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A SURVEY OF THE STRATEGIES USED BY PRIMARY
SCHOOL HEADTEACHERS IN HANDLING PROBLEMS
IN HAMISI DIVISION OF KAKAMEGA DISTRICT,
WESTERN PROVINCE

by

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT
FOR THE DEGREE OF MASTER OF
EDUCATION (PRIMARY TEACHER EDUCATION)
IN THE KENYATTA UNIVERSITY

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strategies used by*



92/199785

SEPTEMBER, 1986.

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DECLARATION

THIS THESIS IS MY ORIGINAL WORK
AND HAS NOT BEEN PRESENTED FOR
A DEGREE IN ANY OTHER UNIVERSITY

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THE THESIS HAS BEEN SUBMITTED FOR
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DEDICATION

This piece of work is dedicated first to the memory of my late mother, Mrs. Zilpah Minalitsi Musasia and second to my father, Mr. Reuben Musasia, for the gift of life.

I will always remember my mothers' concern, when as a little boy of eight years she taught me the rudimentaries of multiplication.

I always remember the constant urgings of my father to work hard. He always seemed to know when my spirits were fledgingly low. He made me fight on. He pushed me from primary school right upto University.

To these two, who started me off on this long academic journey I dedicate this piece of humble work.

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to all those who gave me invaluable help and support during the course of this research work. I would specifically like to commend the following:-

Firstly, Dr. N.M. Karagu, my supervisor who taught me how to write. His guidance, patience, tolerance and encouragement during this time have been deeply appreciated.

Secondly, to the Headteachers in Hamisi Division who gave me all the answers to the questions I posed to them. The information provided enabled me to write this piece of work. They were a pleasure to work with, always ready to add further details. I say thank you to them.

Thirdly, to my family for the understanding they showed during these times of trials. To Gilbert Milanda, Christine Munalitsi and to Rosila Khavosa I say thank you for bearing with me. This time was really yours.

Fourthly, to Miss Irene Nyambura for the typographical assistance. Her patience was bountiful as she helped give the report its final shape.

To all these people and all the others I have not mentioned I am greatly indebted.

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ABSTRACT

A survey of the strategies used by primary school headteachers in handling problems in Hamisi Division of Kakamega District Western Province.

Purpose of the Study

The purpose of this study was to explore the methods and strategies developed and used by headteachers in handling school administrative problems. The intricacies, the schemings, lobbyings that enable the headteacher to tackle novel problems and keep the school afloat, and thus provide a good education to children entrusted to his care.

Modes of delegation; criteria of choice of whom what is delegated to was also explored.

Proceedure of the Study

A group of headteachers was selected at the AEO's office and targeted for study. A questionnaire was issued to this group personally. This was supported by a follow up interview to try and clarify some of the issues that were not very clear. The findings were again collected personally as per the arrangement prior made with the respondents.

Limitations of the Study

The researcher was limited by time allocated to this study. A period of 11 weeks did not allow enough duration for a more elaborate study. Funds were another source of limitation. The three thousand fixed rate that was allowed for this study was not even enough for the report as it is, let alone attempting a study that could have been more elaborate and extensive. The nature of the project too caused a further limitation. It was expressly stated that the study was only equivalent to a three hour paper hence it should meet that condition.

Findings of the Study

Most headteachers could not choose the right steps to be employed during Problem Solving process. Even for those who could pick these steps out the right order was not observed.

Sex and qualification did not seem to affect the strategies developed by the headteachers to solve problems. It seemed that experience and age of a headteacher had a lot to do with what steps a headteacher could take to solve an administrative problem.

All headteachers delegate to some extent. There is a tendency to delegate only to the deputy headteacher. The researcher formed the opinion that when there is delegation, all members of the school, both teaching and non-teaching should be

involved. Each should be given a chance in an area he/she is most suited.

Most headteachers spent a lot of time on problems they judge as simple, but do not find enough time to deal with those problems which are judged to be difficult.

Recommendations of the Study

1. On-going inservice courses for primary school headteachers should be expanded and updated so as to cater for new problems which have started to assume a much bigger magnitude than traditional financial problems. Such problems include public relations and personnel management. These could be incorporated, in Kenya Educational Staff Institute Programmes.
2. All teachers need to be exposed to the role of the headteacher during their preservice training. Great emphasis should be placed on problem solving technique.
3. The Ministry of Education, Science and Technology could do well to inservice headteachers and all staff before introducing new curricular and instructional material.
4. There should be created a headteacher forum at the primary level in which lectures, attendances and exchanges are made by the headmasters especially regarding problem solving technique.

This could start at local levels with identified experienced teachers taking the initiative, but could be expanded to zonal and even divisional levels.

5. The post of School Clerk should be made compulsory in all primary schools. Such clerks when employed should be well versed in accounting, finance and public relations.

CHAPTER ONE

1.0 THE PROBLEM AND ITS MAJOR COMPONENTS

1.1 BACKGROUND TO THE STUDY

One of the basic tenets of humanity is accessibility to education. This need is as fundamental as the Provision of food, water and shelter. For man to live in a constantly changing world he must make a conscious effort to try and understand these changes. Education is the only way in which society can instil desired attitudes into its youth to prepare them for a life of challenges and hazards.

Factors that influence the social demand for educational expansion in Kenya have been of keen interest to scholars. They have been found to be similar to those that affected provision of education in other African countries that had been colonized. In these colonies the natives were provided by their masters, as little education as was necessary. It is true that the natives were taught to read and to write, and were sent to schools. But the curriculum was of the type that ensured the bondage of the Africans to the white masters' service. They were given enough to enable them to report accurately to their masters such things as the amount of milk obtained from the cows. The missionaries considered it sufficient if the converts could read the scriptures and confidently

translate the "good message" to their own kith and kin. Further education was not encouraged. In fact roadblocks were constantly placed in the path of aspiring Africans to dissuade them. They followed a different syllabus which was mostly terminal. Examinations were designed to drop people from the mainstream of education rather than to prod them on. The notorious Common Entrance Examination (C.E.E.) at standard four is a clear example of such manipulations. Very few could go past C.E.E. to intermediate school.

History has it that the African soon rebelled to this kind of discriminatory treatment. In fact it ultimately led to the gaining of independence in those countries then under colonial rule. In Kenya this happened in 1963. With the gaining of independence the black man was able to run his own affairs including education and religion. Just before independence the few fortunate Africans who had managed to obtain some form of advanced education came back from abroad filled with vigour and vision to emancipate their people from ignorance. The demand for schooling was increased by the Africans' awareness of what the more developed separate schools did for the European, Asian and Arab children. There was a hue and cry for more exposure of African children to the same curriculum as that taught to the European children. Just before gaining of independence such commissions as Phelps-Stokes Commission and the Bessey Report¹ tended to agree to this need to allow more Africans into formal training institutions.

The United Nations body has always been interested in people having access to education. In 1961 through its specialized branch, UNESCO, it organized at Addis Ababa, a meeting for the Ministers of Education of African countries.² It was declared in that meeting that Education was the democratic right of every nations citizens. Deliberations were tendered forward and the year 1980 was suggested as the tentative date by which these countries ought to have made Education accessible to all its citizens. They Proclaimed Universal Primary Education. Its realization has since then proved to be a "bitter pill" for most African Nations. The Speed of Population growth has resulted in unexpected increases in primary school enrolments. To provide enough resources for this extra populations has been quite a burden let alone ensuring that universal primary education is achieved. To confound the problem even more, most economies of the nations have either been stagnant or have been growing at slower paces than the population growth. In a few countries negative growth in economy have been noted.

When Kenya became independent in 1963 the ruling party KANU promised in its Manifesto of 1963 that after ten years free Primary Education would be available to all school going children.³ The KANU government kept its promise and in 1974 the government issued a directive abolishing payment of fees from standard one to standard four. Since then, step by step, there has been a waiver of fees. In 1980 no fees was bieng

levied in Kenyan primary schools as such. The goal set by the meeting in Addis Ababa had been attained. The effect was dramatic. Enrolment figures show a marked increase in all the 41 districts according to the 1973-1974 Educational trends study in Kenya. The report further shows that the main beneficiaries were those districts whose baseline enrolment ratios were 40-49 per cent in 1973.⁴ Clearly fees had constituted a financial constraint in school attendance and once it was lifted the children were free to get access to education.

For most countries Education takes a big share of the national budget. In Kenya this is about thirty three per cent of the government budget. It can be evident that even though the government wants to provide education to all its people the costs are prohibitive. One then wonders upto which level the government should subsidize education for its citizens? Grappling with this question the United Nations brought into existence the concept of "Basic Education". This can be defined as the minimum exposure to formalized training that could enable the recipient to live and work happily/in the society in which that recipient expects to exist. In Kenya, a rough equivalent of "Basic Education" would be the first complete phase of schooling. According to the newly launched 8:4:4 system of education, this would be the first eight years of school. This phase is also called the Primary Education Phase. From 1974 when the demand for Education suddenly outstripped supply there has been a situation requiring careful handling. The children

have been told to go to school, education is free. Now new resources have been provided to cope with this influx of young and eager pupils. Even if the government were able to provide all the resources, there would still be a problem of logistics, of juggling these to fit the wide varieties of recipients. The parents and general community have had to take a much more involved part in financing and running educational enterprises than before. The formation of more active parents/teachers associations, boards of governors, parents associations all attest to the determination to do this. More classrooms, workshops and homescience rooms have been funded for by the parents.

