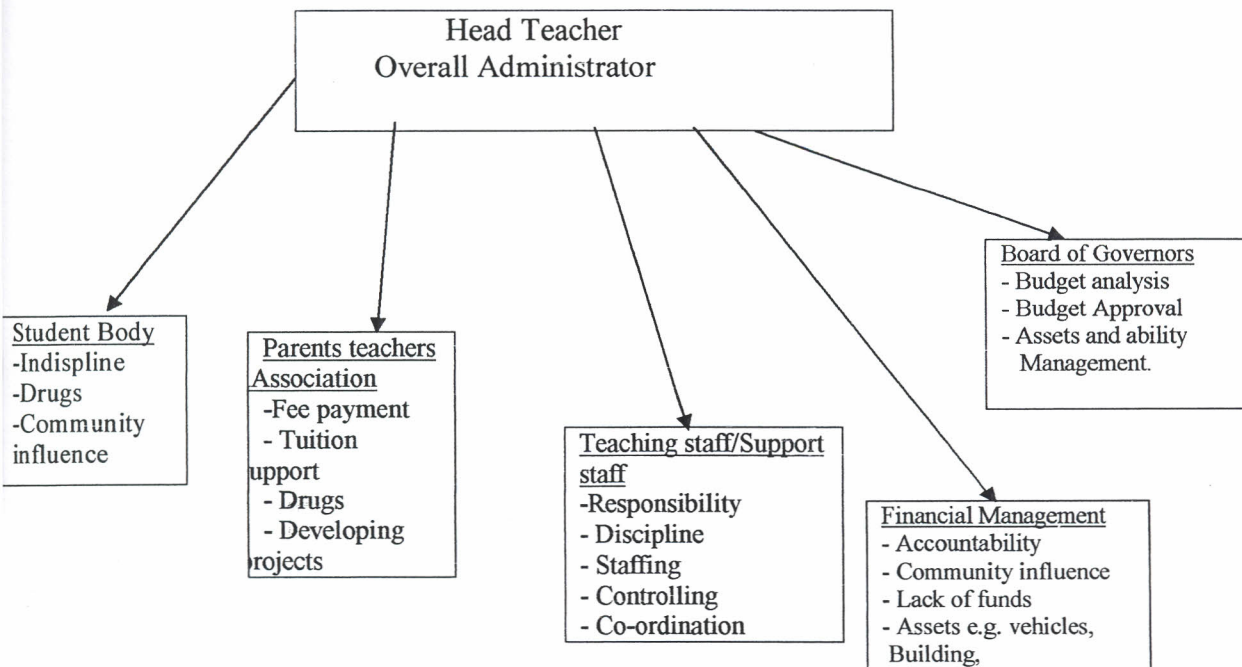
It is a part of the head teacher’s responsibility to maintain disciplinary standards in the institution while the head teacher must try to maintain good relationship with his/her staff. He/She should not be afraid to take disciplinary action against anyone who has failed in his/her duties or who is guilty of professional misconduct or some act of immorality. Delay or failure to take action may lead to more trouble and complications (Ozigi 1979).

The headteacher as a leader of staff must by his/her action indicate that the individual contributions are valued. He/she must appreciate them and make teachers feel that they are wanted and they belong totally to the institution. Therefore the relationship an administrator established with his/her staff to achieve the purpose of the school might be essence of administration (Compbell, 1971)

Instead of being an autocratic leader, the Principal should deliberately share with his/her teachers the duties and responsibilities of the management of the entire school program. The Principal who secures maximum teacher participation in the administration of the school will get useful and whole hearted cooperation and support from his staff (Edmondson, 1953)

2.4: Conceptual framework

Conceptual framework of the administration problems that head teachers face.



Source: Researcher

The head teacher is the central focus in all the things that happen in the institution. The head teacher has to oversee all aspects regarding to financial management, the teacher relation and the student body, is very critical. The teachers handle all discipline cases. There also exists a certain degree of community influence in the management of student discipline in the management of student discipline.

There exist the Parents –Teachers- Association. This is an association meant to ensure that fees for tuition is paid in good time so as to cater for the development of the school projects.