There is one person who is central, if the goals and objectives to which both parents and government are working to must succeed. This is the headteacher.

The headteacher is given a school, teachers, pupils together with some of the necessary material in order to achieve those educational objectives he has been entrusted to achieve. He provides the atmosphere for encouraging the students to learn. In the course of his duties he has to solve many problems. Sometimes these problems are related to the students, teachers, instructional programmes, higher educational officers performance.

Studies elsewhere have tabulated various typical problems

the headteachers have had to grapple with. Elishiba N. Kimani listed the problems in the relationship between primary school headteachers and the school communities. Mbaabu L.N., in 1985 studied Administrative Problems of primary school headteachers and Odali Enock Ngaywa in 1984 listed the administrative problems as experienced in Hamisi Division.

1.2 THE STATEMENT OF THE PROBLEM

Headteachers have always been popular punching bags for critics with a problem concerning the educational system. They are blamed for all the ills that are prevalent in society and which are clearly reflected in the school system. Most significantly they are blamed when they are unable to find convenient solutions to confounded educational problems to the satisfaction of their attackers. The real problem, however is that these poor headteachers are inadequately trained and hence ill-equipped to solve the problems. During college training days no emphasis is placed on practical school problem solving. Usually the stress is on academic excellence. It would look as if though there should be a revolution in the methods of training these prospective headteachers. These prospectives should be inducted into problem solving techniques since their greatest contribution when they ultimately become headteachers is to seek solutions to problems which are ever becoming more complex. Focus should be on pupils' needs, school programmes and related problems, and community

expectations. When they get appointed they should be provided with enough supportive supervisors. APSI's, AEO's and DEO's should become more involved with the headteacher's situation than before. During this study the focus was:-

1.2.1 To determine those strategies used by primary school headteachers in handling problems in the primary school.

1.3 THE PURPOSE OF THE STUDY

The purpose of the study was to go beyond ranking problems encountered by the headteachers. The aim was to look at the intricacies, the schemings, lobbyings that enable the headteachers to handle school problems. The study aimed to explore the methods and strategies developed and used by the headteachers in handling school administrative problems.

1.4 THE SIGNIFICANCE OF THE STUDY

Headteachers of primary schools have always played an important part in the education of a country's youth. This is particularly clear in Kenya as more stress is placed on primary education. The headteacher is called upon to make decisions which have far reaching impacts in his bid to see that those placed under his care benefit educationally. Since 1974 when primary school education was made free in Kenya, school administrative problems have also increased. Many of the

parents were not aware of free education implications especially in terms of physical facilities development. There were problems of trained teachers who were not available. The fill-in untrained teachers had to be guided by the headteacher in lesson preparation and writing out of schemes of work. Come 1980 and now the problems above have now to be fully faced. The headteacher had to be fully faced. The headteacher had to be a man of wisdom and understanding, a leader who could do the administrative processes of planning, coordinating, directing the staff and the pupils and managing school buildings and facilities. With the introduction of the new system of Education i.e. 8:4:4 it has become even more glaring that headteachers role is of utmost importance.

The main contribution of this study is in the shedding of more light on the intricacies of problem solving at the primary school level. It is hoped that those generalizations made after analysis of the findings can increase our knowledge on problem handling in primary school.

The findings, it is hoped, shall go along way in pinpointing those areas of relative weakness which need to be strengthened. The headteachers in the field will need to be inserviced on how to cope up with the current problems of contemporary society. They shall also be briefed on how to cope with ever increasing school administrative problems of headteachers.

Another aspect of this study was to attempt an analysis of time spent by headmaster on various administrative processes. By careful use of delegation, in the lesser sensitive areas of school administration, headteachers shall be able to free themselves to dwell on more significant problems.

The findings in this study should be of great importance to educational planners, administrators and leaders to ensure that right steps are followed in training the prospective headteachers and also in inservicing those in the field. Supportive staff such as the APSI's and the AEO's could use this research information as a guide when selecting teachers to head primary schools and also when inservicing headteachers.

1.5 ASSUMPTIONS OF THE STUDY

A basic assumption was that the headteachers that were studied made a conscious attempt to solve problems and that they did not ignore the problems or wish that these problems will of their own accord solve themselves. Hence the researcher further assumed that:-

- 1.5.1 The quality of strategies developed by the headteachers will be affected by the administrative experience of the headteacher.
- 1.5.2 The academic achievement will affect the administrative decisions made by the headteachers hence affect the strategies

developed by these headteachers.

1.5.3 The sex and age of the headteacher may also affect the administrative style thereby affecting the strategies developed to combat problems.

1.6 DEFINITION OF TERMS USED IN THE STUDY

Headteacher	-	The chief executive of the school. Also used to mean principal.
Primary school	-	An educational institution that admits pupils from standard 1 upto standard 8 usually aged between 6 years and 14 years.
Division	-	An administrative area under an Assistant Education Officer.
Elementary School	-	Used interchangeably with primary school.
Academic status	-	Pertaining to high academic achievement obtained through formal secondary education. Low academic status headteachers would have had lower academic qualifications.
KAPE	-	Kenya African Preliminary Examination

an examination which used to be done at the end of primary schooling at standard eight, before 1967.

- KPE - Kenya Primary Examination, an exam which took over KAPE and lasted upto 1969.
- CPE - Certificate of Primary Education. Took over KPE and ended in 1985.
- KASE - An examination that used to be done after 2 years of secondary education.
- KJSE - Kenya Junior Secondary Examination took over KASE. Done at end of form two usually in self-help secondary schools.
- EACE - East African Certificate of Education. Done after four years of secondary education, at end of form four.
- EAACE - East African Advanced Certificate of Education. Done at the end of form six enable one to get entrance to University.
- SC - School Certificate. An equivalent of EACE.
- KCE - Kenya Certificate of Education. An examination currently done at end of first four years of secondary Education. Took over from EACE.

- HSC - An equivalent of EAACE.
- KACE - Replaced EAACE and is localized in Kenya.
- APSI - Assistant Primary School's Inspector.
- AEO - Assistant Education Officer.
- P4
- P3 - Grades of primary school teachers as trained in
- P2 Teacher Training Colleges depending on formalized
- P1 schooling. P1 is the highest grade whereas P4 is the lowest grade of teachers so trained in these colleges.
- S1 - Teacher grade of one trained at Kenya Science Teachers College or Kenyatta University College or equivalent. Higher than P1.
- Dip.Ed. - Grade of a teacher usually trained at Kenya Teachers Technical College or equivalent. Roughly equivalent to S1.
- B.Ed. - Graduate teachers trained at a University.
- UT - Untrained teacher, usually a school leaver or a graduate with no educational (professional) training.
- FAM - Friends Africa Mission. All schools sponsored by the Quakers have a plaque on which this is incised.
- PAG - Pentecostal Assemblies of God. A plaque on which

this is inscribed shows the school as sponsored by
PAG.

DEB - District Education Board.

DEO - District Education Officer.

1.7 SCOPE AND LIMITATIONS OF THE STUDY

Problems associated with the headteacher are quite plentiful. New ones are constantly added as pressures on the school increase. The cries for provision of education to ever increasing numbers of children shall always be present. New problems have already cropped up as 8:4:4 got underway. Problems of relevance and adequacy will have to be solved at the headteacher level. Parents are also concerned about the quality of education being offered at our schools. All these and many more are problems that can be studied at the headteacher level in a primary school. Some of the limitations facing this researcher include:-

- 1.6.1 Nature of the study. This is only a project and its expectations could not allow a more comprehensive study to be done.
- 1.6.2 The other limiting factor was one of money. The Sh. 3000/= allowed for this research project could not allow the researcher to go for a more extensive and elaborate study.

1.6.3 Time was also a limiting factor. The project was allocated only eleven weeks for completion. Hence the design would have had to fit in that time frame.

This study is in a way a follow up to the study done by Ngaywa Enoch Odali in 1984 as part fulfilment for his Master of Education degree. The present researcher worked in the same location as Ngaywa i.e. Hamisi Division. It is also a follow up in that this researcher looked at the strategies employed by headteachers in solving problems in Hamisi Division. Ngaywa simply stated the problems that were at that time troubling those headteachers. In this respect and in line with the limitations listed above two problems were expressly set for the headteachers to interact with. The responses of the headteachers enabled the researcher to draw conclusions concerning identification of strategies of problem solving.

Since only two problems have been studied this researcher feels that one may not generalize about all areas of problems solving: This study should thus be seen as a pioneer attempt to identify general strategies of problem solving in a primary school, and indeed all educational institutions.