The financial management is mainly directed to the head teacher. The head teacher is accountable to all transactions taking place in the tuition compound. The head teacher is also supposed to manage the assets within the institution. These assets include vehicles, furniture, buildings, debtors, land and cash amongst others.

The Board of Governors is team appointed by the Ministry of Education entrusted with the overall management of the institution. Their main key role is to analyze the institution budget, approve the institutions budget after making amendments. The board is also supposed to ensure that there is the overall- management of the institution and efficiency and effectiveness is in place.

There exists the teaching staff and support staff. These are teachers teaching in the institution and the support staff. The headteacher spells out the responsibilities to be undertaken by the individual teachers. At the same time, the head teacher ensures that the teachers uphold discipline within the school and adhere to the code of conduct of the teaching profession.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0: Introduction

This chapter outlines the methodology that was used in the study. The chapter was organized under the following sub heading the research design: The target population, research instrument, instrument validity, instrument reliability, institution administration, and data analysis techniques.

3.1: Research Design

This study adopted a descriptive survey design. This was in form of secondary data that was collected by the researcher and used to describe issues as they were reported.

3.2: Target Population

The study was conducted in Kitui District of Eastern Province. The district has a good number of public secondary schools, which total to 85. The information of the schools in the district was obtained from the district education officer. This targeted all the public secondary schools in the district.

3.3: Sampling Procedure

This study adopted simple random sampling to select the respondents for the study. The researcher selected 30% of the schools in the District, that is, 26 schools. The researcher prepared a list of all the schools in an alphabetical order and then ticked every 3rd school on this list to come up with 26 schools in total. The main respondents were head teachers of these schools. The total sample was therefore 26 respondents.

3.4: Data Collection

Data for this study was collected by use of questionnaires. The questionnaires contained mostly closed-ended and a few open – ended questions. The researcher dropped the questionnaires with the help of two research assistants and then collected them after a week.

3.5: Data Analysis

The data was analyzed by the use of descriptive statistics such as frequencies percentages and measures of central tendencies. Statistical package for social science (SPSS) was employed in the analysis. The analyzed data was then presented in graphs, tables, and charts and cross tabulations.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Introduction

This chapter presents the research findings. The findings consist of general information, head teachers' perspective on school administration, and problems of finance, discipline and staff relation.

4.2 Data collection and analysis

The survey sought to investigate the challenges faced by secondary school head teachers. The researcher targeted 30% of schools in Kitui District, which has a total of 85 schools. The researcher collected data from 26 respondents representing 30% percent response rate, using structured questionnaires.

The collected data was then coded, cleaned and entered into SPSS software to build a database that was subjected to data analysis. Descriptive statistics such as percentages cross tabulations, and graphs were used to describe, analyze and present the study findings, which follow.

4.3: General Information

4.3.1 Age

The respondents were asked to indicate their age and the results are shown in table 1 below.

Table 1: Age of the Respondents

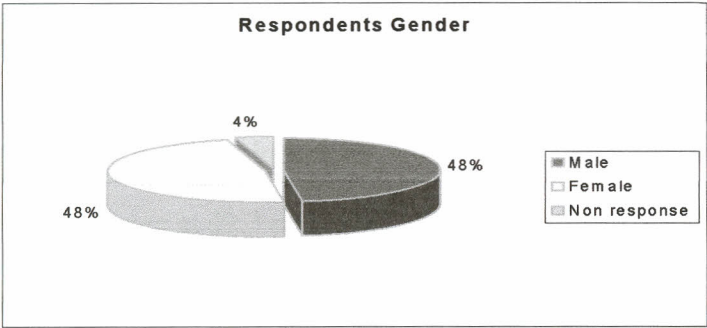
	Frequency	Percent
Below 25 years	1	3.8
26-35 years	4	15.4
36-45 years	11	42.3
Over 45 years	10	38.5
Total	26	100

As shown in the table 1 above, 3.8 percent of the respondents were below 25 years while 15.4 percent were between 26 and 35 years, 38.5 percent were over 40 years, a majority (42.3 percent) were between 36 and 45 years.

4.3.2 Gender of respondents

The respondents were asked to indicate their gender and the results are as shown below in figure 2 below. It can be deduced from figure 2 below that the respondents were equally distributed between the two genders at 48 percent each.

Figure 2: Gender of respondents



4.3.3 Academic qualification

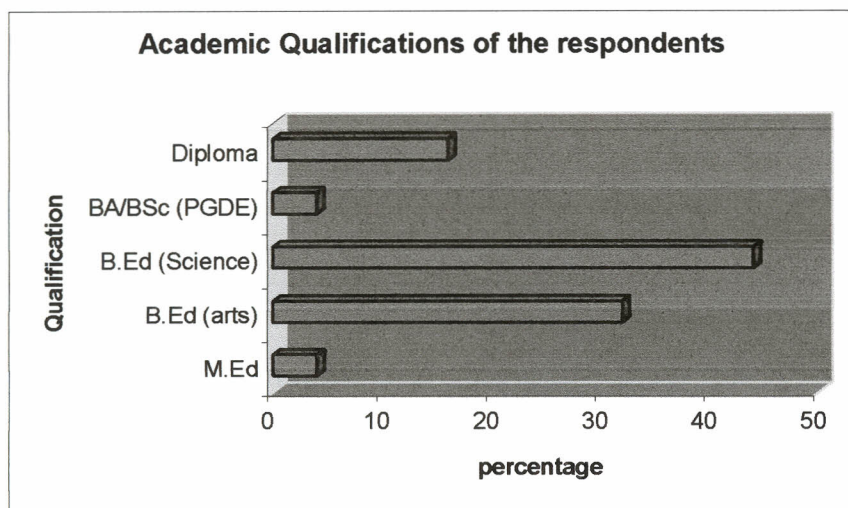
The respondents were asked to indicate their academic qualifications and the results are shown in table 2 and figure 3 below:

Table 2: Academic qualification

	Frequency	Percent
M.Ed	1	3.8
B.Ed (arts)	8	30.8
B.Ed (Science)	11	42.3
BA/BSc (PGDE)	2	7.7
Diploma	4	15.4
Total	26	100

Source: Research data

Figure 3: Academic qualifications



As illustrated in the table and figure 3 above a majority of those interviewed had a B.Ed (sciences) degree at 42.3 percent. Those with B.Ed (arts) degree were 30.8 percent. While 15.4 percent had Diplomas and the rest had either a Masters in Education or a Postgraduate Diploma in education at 3.8 percent and 7.7 percent consecutively.

4.3.4 Nature of school

The respondents were asked the nature of their school and the results are as shown on table 3 below.

Table 3: Nature of school

	Frequency	Percent
Provincial	11	42.3
District	15	57.7
Total	26	100.0

Table 3 above shows Provincial schools were 42.3 percent and District schools were 57.7 percent of the schools in the sample. This therefore means that more district schools were interviewed as compared to provincial schools.

4.3.4 Number of students in school

The respondents were asked to indicate the number of students in their school and the results are shown in table 4 below.

Table 4: Number of students in school

	Frequency	Percent
Below 200	11	42.3
210 – 400	9	34.6
401 – 600	4	15.4
601 – 800	2	7.7
Total	11	42.3

Most of the schools (42.3%) had a population of less than 200 students as shown in table 5 above, 34.6% of the schools had between 210 and 400 students, 15.4% had between 401 and 600 students, only 7.7% had between 601 and 800 students

4.3.5 Category of school

The respondents were asked to indicate the category of their school and the results are shown in table 5 below.

Table 5: Category of school

	Frequency	Percent
Day	6	23.1
Boarding	16	61.5
Day and boarding	4	15.4
Total	26	100.0

Most of the Heads of boarding schools were interviewed (61.5%), followed by Day schools at 23.1%, then Day and boarding schools at 15.4%.

4.3.6 Female teachers in school

The respondents were asked to indicate the number of female teachers in their school and the results are shown in table 6 below.