1.8 DESIGN AND METHODOLOGY OF THE STUDY

The researcher adopted a survey design in this study. Responses were obtained after a questionnaire was administered

to 35 headteachers spread through Hamisi Division. The subjects were chosen from a master list at the divisional educational offices at Hamisi so that they included:-

1. Headteachers of both sexes.
2. Experienced as well as novice headteachers.
3. Headteachers with high academic qualification as well as those who do not have a very high academic qualification.

The questionnaire was personally administered and the results of the interview were also personally collected. This ensured that the returns were high.

The data so collected was analyzed using descriptive statistics and presented in tabular form for interpretation and further discussion.

1.9 QUESTIONS RAISED IN THE STUDY

The specific questions whose answers were sort are:-

1.9.1 Do the headteachers go through the problem solving technique when handling school problems? Are there any variations in the problem solving technique?

1.9.2 What are the strategies employed by headteachers when they

solve the selected problems which they usually meet in the school? Are there any variations based on

- a. Age
- b. Experience
- c. Sex
- d. Qualification of the headteacher?

1.9.3 What is the extend of delegation in school problem handling?

1.9.4 What is the relationship between time spent on a particular problem and its judged importance?

1.10 ORGANIZATION OF THE REST OF THE STUDY

1.10.1 Chapter two deals with an outline of the literature review based on scholarly researches done in fields related to this study.

1.10.2 Chapter three presents a detailed description of the methodology used in the study.

1.10.3 Chapter four focuses on data analysis, data findings, data presentation and a discussion of analysis findings.

1.10.4 Chapter five deals with the summary of the study, observations, conclusions, implications and recommendations that have arisen out of this study.

FOOTNOTES

1. Bessey Report, A Study of Curriculum Development in Kenya, (Nairobi: Government Printer, 1972), pp. 16-21.
2. United Nations Charter Reports, Final Ministerial report on Education. (Addis Ababa: UNESCO, 1962), pp. 95-9.
3. KANU Manifesto (Nairobi: Government Printer, 1963), pp. 6-10.
4. Kenya, Republic of, Educational trends in Kenya 1973-1974 (Nairobi: Government Printer) pp. 17-9.

CHAPTER TWO

2.0 REVIEW OF THE RELATED LITERATURE

The review of literature which had a bearing to this study was done under three major sections as follows:-

2.1 Importance of the school headteacher

2.2 The Roles of the primary school headteacher. This was further divided as below:-

2.2.1 Curriculum and instructional expert

2.2.2 School-community relationship shaper

2.2.3 Staff-personnel consultant

2.2.4 Pupil-personnel expert

2.2.5 Financial Manager

2.2.6 Physical planning, school organization and management problems solver

2.3 Delegation of responsibility

2.4 Summary of all literature reviewed.

2.1 Importance of the School Headteacher

Schools are viewed as important institutions because the societies' youth are introduced into acceptable modes of behaviour here. This is where the thoughts and intellect of the youth are moulded and guided along so that when these youth mature into adulthood they turn out to be useful members of the society. The headteacher holds a key position for the fulfilment of this legacy. Children are brought to a formal institution called a school in search of direction and help. There they find teachers and structures with whom they interact with as they build their destiny. The headteacher is held responsible, by the society at large and by his employers, for all that happens in his school.

A close examination of the school reveals a dynamic social institution filled with humans both young and old who have hopes, aspirations, fears, loves and hates:- the full spectrum of emotions. They often relate effectively well to one another but occasionally they clash with violent antisocial behaviour. Students and parents, teachers and their families, the non-instructional staff and their families, all these connected with the school want recognition, security, a sense of belonging and understanding. Usually they look inward to fulfil their needs but they also look to the world around them for help. The headteacher has a key position in keeping the social dynamics working for the best interests of the individuals

connected with the school. This seems to suggest that the headteacher should possess a body of specialized knowledge focussed on the workings of the school. Professional training should result in the improvement of previous weaknesses to the extent that only the right approaches are now incorporated in the administrative practise of that headteacher.

It has always been important that school meets its ideas of shaping its youth. As Davis puts it, the society then

Selects an individual, endows him with large discretionary powers, places him in charge of the school and styles him principal. By the very meaning of his title he is chief, director, leader, supervisor. His immediate task is to formulate policies, suggest modes of procedure for executing these policies, lead his assistants into new realms of thought and action, guide, articulate and coordinate individual and group efforts.

This shows the importance of the headteacher in providing vision and policy both which are important to comprehend school activities and their impact on the developing minds of youth in the school.

Writing in the "Cincinnati Inquirer", the 1984 USA Democratic Candidate for the Presidential elections Reverend Jesse Jackson uses the metaphor of the recipe for the educational cookie to stress the importance of headteachers. He says:

...the key to the educational cookie is the principal. Without his guidance and involvement there is no way of telling whether the cookie (i.e. students who emerge) is going to come out lumpy and uncooked or burnt to a crisp. And unless someone - boards of education parents, students, teachers, the community, personal pride and conscience - hold the principal accountable for making things come out right, don't even expect any gourmet treats.²

He looked at the headteacher as the motivational yeast that shall determine how high the students and teachers rise to their responsibility. Should they not give their responsibility the due attention it deserves then there is a danger of the educational cookie crumbling or emerging unbaked.

There are many potentially conflicting interests at play in a school. It is important that the school remains a place where the youth are adequately prepared for adult life hence these conflicting interests should be kept in harmony. Clearly as Hughes G. Meredyd writes the headteacher is "the indispensable fulminator of the forces of education".³

Without him there would be chaos. No one would be responsible for what happens in the school. Each of the special interest groups would push only for the acquisition of their individual aims, resulting in disarray and disorder. Towards the same purpose Hughes G. Meredyd adds that "the headteacher is in a very real sense, the focus and pivot of his school".⁴

The importance of the headteacher can be seen when the institutions they lead are closely examined. Conant James Bryant says that

the difference between a good school and a poor school is often the difference between a good and a poor principal.⁵

and Welfare concluded that

principals leadership seemed to be one of the strongest factors in reducing school violence. Specifically the principals visibility and availability to students and staff was cited as making the greatest difference. He motivates the students to overcome wayward tendencies.

Schools with least violence had principals who were educational leaders and who were behavioural role models leading the schools by personal example. They showed and expressed an unusual strength of character and purpose. This shows how important it is to have someone the society can count upon to lead the shaping of its youth.

Because of the trust placed on him by virtue of this position, the headteacher should exhibit characteristics that qualify him to that trust. These should include integrity, loyalty, character and moral fibre beyond reproach. We should be willing to sacrifice personal ambition for the good of the school organization. He should blend drive, enthusiasm, sensitivity and plain courage, factors which make the headteacher as the statesman in Education.

Mbiti's stress on the importance of the headteacher in the administration of the school is:-

...the Chief executive of the school is the headteacher. The success of any school depends on how effective the headteacher is as an administrator. Many teachers have been and will be given headship without any formal preparation for it. It is therefore necessary for the student teacher to familiarize himself with some ideas related to the work of a headmaster so that he can be

reasonably well equipped with basic know how needed for the job. When a teacher is picked up to be a headmaster, he will find himself to be in a different world altogether with new responsibilities, new commitments, new problems and in most cases less free time.

2.2 The Roles of the Primary School Headteacher

The headteacher is held responsible for so many roles in the school. To fulfil all of them satisfactorily there is an urgent need to equip him with relevant abilities and skills to make him better and a more effective school administrator. G.R. Weldy lists the roles usually assumed by the headteacher as:-

1. An authority figure
2. An Educational expert
3. A community leader
4. A school manager
5. A problem solver
6. A decision maker.⁸

The tasks to be performed by a headteacher have become more and more complex, especially so in Kenya with the recent implementation of the 8:4:4 system of education. To succeed, a headteacher must formulate a role which is both acceptable and manageable. In curving out a role behaviour the heads usually have due respect and regard to a whole range of factors that influence their behaviour. Patrick Whittaker suggest these factors include:-

1. Prescriptions as per educational act.

2. Expectations from public.
3. Situations of a particular school, its success record or its failures record.
4. Predilections, hopes and aspirations of the headteacher.⁹

The role of the headteacher actually varies with the problems that confront that head.

As J. Olembo puts it

...depending on school environment school tradition, characteristics of the learners, the headteachers personality, his competence, efficiency and effectiveness.¹⁰

In performing his numerous roles the headteacher must always remember that he has responsibility to more than one party. David Mbiti enumerated some of these parties as

1. The employer
2. The profession of teaching
3. The community he serves
4. The school staff
5. The parents
6. The students
7. School Finance.¹¹

Some of the roles that were reviewed and that had a bearing to this study include:-

2.2.1 Curriculum and Instructional Expert

This is one of the most important roles that the head-teacher may adopt. Apart from being a good administrative manager (see 2.2.6) he needs to be a competent teacher if he is to be taken seriously in the classroom. He should have a compelling philosophy of Education. He should be versed in the theory and practice of education so as

to recognize acceptable forms of good teaching other than the particular one he is a master of.¹²

He must be a man of high intelligence broadminded as well as openminded to all suggestions as regards improvement of methodology. He should be present to initiate new modes of teaching as well as be sure to maintain effective supervision and evaluation. Many traditional headteachers have instructional problem because they are unable to help in proper interpretation of curriculum courses. They have little if any knowledge of the content themselves. The need to be inserviced whenever new methods of teaching and curriculum changes arises. The present confusion over the introduction of artistic subjects is a point in hand to show the emergency involved. Commenting on such changes P.G. Oluoch commented in the Daily Nation that

teachers have been asked to reconsider their teaching methods so as to check the rising failure rate.¹³

There are few headteachers who can identify individual differences in their pupils when teaching in class. The tendency is to teach as a whole class. Very little attention

is given to individual pupils in the classes. such headteachers would never give enough assistance to the untrained teachers of our primary schools.