Table 6: Female teachers in school

	Frequency	No of teachers	Percent	Percent
1 – 3	14	224	53.8	18.8
4– 6	9	135	34.6	40
7– 9	12	43	3.8	41.9
10– 12	1	32	7.7	37.5
Total	26	434	100.0	

Source: Research data

Table 6 above shows that there were fewer female teachers in the schools in this study as compared to males. This is as demonstrated in table 6 above where 14 schools had between 1 and 3 female teachers at 53.8%. the actual percentage is 18.8%.

4.3.7 Male teachers in school

The respondents were asked to indicate the number of male teachers in their school and the results are shown on table 7 below.

Table 7: Male teachers in school

Male teachers	Frequency	No of Teachers	Percent	Percent
5-7	3	37	11.54	56.8
8-10	11	160	42.3	68.8
11-13	4	60	15.4	70
14-16	2	41	7.7	78
17– 19	6	136	23.1	83.8
Total	26	434	100.0	

Source: Research data

As illustrated in table 7 above, 3 schools representing 11.54% had between 5 and 7 male teachers with an actual percentage of 56.8%, while those with 8-10 male teachers were 42.3% with an actual percentage of 68.8%. Other schools had ranges of 11-13 male teachers with an actual percentage of 70%, 14-16 male teachers (7.7%) with an actual percentage of 78% and 17-19 male teachers at 23.1% with an actual percentage of 83.8%.

4.3.8 Trained teachers

The respondents were asked to indicate the number of trained teachers in their school and the results are shown in table 8 below.

Table 8: Trained teachers

Trained teachers	Frequency	Percent
5 – 10	6	23.1
11 – 16	7	26.9
17 – 22	9	34.6
29 – 34	1	3.8
No response	3	11.5
Total	26	100.0

Source: Research data

As table 8 above shows, a majority of schools had between 17 and 22 trained teachers at 34.6% while 26.9% had 11 – 16 percent trained teachers.

4.3.9 Untrained teachers

The respondents were asked to indicate the number of untrained teachers in their school and the results are shown in table 9 below.

Table 9: Untrained teachers

Untrained teachers	Frequency	Percent
0	4	15.4
1	11	42.3
2	2	7.7
4	4	15.4
No response	5	19.2
Total	26	100.0

Most schools (42.3 percent) had one untrained teacher as shown in table 9 above. Other schools had 2 untrained teachers (7.7%), 4 untrained teachers (15.4%).The sample had four schools with no untrained teachers (15.4%) – all the teachers on staff were trained.

4.3.10 Teaching Experience

The respondents were asked to indicate their teaching experiences and the results are shown in table 10 below.

Table 10: Teaching experience

	Frequency	Percent
3 – 6 years	11	42.3
7 – 10 years	6	23.1
11 – 13 years	5	19.2
14 – 17 years	3	11.5
18 years and above	1	3.8
Total	26	100.0

As illustrated in the table 10 above, an accumulative 57.7% of the headteachers had over seven years teaching experience. Those with 3 to 6 years were 42.3% of the respondents.

4.3.11 Duration as Deputy Headteacher

The respondents were asked to indicate the duration they had served as a deputy head teacher and the results are shown in table 11 below.

Table 11: Duration as a Deputy Headteacher

	Frequency	Percent
1 - 2 years	10	38.5
3 - 4 years	7	26.9
5 - 6 years	5	19.2
7 - 8 years	3	11.5
Non response	1	3.8
Total	26	100.0

As table 11 above shows, majority of the headteachers (38.5%) had served for only 1 – 2 years before being elevated to head teachers.

4.3.12 Experience as a headteacher

The respondents were asked to indicate their experience as a headteacher and the results are shown in table 12 below.

Table 12: Experience as a head teacher

	Frequency	Percent
Below 5 years	10	38.5
6-10 years	7	26.9
11-15 years	7	26.9
16- 20 years	1	3.8
Over 20 years	1	3.8
Total	26	100.0

Most of the respondents (38.5%) had Headteacher experience of less than five years, while those between 6 and 15 years experience were 53.8%. Those with over 16 years experience, as head teachers were 7.6% of the total respondents.

4.4: Issues related to school finance

In a scale of 1 to 5, with five meaning most serious, the respondents were asked to rank statements regarding to financial matters in their respective school, and the results are shown in table 13 below.

Table 13: Financial

	Mean
Organization of harambee fundraising	4.04
Lack of payment of fees by parents/guardians	3.92
Involvement of BOG in financial matters	3.64
Paying of subordinate staff	3.52
Preparing of school budget	3.40
Preparing petty cash funds	3.38
Involvement of parents in financial management	3.16
Involvement of the sponsors and the church in financial management	3.12
Collecting activity fee	2.92
Keeping cash account books	2.68

Financial matters seem to bother head teachers the most as indicated in table 14 above. For example, the respondents’ ranked organizing for harambees at a mean of 4.04, indicating it’s a serious matter. Lack of payment of fees is equally taken seriously (3.92). Other issues below appear in order of which they are regarded; involvement of BOG in financial matters (3.64), paying of subordinate stuff (3.52), preparing of school budget (3.40), Preparing petty cash funds (3.38), Involvement of parents in financial management (3.16), Involvement of the sponsors and the church in financial management (3.12), Collecting activity fee (2.92), Keeping cash account books (2.68)

4.5: School Discipline

School discipline here refers to the conduct of students in the institutions. The respondents were asked to indicate how they rank students discipline and the results are shown in table 14 below.

Table 14: Discipline problems

Discipline Issue	Mean
Handling student's of influential parents	2.64
Un involvement of parents in student's indiscipline	2.64
Administering corporal punishment	2.52
Helping students' who have indiscipline record	2.52
Coping with students un becoming behavior	2.48
Reporting student's progress to parents	2.48
Use of drugs by students	2.52

Discipline problems were ranked in the table 14 above. Almost all the head teachers find it fairly easy to deal with student's discipline matters. They rank most of the issues relating to student discipline at a mean of between 2.64 and 2.52.

4.6: Staff relations

The respondents were asked to rank issues related to staff relations and the results are shown in table 15 below.

Table 15: Staff relations

	Mean
Coping with teachers	2.32
Coping with teachers of the opposite sex	2.16
Delegation of duties to members of staff	2.56
Disciplining of teachers who don't prepare lesson plans and schemes of work	2.84
Dealing with teachers who do not attend staff meeting	2.92
Coping with the Deputy Head Teachers	2.60
Dealing with teachers who come to school while drunk	3.40
Dealing with teachers who come late for duty	3.16
Handling teachers personal problems	2.80

On staff relations, table 15 above indicates the problem of dealing with drunken teachers is ranked first with a mean of 3.40, lateness of teachers comes in second with a mean of 3.16, disciplining of teachers who don't prepare lesson plans was third with a mean of 2.84, handling teachers personal problems was ranked fourth with a mean of 2.80.

4.7: Other administrative problems encountered

The respondents were asked to state other administrative problems they encounter and the results are shown in table 16 below.

Table16: Other administrative problems encountered

Category label	F	Percent
Lack of support from management bodies i.e. P.T.A, B.O.G	2	5.9
Dealing with lowly motivated teachers	7	20.6
Political interference	3	8.8
Uncooperative local community	4	11.8
Lack of induction on duties of head teacher	1	2.9
Inadequate funds on the back drop of government	5	14.7
Dealing with low performing students	1	2.9
Lack of payment of fees by parents	4	11.8
Inadequate staff -teachers	3	8.8
Indiscipline- relationships in school	1	2.9
Conflict among non- teaching staff	1	2.9
Inadequate time to prepare financial reports/cover up for holidays	2	5.9

Among the other administrative problems listed by the respondents, dealing with lowly motivated teachers/those not settled seems more serious, followed by inadequate funds on the back drop of stringent government guidelines on fees payment, then uncooperative local community and lack of payment of fees by parents at 20.6, 14.7, 11.8, & 11.8 percent respectively. Inadequate staff (teachers) and political interference come fourth at 8.8 percent.

Respondent's suggestions on solutions to administrative problems

The respondents were asked to indicate suggestions on how to handle administrative problems and the results are shown in table 17 below.