2.2.2 School-Community Relationship Shaper

The community in which a school is built has a special relationship with that school. The school is meant to benefit that community directly. The community should nurture, prop and guide the school so that it does what the community intended the school to do. The headteacher thus is at an influential position whereby he can help create a meaningful relationship of coexistence between the school and the larger community. This is particularly so because with the introduction of the new 8:4:4 system of Education there has developed added responsibilities to be born by the school. Only if the headteacher had created a conducive atmosphere can this noble task be passed on to the community without a hitch. Thus the headteacher is the ideal person in a position to bring children, teachers and parents together for the achievement of the set educational objectives. He is the instigator of this worthwhile partnership.

Towards this effort Fox Willard and Schwartz Alfred write that:-

...must be a sender and receiver of communication. Often he must construct and maintain his own network of information. He gets information and in turn relays these messages to teachers, parents and pupils.¹⁴

In order to keep such an established relationship, the head-teacher needs to have

Personal charm, though an even temper¹⁵ is also good to deal with irate parents and unruly children (especially).

And Lyons Geoffrey says

...headteachers should lay down a pattern of communication which provides for channels of information flow in both directions so that the society and the school can coexist.¹⁶

This should ensure that if there is a breakdown at any one point then information from one direction is aided to cross the breakage. It is the responsibility of the headteacher to ensure that such breakages, when they occur, are quickly bridged for the good of the school.

2.2.3 Staff-Personnel Consultant

The headteacher acts as both guide and supervisor to the teachers and the pupils. Hughes G. Meredyd says that

On the one hand the headteacher is a hierarchical superior, a man with power over his subordinates, but on the other hand he is an agent of growth, a helper, trainer, consultant and coordinator of the total staff effort.¹⁷

These two aspects of the headteacher are potentially in conflict. He has to be available to help the teachers to grow and gain confidence on the one hand and on the other hand he should check that education ideals given to him by his superiors are met and complied with. This calls for long periods of often intimate contact with teachers and pupils hence calls for exceptional

sacrifice on the headteacher.

C.O. Davis says that the headteacher

is an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all.¹⁸

The headteacher discerns and utilizes the abilities of his staff to inspire in them an attitude of confidence and cooperation. He fulfils his responsibilities by motivating the assistants to achieve educational goals. Conant James Bryant says that the headteacher should

motivate the faculty stimulating, inspiring, prodding staff to reach goals of being well prepared enthusiastic, skillful teachers in class everyday.¹⁹

Michael W. Small also emphasizes the need to assist the development of staff so that it can grow professionally. He says that the headteacher is involved in

the formulation of school policy, the professional development of staff, the maintaining of academic standards in the school, the supervision of school expenditure...²⁰

The headteacher should know his staff well. To know their strengths and shortcomings and hence be able to deploy them with maximum success. He should work on their shortcomings with intelligence so that they improve their capacity for work, and hence contribute more towards the school effort.

2.2.4 Pupil-Personnel Expert

Those concerned with the education of youth should be intelligent, dedicated and knowledgeable to create a conducive atmosphere for a proper growth of those youth. The headteacher should be a student advocate, wanting the best for his pupils. The headteacher knows first and foremost that schools exist primarily for pupils and so he should work vigorously in the school and the community for the best opportunities and programmes for the pupils. Conant James Bryant aptly sums it up when he says

the headteacher campaigns for adequate facilities, seeks best equipment and supplies for his students and staff.²¹

Since he has the interests of the pupils at heart he seeks for the best situations, conditions and atmosphere for the pupils' education.

Elishiba N. Kimani also thinks that the headteacher should put the pupils interests at his heart. She says:-

The headteacher needs to be a person of a broad knowledge in order to help his pupils to grow into the citizens required of this country. He thus has to have penetrating vision, must be humane, understanding, of social values, have effective administrative and organizational skills.²² He must be committed to the education of children.

When children are brought to the school the public entrusts their interests to the headteacher. Patrick Whittaker's views of what the headteacher should do in connection to pupil interests include:-

1. Ensuring that the school prepares children adequately for life and work in adulthood.
2. Ensuring that the school is run as a well disciplined and organized community where children learn what they need for future life.²³

Clearly the headteacher has to be pupil oriented person if the job he is doing has to have any meaning at all.

2.2.5 Financial Manager

There is no organization which does not require finance in order to run. Because the stakes involved in the school are quite high it would also require an efficient manager to keep the school afloat financially. Funds have to be obtained, utilized, planned and budgeted for. These are functions which are done in any other business as well.

Efficiency in handling school funds require that an adequate system of records be kept of all receipt and monies collected. That funds be properly auctioned and financial records be reconciled and audited periodically. Unless the headteacher knows his budget, how to collect money for the improvement of the physical facilities and proper keeping of records he will

easily find himself in problems. He has to know his cash inflows and balance these carefully against his cash outflows. Writing about a headteacher who was not well versed in financial accountability W.S. Elsbree says

The result was financial chaos, slipshod methods of raising funds, numerous scattered accounts, careless and unbusinesslike methods of bookkeeping squandered, lost or misappropriated funds, unauthorized and unsupervised purchases, unpaid bills and unaccountable deficits, orgies of spending surpluses, duplication of functions and activities and senseless jealousies and conflict between organizations. ²⁴

Such a headteacher would be a disaster in our school system.

Closely related to financial management are the business relations of the headteachers. According John K. Hemphill these include ensuring that:-

1. Supplies are requisitioned.
2. School equipment is kept in right quantities and state.
3. There are correct, right amounts of stores.
4. Transportation of pupils to and from school is present.
5. School meals programmes run smoothly.
6. Problems of payment of bills, control accounts and subsidiary accounts are cleared. ²⁵

In stressing the importance of a budget in a school P.B

Jacobson says:-

A carefully made and well administered budget, based on educational needs is necessary in the efficient management of the school system. The

responsibility of the school principal varies with the school system and the theory of school administration held by the board of education and....²⁶

N.A. Nwagwu has some advice to add as to the importance of having a sound financial management outlook. He says:

The main purpose of school business administration is to ensure that maximum educational uses is made of all funds invested in the school system. On the other hand, wasteful or unnecessary expenditure of school funds is frowned upon by the public which in the final analysis pays for the education service. It is therefore essential that every headteacher should know some of the principles which underlie effective utilization of school finances.²⁷

Cases of improper handling of school funds are widespread in Kenya today. The Daily Nation of 19th Jan. 1980 says:

A former headmaster of Barani Primary School in Kilifi has been jailed for 2 years by the Kilifi Resident Magistrate after he was found guilty of stealing 16,451/= while he was employed in Public Service. Mohammed Jaffer had denied that between 1976 and December 1977 he stole the money part of school fund, building fund, equipment levy, tuition fees and an imprest of Sh. 600/- which came to his possession by virtue of his employment.²⁸

Such an incident could not have occurred if that headmaster was initiated via formal training into the virtues of financial management and accountability.

2.2.6 Physical Planning, School Organization and Management Problems

Solver

Problems will always exist in the school situation. L.

Hagman remarks that:-

the successful skillful planner principal makes the school problem our problem, the plan our plan, the responsibility for achieving the objectives our responsibility. The leader has the function of not just planning for but essentially in planning with.²⁹

In planning and organizing for the school the headteacher ensures that there is:-

1. The right composition and character in the school committees.
2. Awareness to determine the right desires and aspirations of the people for their school.
3. Enough stimulation to ensure agreement in committees regarding the role of the school.³⁰

Raju M. Beulah says that the role of the headteacher is:-

...the direction, control and management of all matters pertaining to the educational enterprise.³¹

She further suggests that the headteacher be involved in:-

1. Setting goals of the institution if they are not already set.

2. Making policy.
3. Planning.
4. Appraising effectiveness.
5. Coordinating administrative functions.³²

Thus the headteacher is a diagnostician of the problems that his school needs to solve and a synthesizer of the forces that must be brought together to solve them. He must develop the capability to run an organization during the highs and the lows which seem to occur so close together. As Conant James Bryant says:-

the principal should keep schools goal oriented. Always they should work towards those accepted educational goals. The principal as a leader is directly responsible to ensure that every one keeps his attention and effort directed towards the goals of the school. He is watchful and sensitive for signs that indicate that machinery and workers³³ are not working towards the goals of the organization.

When the headteacher accomplishes tasks that is just one aspect of his duties. In the long range these duties are more encompassing than those short term acquisition of goals.

Commenting on this aspect Patrick Whittaker says:-

Headship is not just getting things done alone. It is also creating the right conditions in which the staff as a whole can share the vision of what is possible and work together for its realization. The headteacher has to understand and work with, through them. He must develop an adequate capacity to analyze the nature of human interactions within

the school. He must develop an adequate capacity to analyze the nature of human interactions within the school. He must recognize strengths and weaknesses in teachers and also provide answers³⁴ as to why certain teachers behave the way they do.

The headteacher should understand that by his leadership and management style he sets the feeling tone or the emotional climate which the school should capture. He should not just concentrate on the human aspect of resources. Through people and for people he establishes infrastructure and buildings that aid the lifelong process of education. Commenting on this issue Frank Kelly says:-

....is also a manager of the buildings and of human relations within the buildings called the school.³⁵

Thus he should be a personnel manager, a disciplinarian and an efficient organizer.

2.3 Delegation of Responsibility

However great the headteachers dedication can be, he alone cannot function competently as a leader in so many different fields. He must decide which of the functions he can do and which he should leave to his subordinates. He should develop insights and talents for delegating authority, looking at alternatives in any situation. When spreading the load, Whittaker says the headteacher should remember:-

1. The present authority/power structure in the school.
2. The staff perspectives of the heads role.
3. The nature and extent of responsibility posts.
4. Staff attitudes towards power sharing.
5. Staff capacity for power sharing.³⁶

Writing in R.S. Peters' the Role of the Head, AA Coulson lists some of the factors that do not augher well for delegation.

They include

1. Close personal identification of the head with the school i.e. he thinks of it as his school.
2. Close supervision by the head of every aspect of school life.
3. Close relationship between the personality of the head and the philosophy of the school.
4. Lack of confidence of the head in abilities of teachers to work without supervision.³⁷

This factors seem to suggest paternalism on the part of the headteacher. He should also note that:-

1. Do not delegate nothing but blame.
2. Do not delegate as an opportunity to allocate tasks the head would rather not do himself.
3. It increases the number of decisions that can be made without referal to the head.
4. It depends for its success upon establishing relationship of trust.³⁸

Delegation is not just a matter of allocating tasks to a colleague, but of enabling the agent to be a policy maker, innovator evaluator and motivator. To be in charge of an area of responsibility. However the headteacher should always remember that he does not delegate ultimate responsibility. He is still accountable for all that happens in their school including in that area where he had delegated.

2.4 Summary of all Literature Reviewed

All literature reviewed has underscored the importance of the school in preparing children for an adult future. The headteacher is important because all attention is usually focused on him. Appointed by the Ministry officials he has to be accepted and assisted by the community if he is to succeed in this noble and awesome task. He has to organize himself and his time together with that of his subordinates so that they can work harmoniously to meet the desirable goals of the institution. He has always to remember that he is the example to be emulated by the teachers, pupils and other assistants. He is the dynamic force of the institution, the life giving element and that through him and his skills, abilities and hard work shall emerge success or failure. He coordinates capital, manpower and initiative towards attainment of well defined and agreed upon objectives that are positive to the organization.

He has skills which have been acquired through academics.

When these are applied to himself, his personality and that of the people he is managing then he becomes a practical man, a problem solver. He inspires people for productivity and thus should know how to use human resources how to lead them. He should be ready to delegate as this leads to a reduction of load on himself. He thus should use his ideas, qualifications to motivate his followers, to commit them to goals and aspirations of the school.

Above all the headteacher must show effective leadership. He should be versatile adaptive and should blend with the situations as they come. This is particularly true for a headteacher in Kenya as our Educational institutions have been undergoing serious review and upgrading. Problems have been related to numbers of children to be provided with Education. There are far too few structures i.e. buildings, teachers, books, material. More often than not there is no help coming to aid the headteacher. He thus must be innovative, anticipative and practical. His position is one of continually solving problems. He should thus develop through the ages and by virtue of a specialized training programme strategies to overcome prominent problems.

FOOTNOTES

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25. John K. Hemphill et al, Administrative Performance and Personality: A study of the principal in a simulated elementary school, (Englewood Cliffs, New Jersey: Prentice Hall, 1976), p. 501.
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29. L. Hagman Administration of Elementary Schools, (New York: McGraw Hill Book Co. Inc. 1956), p. 63.
30. Jotham Olembo, Op. Cit, p. 20
31. Raju M. Beulah, Education in Kenya: Problems and Perspectives in Educational Planning and Administration, (Nairobi: Heineman Books, 1973), p. 82.
32. Ibid, p. 89.
33. Conant James Bryant, Op. Cit, p. 37.
34. Patrick Whittaker, Op. Cit, p. 35.
35. Frank Kelly, "The Principal-School Manager or Educational Leader?" Teacher Education, Number 20, (April 1982) University of Toronto.

36. Patrick Whittaker, *Op. Cit.*, pp 82-83.
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CHAPTER THREE

3.0 METHODOLOGY OF THE STUDY

3.1 The Sample Description and Size

Presently, Hamisi division has four educational zones as opposed to 1984 (see Odali Enoch Ngaywa's M.Ed. Thesis) when there were 3 zones. The zones have been designated as Eastern Zone, Central Zone, Southern Zone, and Western Zone. The number of primary schools present per zone is as shown below:-

Northern Zone	-	27	schools
Central Zone	-	19	schools
Southern Zone	-	26	schools
Western Zone	-	<u>20</u>	schools
		92	schools

Since the study concerns the whole of Hamisi division, it was imperative that all the zones be represented in the sample. The researcher nevertheless could not use Random Sampling techniques. This would have omitted some of the important aspects that were required to be considered in the study. The researcher made a run through of the lists of all the heads in the Assistant Education office at Hamisi and selected a sample made up of:-

3.1.1 Male and female headteachers.

3.1.2 Highly qualified as well as relatively lowly qualified headteachers.

3.1.3 Experienced and also relatively inexperienced headteachers.

The total sample to which the research instruments were given was 35 headteachers.

3.2 The Research Instruments

The basic tool for this study was a questionnaire. This was divided into three parts which were to be filled by the headteachers. The parts were arranged such that:-

Part 1 - Personal information concerning the headteacher

Part 2 - Official information concerning the school

Part 3 - Questions about the strategies for handling school problems.

There were also additional prompting questions asked by either the researcher to the headteachers, or by the headteachers to the researcher, in order to clarify certain information.

In a few cases there were general discussions on related aspects of the questionnaire items.

3.3 Administration of Research Tools

At all times the manner of conduct was proper and gentle. After introduction and a statement as to the purpose of the visit, the questionnaire was served to the headteacher. Together a run through was made identifying what parts of the questionnaire required what kind of information. A date was then set for collection of the data. This was usually arranged so that data from neighbouring schools could be collected on one visit. The researcher then thanked the headteacher for the kindly assistance. This personal administration of the tools was calculated to introduce an element of "personal appeal" and hence ensure a high response. Before the actual administration of the questionnaire it had been pilot tested on 4 headteachers. Their responses do not form part of the final findings analysed in the next Chapter.

3.4 Collection of Data

This was done by the researcher, on the date set at the tool administration stage. At this date it was usually found that the headteachers had worked through the tools. In a few instances a second and even third date was set. Four headteachers did not respond even after this "personal appeal". A return of 31 responses was considered a high response.

3.5 Treatment of Data Obtained

The data collected was reported and analysed using descriptive statistics ie rank, frequencies and percentages. Tables were used to present the findings in a meaningful manner to aid further discussion and interpretation of findings.

During analysis and interpretation an effort was made to discuss each aspect of the findings in terms of:-

- 3.5.1 Headteachers relative academic status (ie qualification).
- 3.5.2 Headteachers experience (ie length of practice as a teacher and also as a headteacher).
- 3.5.3 The sex of the headteacher.

CHAPTER FOUR

4.0 ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

The research project concerned a survey of the strategies used by primary school headteacher in handling school administrative problems. The age, sex, qualification and experience of the headteachers were further investigated to gauge the quality of strategies developed and employed to solve the problems in school. The research was carried out in Hamisi division of Kakamega District, Western Province. The data was obtained after personal administration of the research questionnaire to thirty five headteachers. These were selected from the A.E.O.'s office at Hamisi to ensure the right blend. The findings were again collected personally by the researcher. This ensured the return of 88.6 per cent. Further analysis was as below:

4.2 Analysis and Discussion of the Findings

4.2.1 Blend of Respondents

Table 1 shows the breakdown of the respondents by virtue of their sex.

Table 1

Sex of the Respondents

Sex	Frequency	Percentage
Male	29	93.5
Female	2	6.5
Total	31	100.0

As Table 1 shows there were more male respondents (93.5 per cent) as compared to the female correspondents (6.5 per cent). Of the total number of female headteachers to whom the questionnaire was sent half responded. This also shows that there are few headteachers in Hamisi division who are female.

The age of the headteachers was another criteria by which the strategies developed by the headteachers were analyzed. Table 2

shows the breakdown of the respondents by virtue of their age.