Table 17: Respondents suggestions on how to handle administrative problems

Suggestions	F	Percent
Involvement of all stake holders i.e. BOG	6	22.2
Adequate teaching staff	2	7.4
Induction/in-service/further studies of Head teachers	9	33.3
Grants from government to assist in schools	3	11.1
Delegation of duties	4	14.8
Reduce board of governors powers	1	3.7
Minimize external interference	2	7.4

The Head teachers, as shown in table 17 above, recommended further training of teachers (33.3%), involvement of all stakeholders in the school affairs (22.2%), delegation of duties (14.8%), grants from government (11.1%), adequate teaching staff (7.4%), minimize external interference (7.4%) and the reduction of the powers of the Board of Governors.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary, conclusions and recommendations of the study coupled with openings for future research are presented.

The study was a survey aimed at finding out the administrative problems faced by secondary school head teachers in Kenya, the case of Kitui District. It aimed at determining whether factors such as headteachers age, academic qualifications and school size contribute to administrative problems faced by head teachers.

It also sought to know whether head teachers efficiency and effectiveness is determined by the level of training through in-service courses.

5.2 Summary of research findings

The study aimed at finding out issues that affect the administration of the schools in which they head. The study indicated most of the Head teachers had over 5 years experience as head teachers. Most of them had qualified as teachers after attaining a degree in Education (Science). Their schools had mainly over 200 students.

Besides, a majority of the head teachers were deployed at their posts at a mature age of between 36-45 years of age. In terms of gender balance, there was a fair distribution of both male and female with regards to the number of headship posts held. However more male headteachers were evident compared to female headteachers in the school. The survey also reflected that most of the schools were district schools although there were boarding schools.

In terms of training, most of the schools surveyed had a majority of teachers being trained. Thus very few head teachers are not trained as teachers.

A higher percentage of teachers had an experience of over 7 years teaching experience. However 38.5% of all the respondents emerged not to have served as deputy headteachers for a period of between 1-2 years. On the matters of finance, the areas that demanded attention by the headteachers included, raising funds, following on late payments of fees by parents, involvement of BOG in the finance issues of the school and preparing of the school budget. It also emerged that the headteachers take lack of fee payment by parents as a serious issue. This is also reflected by the respondents who responded greatly that organizing harambee is taken seriously by them. This means that any move meant to generate income to the school is held with high esteem.

On student discipline, the teachers seemed to be in control, in that they put much effort in student related discipline issues. This could be probably because the Head teachers would delegate the duties to his/her deputy.

5.3 Conclusions

From this study it can be concluded that Headteachers can be able to do their duties efficiently if they have a minimum of three years experience as deputies, are adequately trained through in-service training, and are given support by the BOG without external interference.

Further, it has emerged clearly that the Education Act 211 should be reviewed with an aim of examining more possible means of effectively disciplining students. This is because the head teachers hold the view that the system is long and delays the

implementation of ideal punishment measures. This is because majority of the teachers feel short of powers. The Teachers Service Commission Act Cap 212 should also be reviewed. The study revealed that most schools are understaffed and therefore the Teachers Service Commission should ensure that understaffed schools should be staffed adequately.

The Government should also regulate the appointment of headteachers to avoid the appointment of inexperienced teachers as head teachers. This would ensure that schools are managed efficiently and effectively. It also can be concluded that all stakeholders in the management of schools should all be synthesized on their roles. This could enlighten them on their roles. The Ministry of Education should also embrace the training of head teachers on financial management of schools.

5.4 Policy recommendations:

The following recommendations can be made regarding the study on school administration.

Since certain percentage of headteachers appeared not to have adequate experience, the government should develop programmes on areas to do with financial management. A group of teachers were found to have been keen in collecting funds but were not keen in ensuring proper financial records were maintained.

The government should ensure that schools are funded well through extension of grants to ensure schools programmes are run effectively.

This would relieve the headteachers effort of soliciting funds through organizing harambees and leave them with time to concentrate with other school activities.

Further, the government through the Teachers Service Commission should ensure that schools are staffed with adequate teachers. This will eliminate the handling of secondary schools by untrained teachers. Thus the government can conduct a staff establishment audit to come up with staffing needs.

External influence by other stakeholders should also be reduced. This can be done by giving the District Education offices powers to ensure that headteachers work without being influenced. This could be the reason why headteachers do not regard highly incorporating other stakeholders in the management of their schools.