Table 2

Age of the Respondents

Age in years	Frequency	Percentage
Below 30	0	0.0
31 - 40	11	35.5
41 - 50	16	51.6
51 and above	4	12.9
Total	31	100.0

As the Table 2 shows, there were no headteachers whose age was below 30 years. The leading age bracket was the one between 41-50 years, which had 51.6 per cent of the respondents. This was followed by the age bracket 31-40 years (35.5 per cent). The headteachers who were 51 and above formed the second smallest group with 12.9 (per cent).

The headteachers also had a wide range of experience starting from as little as 2 years to as big as 20 years. Table 3 below shows the breakdown of the on-job experience of the headteachers that responded to the questionnaire.

Table 3Experience as Headteachers

Years as head	Frequency	Percentage
Below 5	6	19.4
6 - 10	13	44.8
11 - 15	6	19.4
16 and above	6	19.4
Total	31	100.0

The range of years which had the greatest number of respondents was the one of 6-10 years of headship. Below 5 years, 11-15 years experience and 16 and above years of experience all had an identical contribution of 19.4 percentage. It would appear if though most of the headteachers in Hamisi division have moderate experience (6-10 years) to high experience (11-15 years and also above 16 years).

Qualifications of the headteachers was also investigated. Table 4 shows the breakdown of the professional qualifications of the headteachers who responded.

Table 4Qualification of Headteachers

Professional Qualification	Frequency	Percentage
Untrained	0	0.0
P2, P3, P4	6	19.4
P1	20	64.5
Sl, Dip.Ed.	5	16.1
Degree holders	0	0.0
Total	31	100.0

A big fraction of the respondents were P1 certificate holders (64.5 per cent). This was followed by P2 certificate holders (19.4 per cent) and lastly there were 16.1 per cent of the respondents who had Sl certificates. There were no degree holders as headteachers, neither were there P3, P4 or untrained teachers as headteachers. Most of the headteachers in Hamisi division have a high professional qualification (P1 or above contributed 80.6 per cent).

4.2.2 The Problem Solving Technique

The first priority step was given special attention during problem solving process. The headteachers were to indicate

which was the first step they would take in attempting to solve a problem. The breakdown of the steps was as below:-

- a - Choose a particular plan
- b - Determine possible solutions
- c - Obtain complete information about the activities involved
- d - Define and understand the problem involved
- e - Follow the ministry recommended procedure
- f - Sort the facts and classify the information
- g - Provide a possible check up on the proposed plan
- h - Arrange detailed sequency and training for theproposed plan
- i - Manage the system
- j - Establish the base criterion and identify qualifications and constraints.

Table 5 shows the breakdown of the respondents choosing a particular step as a first priority step during problem solving.

Table 5First Priority Step on General Problem Solution

Step Picked as First Priority	Frequency	Percentage
a	8	25.8
b	2	6.5
c	11	35.4
d	8	25.8
e	2	6.5
Total	31	100.0

35.4 per cent of the respondents revealed that they analyze the components of the problem as a first step. 25.8 per cent either start by choosing a particular plan or by defining and understanding the problem involved. 6.5 per cent will either start by determining possible solutions or following the procedure as recommended by the Ministry. None of steps f, g, h, i, j were chosen as first priority steps in problem solution process.

The total number of steps chosen to be sufficient to arrive at a problem solution are given in table 6 below.

Table 6Total Steps Ticked for Problem Solution

Total Steps Chosen	Frequency	Percentage
3	6	19.4
4	3	9.7
5	1	3.2
10	21	67.2
Total	31	100.0

Of the respondents 67.7 per cent chose all ten steps, 19.4 per cent chose 3 steps out of the ten steps, 9.7 per cent chose 4 steps out of the ten steps and 3.2 per cent chose 5 steps out of the ten steps provided.

4.2.3 Category difficulty

The various categories that are usually met by the head-teachers were investigated.

Table 7 gives a breakdown of the category difficulty as indicated by the respondents of Hamisi division.

Table 7First Priority Difficulty Choice

Category ranked as most difficulty	Frequency	Percentage
Curriculum and Instruction	6	19.4
School-Community Relationship	8	25.8
Staff-Personnel Problems	4	12.9
Pupil-Personnel Problems	2	6.4
Finance Problems	5	16.1
Physical Planning, School Organization and Management	6	19.4
Total	31	100.0

The respondents gave school-community relationship as the one they rank with greatest difficulty (25.8 per cent of the respondents). This was followed by Curriculum and Instruction, together with Physical Planning, School Organization and Management each with 19.4 per cent of the respondents. Pupil-Personnel Problems gave the least difficulty to the headteachers, managing only 6.5 per cent to rank it as first in priority. On further concentration on School-Community Relationship the breakdown is further given in Table 8 below:-

Table 8Breakdown of School-Community Problems Response

Item of School-Community Category	Frequency	Percentage
Lack of parental cooperation	5	16.1
Creating healthy parents-teachers relations	5	16.1
Dealing with illiterate parents	8	25.8
Providing communications between school and community	4	12.9
Religious and political interferences	2	6.5
Community not accepting the headteacher	7	22.6
Total	31	100.0

In the School-Community Relationship category, dealing with illiterate and semi-illiterate parents caused the greatest difficulty to the headteachers (25.8 per cent). This was followed by the community not accepting the headteacher (22.6 per cent). Political and religious interferences got the smallest response (6.5 per cent) as sources of difficulty in School-Community Relations.

4.3 Interpretation of Findings

4.3.1 The Problem Solving Technique

The respondents were supposed to decide from a list of ten possible steps the order in which they would proceed during problem solving. They were informed that some of the items (steps) included in the given 10 steps were dummies and could not apply. The fact that 67.7% of the respondents included all the 10 steps in their responses shows that they really have no idea about the steps involved in solving novel problems. 19.4% chose 3 items, 9.7% chose 4 items and 3.2% chose 5 items. None of the respondents chose the right number of items i.e. 6 items. It would appear as if though none of the respondents chose the right steps because they have not been introduced to formalized problem solving techniques. This is further amplified because all the 5 dummy steps were chosen despite the respondents being cautioned to be on the look out for them.

4.3.2 Category Difficulty

The order of difficulty seems to be of the same magnitude though problems of school-community relations managed to lead in difficulty. A careful scrutiny of this category shows that having to deal with illiterate and semi-illiterate parents was the greatest problem met (25.8%). It was closely followed by the problem of the community not accepting the headteacher

(22.6%). Surprisingly, dealing with political and religious interferences obtained only 6.5 per cent response. Considering that Kakamega district is one of the areas with a high incidence of competing religious, this is quite surprising. For example Hamisi division has two Conflicting Quaker Churches and two Conflicting Pentecostal Churches. One probable reasons for this low incidence of politico-religious undertones is the school could be due to the fact that most school headteachers owe their allegiance and loyalty to the TSC and the Ministry, hence discourage such interferences.

Amongst those who chose School-Community Relations as the most difficulty, 37.5 per cent were female, 75.0 per cent were of an age above 40 years 62.5 per cent had had an experience of above 11 years and 87.5% were of higher professional qualification (ie P1 and above). Thus there seems to be a bias towards older experienced and highly qualified heads choosing this as a problem of worthwhile mention. This could have come about after lengths of time and on the realization that the society could make or break a school. What with the new 8:4:4 system of education in which the onus has been thrown back to the people of the land to provide the education they want for their children. Hence such heads see the importance of having a good community relationship.

Surprisingly finance related problems have a low showing of strength on the difficulty index. Only 16.1% of the respondents

thought this category was difficult. This, I found out via the follow up interview, was due to the great effort Kenya Educational Staff Institute (KESI) has put. In Ngaywa's study (1984) financial problems were leading in difficulty. KESI intensified understanding of such issues is drawing up well budgeted plans, understanding of accounting and auditing, keeping cash books and ledgers in order. Even among those, who still thought finance problems were of significant importance, 35.5% gave the greatest item as raising adequate funds, and 25.8% put the difficulty at failure by parents to contribute funds. Careful analysis can quickly place this areas as being under school-community relationship.

The time allotted by the heads to dealing with various categories mainly showed improper time utilization. Only 29.0% of all the respondents allotted most time to the most difficult category as they perceived it. The rest applied haphazard times to deal with the various problems. This time was often unrealistic and/or inadequate. For example one headteacher allotted 30 minutes per week to dealing with curriculum and Instructional Problems. This cannot be sufficient since the greatest proportion of school life is in this particular area and the headteachers have a prerogative to allot prorata times to dealing with it.

4.3.3 Delegation of Duties

All the respondents delegate their duties so that they have

more time to deal with more pressing issues in running the school, and also so that they can give the assistants a chance to try their hands at administration. In the area of Curriculum and Instruction it is surprising that only 26.4% of the heads delegate to classroom teachers. This response shows gross misunderstanding since virtually all about this category is usually left to classroom teachers. Matters relating to pupil personnel were mostly left to deputy headteacher. This response too shows lack of understanding since most of the time it is classroom teachers and classroom prefects who deal with pupil personnel problems. Only 12.9% allocated this to the right personnel. School-Community relationship which received 54.8% correct delegation and staff-personnel problems (58.1%) seem to be the ones that are well delegated.

One also found a tendency to delegate only to the deputy headteacher thus leaving out the classroom teachers and other non-teaching staff. Some of the areas could only be best delegated if given to non-teaching staff (for example financial matters to be delegated to the chairman and treasurer of the school committee). The follow up to delegation was quite in order, and the importance of delegating was well understood.

4.3.4 Application of the Problem Solving Technique

4.3.4.1 Dealing with occasional changes of Curriculum and Instruction

Having been recently involved in the implementation of a

change in curriculum and instruction, all the respondents had suggestions as to how they would go about dealing with such a change. 38.7 per cent proposed a series of stepwise analyses in which determining what was required, passing this information to the relevant centres and then helping to enable acquisition of materials, support was done by the headteacher. Table 9 below shows the response to the problem of Curriculum and Instruction

Table 9

Responses to Changes in Curriculum and Instruction

Response Suggested	Frequency	Percentage
Stepwise analysis	22	38.7
Transfer to subject panels	10	32.3
Delegate to zonal meetings	5	16.1
Suggestions from headquarter awaited	4	12.9
Total	31	100.0

32.3 per cent of the respondents simply pass these changes over to various subject panels. 16.1 per cent of the respondents depend a lot on sending delegates to zonal and local meetings and also on inservicing provided by such people as APSIs, TAC tutors and the AEO's office. 12.9 per cent usually seek for help from the headquarters, not having their own ideas to put forward.

Table 10 below shows an analysis of the 38.7 per cent who adopted a stepwise analysis of the problem.

Table 10

Blend of the headteachers choosing stepwise analysis of Curriculum and Instruction Problem

Blend	Description	Frequency	Percentage
Sex	Male	11	91.7
	Female	1	8.3
Age	Above 40 years	7	58.3
	Below 40 years	5	41.7
Experience	Above 10 years	3	25.0
	Below 10 years	9	75.0
Qualification	P1 and above	8	66.7
	P2 and below	4	33.3

Closer examination revealed that 91.7 per cent were male;

58.3 per cent were of an age above 40 years; 75.0 per cent had an experience of above 10 years, and 66.7 per cent had a professional qualification of Pl and above. This closer examination is quite-interesting because it reveals that those headteachers with a moderate experience (from ten years and below) are more wont to try out new ideas of Problem Solving, without first waiting for help from headquarters or without passing the burden to equally inexperienced subject panels made up of teachers requiring support and guidance. This younger, aggressive and more highly qualified headteachers should be targeted for inservice to instil the problem solving technique in their outlook to school problem situations.

4.3.4.2 Raising and obtaining adequate funds to finance school programmes

Table 11 below shows the breakdown of methods that are used by headteachers to handle problems related to obtaining finance for school programmes.

Tables 11First Priority step in handling acquisition of funds to finance school programmes

First Priority Step	Frequency	Percentage
Interaction with parents	16	52.4
Harambee to funds raise	11	34.7
Seek donor aid	4	12.9
Total	31	100.0

Of the respondents, 52.4 per cent revealed that the first priority step was to interact with the parents through parents meetings, parents teachers associations (PTAs) and other school meetings in which new suggestions are sought to obtain additional funds. 34.7 per cent gave their first priority as immediately and on their own accord calling for a Harambee meeting to solicit funds. 12.9 per cent were of the opinion that they should send out feelers to seek donor aid. These target were the government, Auctionaid, British Council and CARE (Centre for American Relief Everywhere).

The group that seeks suggestions from the Parents (response of 52.4 per cent) seems to understand the fact that the government

nowadays has thrown back the burden to parents to provide for their children's educational needs. It is the parents who can improve or damage the education of their children by supplying such necessities as buildings, teaching aids and other supportive paraphernalia. It would still seem as if though the question of obtaining funds has not been given the lengthy attention it deserves on matching the physical condition of the school and the head-teacher's responses, the researcher formed the opinion that the methods put forward have so far not been generating the necessary additional funds that the headteachers hoped for. This is why some standard eight classes and virtually all the workshops and domestic science rooms are not yet built in eighty per cent of the schools that were visited by the researcher.

4.4 Summary of the findings

The findings include:

- 4.4.1 Most headteachers could not choose the right steps to be followed during the Problem Solving Process. Even for those who could pick the right steps out the right sequence was not observed.
- 4.4.2 Sex and qualification did not seem to affect the strategies developed by the headteachers to solve problems. It seems as if though experience and age are the factors that dictate the strategies a given headteacher might adopt to handle certain administrative problems.

- 4.4.3 Though all headteachers delegate, there is a tendency to delegate only to the deputy headteacher. All members of the staff should share in such delegation if they are to feel as members of one school family.
- 4.4.3 There should be proper utilization of time on various categories. More time should be spent on the categories adjudged as having a higher difficulty index than those that have a lower index.
- 4.4.4 Not enough attention is being placed on practical problem solution. The two questions which were posed did not meet with the real attention they deserved from the respondent headteachers. More attention by the educational authorities should be on the establishment of autonomous problem solving centres in the schools, headed by the headteacher.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The research project set out to investigate the strategies that primary school headteachers use in solving administrative problems in their schools as experienced in Hamisi Division, Kakamega District. The study was targeted in that various types of respondents were required to form part of the sample. A careful survey at the AEO's office yielded data made of all sexes, highly experienced as well as moderately experienced headteachers, highly qualified as well as those not so highly qualified. A questionnaire was given to this sample and the return out of a sample of 35 was 31. The questionnaire contained 3 Parts . Part one required provision of personal data of the headteacher. Part two required the headteachers to give information about the school whereas in Part three the emphasis was on enumerating strategies employed in handling various chosen problems. These problems were mainly categorized into six major groups ie Curriculum and Instructional Problems, School-Community Problems, Staff-Personnel Problems, Pupil Personnel Problems, Finance Related Problems and Physical Planning, School Organization and Management Problems. In addition a special strategy about delegation was isolated and investigated. Lastly there were two novel problems whose solutions the heads were requested

to outline in step format. The 31 responses were analyzed and special emphasis placed on differences of responses in terms of sex, age, experience and qualification of the respondent.

The study also has a comprehensive literature review that is related to problem solving in educational institutions. The literature review looked at the importance of the headteachers as far as he interacts in the school institution to handle Curriculum and Instruction Problems, School-Community Relationship Problems, Staff-Personnel Issues, Pupil Personnel Problems, Financial Matters and also Physical Planning, School Organization and Management Criteria.

Chapter three gave a synopsis of the methodology and design of the study including the testing and construction of the research instruments.

Analysis and interpretation of the findings was also carried out in Chapter Four. Discussion as to meaning and interpretation was also done in this Chapter.

5.2 Conclusion

From the analysis of the report in the last Chapter it is apparent that the problem most primary school heads find as being difficult is creating and maintaining good school community relationship. Now that we have a new system of education,

provision of facilities has been thrown back to the Community. These headteachers have found out that it is of utmost importance to be able to have a cooperative community around them. In this respect the heads thought illiteracy and ignorance, as to the meaning of free education as espoused in the 8:4:4 programme gives them the greatest problem. The problem was further aggravated by the Community not accepting the head. This researcher found out that cliches had been formed to try and resist certain headteachers from coming to certain schools. Obviously when chosen to lead such a school that headmaster might find it pretty hard to coax the best out of these unwilling community.

The second category which gave the teachers a lot of problems was in the area of Curriculum and Instruction. The heads realize that schools occur firstly for the benefit of the child. Without the child there would be no school. Hence it is important that what brought them to school is given to them. In this respect Curriculum and Instruction has been known to be of utmost importance. With the advent of 8:4:4 there has been some unclarity and uncertainty about the content and methodology to be used to give instruction to this children. Hence the heads now think this to be a pretty important area. They attempt to consult amongst themselves at zonal and locational areas, with their APSI's and AEO's. They also question the society as to its readiness to provide material and equipment via Harambees and charitable donations. Clearly

Curriculum and Instruction seem to have a relationship to Community-School relationship.

Physical planning, school organization and management also received quite a backing as a leading problems. One can see that this category also involves the local community for the provision of material and support to build the schools and to plan meaningful programmes to benefit the children.

Surprisingly, finance related problems were not so difficult to deal with. A follow up showed that most heads had attended an induction course conducted by KESI to just this end. Now such issues as budgeting, accounting, cashflows and cash balances are no longer a threat to the headteachers.

Although the professional and academic qualifications of the headmasters differed from school to school it looked that it was the experience and exposure which made the difference. For example of the headteacher who chose school-community relations as the most important category of school administration 62.5% had been headteachers for more than 11 years. Experience had taught them that there was no substitute to a cordial relationship between the school and the community. It is also worthwhile to find out that 75% of the respondents were above 41 years of age. Problems as experienced by the headteachers could be external (ie brought on the school's headteacher) as well as internal (ie brought by the headteacher himself). The head-

teacher needs to be competent, effective and efficient or else he shall be a contributing factor to the problems in his school. These problems can hamper the schools progress. Experience when combined with the right qualification and applied properly can produce such a person.