The headteachers should be encouraged to embrace delegation of powers to the other teachers so as to let them assist in maintaining high levels of discipline in their schools.

5. 5 Recommendations for future research:

The study was limited to schools in Kitui District. There is a need therefore to carry out an extensive, similar study within Eastern Province so as to come up with comprehensive findings on the administrative problems facing headteachers in secondary schools.

Further, the study embraced the use of questionnaires in data collections, future surveys should therefore apply other methods of data collection such as observations and lay down the problems facing headteachers. Future researches should also apply direct interviews with respondents so as to get respondents opinions and thereby draw qualitative inferences on the key issues.

This will also give the researchers an opportunity to allow the respondents to classify major issues. This is because usually people will communicate more orally than in filling in a questionnaire. This will enable researchers acquire more valid data.

REFERENCES

- Asuko, E.A. (1985), Management practice in Kenyan Secondary School since independence 1963 – 1978, Dissertation submitted to the University of Nairobi for Partial fulfillment of Master of Art in Education.
- Austin, David, B and Brown Harry L. (1970). Report of the Assisting Principal, Washington DC, National association secondary school principal.
- Bell, Lies (1992) Managing techniques in secondary schools, London: Rutledge.
- Benson, C.S (1968), The Economic Of Public Education Boston: Houghton Miffler Co.
- Bohrstedt, G.W. (1970), Reliability and validity assessment in altitude measurement in summer. Chicago: Rand Minally and Co.
- Campell, R.F (1971), Introduction to the educational administration. Boston: Allyn and Bacon Inc
- Cangelosi, James D. (1997), Classroom Management Strategies: Gaining and Marinating Student's Cooperation. 3rd Edition. New York: Longman.
- Churchill, Jr G. A (1991), Marketing research: Methodological Foundation. 5th Edition. Boston: Allyn & Bacon.
- Cohen, Rouis and Marion, Lawrence (1989), Research Methods in education 3rd Edition. London: Routledge Inc.
- Kerlingen F.N. (1970), Foundation of Behavioral Research. New York: Holt, Rinehart and Winston.
- Klausmeirer, Herbert J. (1985), Education Psychology, 3rd edition New York: Harper & Row Publishers Inc
- Matheka R.M. (1987), A survey of administration problems faced by secondary school heads in Yatta Division, Machakos District. A Project submitted in partial fulfillment of the requirement of degree of master of Education. Kenyatta University Press.
- Mbiti D.M (1974), Foundation of school administration stratum, London: oxford University Press.
- Moore, G. W. (1983), Development and evaluating educational research, Boston: Little Brown and Co.
- Morumbasi, Margaret C. (1993), A study of Kenya secondary school principal's perception of effectiveness of KESI. In-service program, Unpublished thesis work.
- Nkinyingi M. John (1990) "Origin of student's disturbance" Kenyan case. Institution of development studies working Papers 374. University of Nairobi. Educationalist . Oirere,
- Shem (1998). Kenya Times. November 28th.
- Okumbe, Jushua (2001) Human Resource Management: An Educational perspective. Nairobi.
- Olembo, J. (1974) Financing primary schools in Kenya. Michigan: Ball State University, Education Administration.

APPENDIX 1: QUESTIONNAIRE

Part A

Background of the respondent.

Please tick/fill in the appropriate box as it applies to you

1) Your age is

Below 25 years

26-35 years

36-45 years

Over 45years

2) Your gender is

Male

Female

3) By the means of a tic indicate your academic qualification.

M.Ed

MA/M.Sc

Untrained

SI

B.Ed(Arts)

B.Ed(Science

BA/BSc (PGDE

Diploma

4) Use a tick to indicate the nature of your school

National

Provincial

District

5) By means of a tick indicate the number of students in your school

Below 200

210-400

401-600

601- 800

801-1000

Above 1000

6) What is the category of your school?

Day

Boarding

Day and boarding

Mixed

Single

7) What is the total numbers of teachers in your school?

Male

Female

Trained

Untrained

8) How long did you teach before becoming a head teacher?

_____ Years

_____ Months

9) By means of a tick please indicate how long you have been a head teacher.