In order to solve problems, which are of differing kinds, one needs to develop a model to which each problem can be applied and judged by. Analysis showed that most of the headteachers attempt to solve such problems planlessly. They need to learn to breakdown each problem situation into a series of steps that can be easily handled. Delegation of duties was another area that needed attention. This should be done to increase efficiency in the organization and also to spread commitment to the ideals of that institutions goals. By delegating the headteachers show confidence in those they have delegated to. An effort should be made to delegate to all members of the staff at one time or another.

5.3 Recommendations

- 5.3.1 Inservice courses for primary school headteachers should be expanded and updated so that they cater for the various new problems that keep cropping up in the Kenyan schools. In this respect KESI should apply themselves to this problem with dedication as they did when they helped to solve the finance related problems phobia. There seems to be a shift to Personnel Management and community relationship.

- 5.3.2 All teachers need to be exposed to the role of the head-teacher during their pre-service training. Particularly the general problem-solving technique should be emphasized because all problems can be handled that way.
- 5.3.3. The Ministry of Education, Science and Technology should start an on-going programme for inservicing primary heads so as to equip them with techniques of solving current problems. This should be done before those problems are expected to be introduced. An example would be public relations problems handling technique should have been taught to the heads before the 8:4:4 system was launched since it involves a lot of intercourse with the public at large.
- 5.3.4 A forum should be created whereby there can be mutual exchange of news, information and problem-solving technique by primary school heads. This should involve a get-together or a workshop in which the headteachers themselves are not only keen listeners but also deliver key addresses. Experienced headteachers could be identified and their wealth of experience put to use thus.
- 5.3.5 Now that the local communities in which schools are located are playing a very important role, especially in the provision of physical facilities, parents should be educated on the role of education in this country. This could be done through radio newspapers, chiefs barazas. The emphasis should be on the

importance to assist the headteacher provide the best education to the communities children.

5.3.6 The post of school clerk should be established in all schools; at the prerogative of the government. Such people when they are appointed should be competent in accounting and finance related areas, and also the field of public relations.

5.4 Suggestions for Further Research

5.4.1 A more detailed and elaborate study similar to this one but covering several districts could enable generalization for all the strategies generally employed by headteachers in handling school administrative problems.

5.4.2 There is a need to carry out a more detailed study on the efficiency and effectiveness of a headteacher as a function of his academic and professional qualification. Such a research would have a view of recommending what combinations of qualification and experience come to produce an efficient, competent and effective headteacher.

5.4.3 An indepth study of the effect of 8:4:4 requirements on the parents of children in Hamisi Division. The aim would be to test preparedness and the sacrifices the community is willing to give for the benefit of their children's education.

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APPENDICES

LETTER TO THE HEADTEACHER

I am a postgraduate student at Kenyatta University. I am undertaking a research study in the theory of Administration of primary schools. Your school has been chosen to participate in this study. I would be grateful if you could fill the three sections of the attached questionnaire. Your name and the name of your school are not required and the information you shall provide shall be treated in the strictest of confidence. It shall be put only to the use it was originally intended.

Your cooperation is highly appreciated.

THE QUESTIONNAIRE

Please tick in the appropriate box for items 1-6.

1. Sex: Male

Female

2. Age: Below 30 years

31 - 40 years

41 - 50 years

51 and above

3. How long have you been a headteacher?

Below 5 years

6 - 10 years

11 - 15 years

16 and above

4. How long had you taught before promotion to headship?

Below 5 years

6 - 10 years

11 - 15 years

16 and above

5. How long have you been a headteacher in this school

Below 5 years

6 - 10 years

11 - 15 years

16 and above

6. In how many schools other than this one have you been a headteacher?

- 1
- 2
- 3
- 4 and above

7. What is your academic qualification?

- KAPE/KPE/CPE
- KJSE/KASE
- KCE/EACE/SC
- KACE/EAAC E/HSC
- Graduate

8. What is your professional qualifications?

- P4
- P3
- P2
- P1
- Sl/Dip.Ed
- B.Ed.
- UT

Other (specify) _____

9. What classes (if any) do you teach? _____

SECTION B

10. Who are the sponsors of your school?

FAM

PAG

Catholic

DEB

Other (specify) _____

11. What is the number of students in your school?

Boys

Girls

Total

12. What is the number of teachers in the school?

Male

Female

Total

13. List breakdown of staff by qualification.

Qualification

No. of teachers

UT

P4

P3

P2

P1

Sl/Dip.Ed. _____

Graduate _____

Other (specify) _____

14. What is the acreage occupied by the school? _____

15. Do you consider this sufficient? _____

Reasons _____

SECTION C

17. The steps involved in the general solving of problems have always been a point of contention. Below are possible steps that can be taken to solve any problem. You are requested to decide if any of these steps below can be used. If so award a priority number in the box given against each step so as to show the order of procedure you would follow (ie. rank the steps).

(a) Choose a particular plan

(b) Determine possible solutions

(c) Obtain complete information about the activities involved

(d) Define and understand the problem involved

(e) Follow the Ministry recommended procedure

- (f) Sort the facts and classify the information
- (g) Provide a possible check up on the proposed plan
- (h) Arrange detailed sequence and training for the proposed plan
- (i) Manage the system
- (j) Establish the base criterion and identify qualifications and constraints

18. A to F are categories of the problems usually met by heads.

In each category you are requested to rank in order of difficulty those specific problems listed.

A Curriculum and Instruction

- (a) Obtaining adequate equipment and supplies
- (b) Supervision of instruction
- (c) Lack of cooperation from teachers
- (d) Establishing means and ways for effective evaluation of instruction
- (e) Ensuring that there is a good climate necessary for teaching and learning
- (f) Lack of enough teachers
- (g) Dealing with the occasional changes of curriculum and instruction

B. School-Community Relationship

- (a) Lack of cooperation from parents
- (b) Creating a healthy parents-teachers relationship
- (c) Dealing with illiterate and semi-illiterate parents
- (d) Providing sound communications system between the school and community
- (e) Dealing with religious and political leadership differences within the community which affect the running of the school
- (f) Running a school with a community that does not wholly accept the headteacher

C. Staff Personnel

- (a) Lack of in-service courses for teachers and headteachers in order to cope with curriculum changes
- (b) Lack of qualified teachers to cope with high pupil enrollment
- (c) Ensuring that the teachers are dedicated and committed to their work
- (d) Dealing with unqualified teachers

- (e) Frequent transfers of teachers
- (f) Struggle for deputy (and headship) positions amongst the staff
- (g) Coping with female/male teachers

D. Pupil Personnel

- (a) Organizing lunch programmes (if they exist) in your school
- (b) Providing effective guidance and counselling especially to standard 7 and 8 girls
- (c) Reporting pupil progress to parents
- (d) Absenteeism
- (e) Lack of parental assistance in disciplining pupils
- (f) Lack of facilities to cater for exceptional children.

E. Finance

- (a) Accounting and auditing for everything in school service
- (b) Preparing a workable budget plan for the school programmes
- (c) Keeping all cash books in order

(d) Dealing with parents who fail to contribute money for school funds

(e) Raising and obtaining adequate funds to finance school programmes

F. Physical Planning, School Organization and Management

(a) Managing and maintaining all school buildings, grounds, equipment and facilities

(b) Keeping all types of school records

(c) Lack of space for schools physical plans

(d) Lack of time to deal with day to day affairs of the school

(e) Ensuring that there is harmony, understanding and cooperation between the school, community and parents associations.

19. Please rank in order of difficulty of dealing with categories A to F. In the column denoted time put the approximate number of hours you spent per week dealing with each category.

(a) Curriculum and Instructional problems

(b) School-community relationship problems

(c) Staff-personnel problems

(d) Pupil-personnel problems

(e) Finance related problems

(f) Physical planning, school organization and management problems.

RANK	TIME/HOURS

20. For each of the categories A to F indicate the information which pertains to delegation in the table below:

(a)

CATEGORY	TO WHOM DELEGATED	REASONS FOR DELEGATING TO THIS INDIVIDUAL(S)
Curriculum and instruction		
School-Community relationship		
Staff personnel		
Pupil personnel		
Finance		
Physical planning school-organization management		

(b) How do you ensure that the job delegated gets done satisfactorily? _____

(d) Would you rather not delegate? _____

Reasons _____

21. Apply the problem solving technique you mentioned in item 17, or one which you usually use, to explain how you would solve the problems in (a) and (b) below. Just write down the steps you would take in solving that problem.

(a) Dealing with occasional changes of curriculum and instruction.

(b) Raising and obtaining adequate funds to finance school programmes.

4.3 TIME SCHEDULE FOR STUDY

Event	Time
Identification of problem	1/5/86
Preparation of proposal	26/5/86
Obtaining permission to collect data from relevant authorities	13/6/86
Pilot testing	27/6/86
Travelling to problem area and seeking accommodation	4/7/86
Collection of data from chosen schools	21/7/86
Data analysis	1/8/86
Writing up of final project report	15/8/86
Typing and binding of project	22/8/86
Presentation of project to supervisor	26/8/86

4.4 THE BUDGET

ITEM	COST/KSHS:
Equipment	1000.00
Travel	1500.00
Subsistance and Lodging	2500.00
Typing and binding	2500.00
Total	7500.00

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