Below 5 years

6-10 years

11 -15 years

16 – 20 years

Over 20 years

10) How long did you serve as a deputy head teacher?

..... Months

..... Years

Part B

11) Please rank the following statements in order of importance with **5** being the **most important** and **1** the **least important**.

a) Financial Management

(i) Keeping cash account books

(ii) Collecting activity fee

(iii) Preparing petty cash funds

(iv) Preparing of school budget

(v) Paying of subordinate staff

- (vi) Organization of harambee fundraising
- (vii) Involvement of BOG in financial matters
- (viii) Involvement of the sponsors and the church in financial management
- (ix) Involvement of parents in financial management
- (x) Lack of payment of fees by parents/ guardians

b) Discipline

- (i) Coping up with students' unbecoming behaviors.
- (ii) Handling students of influential parents.
- (iii) Reporting student's progress to parents.
- (iv) Administering corporal punishment.
- (v) Helping students who have indiscipline record.
- (vi) Failure by parents to involve themselves in students' indiscipline.
- (vii) Drug taking by students in your school.

c) Staff relation

- (i) Coping with all teachers.
- (ii) Coping with teachers of opposite sex.
- (iii) Delegating duties to members of staff.
- (iv) Dealing with the teachers who do not prepare lessons plans and scheme to work.
- (v) Dealing with teachers who do not attend staff meeting.
- (vi) Coping with deputy head teacher.
- (viii) Dealing with teachers who report to school while drunk.
- (ix) Dealing with teachers who report late for duty.

Part C

12) What other administration problems do you encounter while carrying out your duties

13) What specific suggestion can you give towards ways in which the administrative problems can be handled?

THANK YOU

APPENDIX 2: WORK PLAN

The exercise is due to be conducted within a period of four months from April 2006 to August 2006. The sequence and schedule of major events during this period include:

PERIOD/TIME	ACTIVITIES
June 2006 – September 2006	Research proposal & project writing
June – July 2006	Proposal discussions/ processes with supervisor. Preparation of questionnaire and relevant forms to be used during the data collection.
August 2006	Proposal defense and Final submission/approval by supervisor and project panel
August 2006	Booking of appointment and liaising with the various head teachers where the researcher intend to collect data. Organizing the population to be sampled. Actual distribution of the structured Questionnaires to the sampled population. Collection and assembling of data.
September 2006	Data analysis should be done during this time Report writing and editing. Other conclusions and Final research Presentation.

APPENDIX 3: BUDGET PLAN

The entire research work was estimated to cost approximately Kshs. 40,000. This involved purchasing and printing of questionnaires and subsequent delivery or distribution of the concerned parties. It also included traveling expenses and other payment for example; the researcher engaged two research assistants to assist in the actual distribution of questionnaires. Therefore it was an obligation to cater for their out of pocket allowances.

Secretarial work and administrative services are also essential services to be accounted for. In general the above involved the researcher budget plan and of course other miscellaneous expenses. The budget plan was stipulated below.

ACTIVITY	COST
Transport cost	Kshs. 8,000
Typing/Photocopying questionnaires	Kshs. 7,000
Out of pocket allowances	Kshs. 5,000
Secretarial Services	Kshs. 7,000
Typing/Binding final copy	Kshs. 10,000
Miscellaneous Expenses	Kshs. <u>3,000</u>
Total Expenditure	Kshs. <u>40,000</u>

APPENDIX 4: COVER LETTER

JOHN MBUVI NDANA

P.O BOX 7

KITUI.

Dear Respondent,

RE: REQUEST TO FILL QUESTIONNAIRE:

I am a student at Kenyatta University undertaking a research study for my MBA. The title for the research study is “*The administrative problems That Public Secondary School Head Teachers Face in Kenya (A case Study of Kitui District)*”

The purpose of this letter is to request you to fill in the questionnaire attached here with. May I also assure you that the information that you will provide is intended for academic purposes only and will not be used for any other reason whatsoever? Also note that the information will be treated with utmost confidentiality between you and myself.

Thank you.

Yours sincerely,

John Mbuvi

KENYATTA UNIVERSITY LIBRARY