

**ADMINISTRATIVE CHALLENGES FACED BY PRIMARY SCHOOL HEAD  
TEACHERS IN MANAGEMENT OF PUPILS IN EMBAKASI DISTRICT,  
NAIROBI COUNTY- KENYA**

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## DECLARATION

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

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## **DEDICATION**

This work is dedicated to my beloved husband Wilson Nyaga, my children, my parents and the entire family members whose love influence and hard work enabled me come this far and for their moral support.

## **ACKNOWLEDGEMENT**

I wish to express my sincere appreciation to a number of people whose assistance and co-operation made the production of this work possible. I am especially grateful to my supervisors DR. F.W. NJUGUNA and MR. D. WESONGA for their advice suggestion and criticism which made the production of this work possible.

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## ABSTRACT

The study was influenced by increased concern by the Head teachers and other stakeholders of the increased myriad administrative challenges encountered in Management of pupils following an enactment of Children Act 2001, which banned corporal punishment in all schools in 2001 and also the provision of Free Primary Education (FPE) in public primary schools in 2003. The study sought to establish the following study objectives; determine the challenges public primary school head teachers encounter in the management of pupils' welfare; assess whether there are adequate resources in schools to facilitate the proper learning of pupils; find out the strategies used by head teachers to overcome the challenges of indiscipline among pupils; examine the strategies used by head teachers to overcome challenges related to the lack of resources. A sample of ten public primary schools from a population of forty two schools was randomly selected for the study. The respondents were head teachers from the selected (sampled) schools. The data collection was done by the use of questionnaires while data was analyzed using descriptive statistics. From the findings, the study concluded that majority of the head teachers had never attended any training on school administration. The head teachers faced administrative challenges in management of the pupils which included lack of parents' cooperation in provision of pupils' requirements for learning as parents believed that everything was catered for in the free primary education programme, high school dropout rates, high teacher pupil ratio, high teaching load, inadequate textbooks and other learning resources, lack of adequate classrooms and furniture and poor sanitation. The study recommends that the government and other stakeholders should address the bottlenecks in the implementation of school policies like hiring of more teaching staff, building more schools which are major administrative challenges facing head teachers in pupils management. Finally, the study recommends that the government and other stakeholders should offer continuous training to the head teachers on pupil management to keep them up-to date with skills that will assist them to run their schools effectively.

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## ABSTRACT

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## LIST OF ABBREVIATION AND ACRONYMS

|               |  |
|---------------|--|
| <b>AEO</b>    | Area Education Officer   |
| <b>ATS</b>    | Approved Teacher Status Grade                                    |
| <b>DEO</b>    | District Education Officer                                       |
| <b>EFA</b>    | Education for All  |
| <b>FPE</b>    | Free Primary Education   |
| <b>GPA</b>    | General Purpose Account  |
| <b>HRM</b>    | Human Resource Management  |
| <b>KACE</b>   | Kenya Advanced Certificate of Education                          |
| <b>KCE</b>    | Kenya Certificate of Education                                   |
| <b>KCSE</b>   | Kenya Certificate of Secondary Education                         |
| <b>KIE</b>    | Kenya Institute of Education                                     |
| <b>KNLS</b>   | Kenya National Library Services                                  |
| <b>MoEST</b>  | Ministry of Education Science and Technology                     |
| <b>P1</b>     | Primary 1 Grade Teacher  |
| <b>P2</b>     | Primary 2 Grade Teacher  |
| <b>S1</b>     | Secondary 1 Grade Teacher  |
| <b>SIMBA</b>  | School Instructional Material Bank Account                       |
| <b>TSC</b>    | Teachers Advisory Centre   |
| <b>TAC</b>    | Teachers Service Commission                                      |
| <b>UNESCO</b> | United Nations Educational, Scientific and Cultural Organization |

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Problem**

Education is an investment that requires the efforts of both the government and the private sector. Education is a means of not only promoting social and political consciousness, but also producing the quantity and quality of skilled manpower required for economic development (Shultz, 1961).

OKumbe (1998) points out that schools are set up to enable society to achieve its objectives through teaching and learning. Schools then should be properly managed and every educational organization requires a pattern of administration to propel it effectively and efficiently towards the realization of its goals. Many teachers in Kenya have been given school headship without discipline preparation for it and they have found themselves in a new world with new responsibilities, new commitments and new Challenges (Kamau, 1990). For efficient and effective administration, managers need to have adequate administrative skills as well as adequate human and physical resources.

According to the Kenya Master Plan on Education and Training (1997 -2010), since 1980's a rising proportion of households were unable to meet high costs of education for their children. Particularly worrisome are findings that many households are unable to provide learning materials demanded by the extensive curriculum. The initial concern of

most developing economies was to promote economic growth with a belief that the proceeds would automatically trickle down to the poor, but this did not work out (Republic of Kenya, 2003). Due to poverty, a big number of pupils dropped out of schools. Kenya became a signatory to the United Nations charter requiring provisions of free and compulsory basic education to all school going children. To protect the rights of children, parliament enacted the Children's Act in 2001. This Act has one way or the other affected the management of pupils in public primary schools.

According to this Act, every child has a right to education. Section 7; subsection one states. Every child shall be entitled to education, the provision of which shall be the responsibility of the government and the parents". Subsection two states "every child shall be entitled to free basic education which shall be compulsory in accordance with Article 28 of the United Nations Convention on the rights of the child". The Act also outlaws corporal punishment in aft schools in Kenya. Sections 13 subsection one states "A child shall be entitled to protection from physical and Psychological abuse by any person". This is also mentioned in section 18 subsection one where it says "No child shall be subjected to torture, cruel treatment or punishment".

In pursuing education for all, the Kenya government as required by the law provided 'Free Primary Education' in all public primary schools in January 2003. This led to increased enrolment in public primary schools as shown in the table below.



**Table 1.1 Primary schools enrolment by Standard and Gender 1999 — 2003 (000)**

| Class       | 1999   |        | 2000   |        | 2001   |        | 2002   |       | 2003   |        |
|-------------|--------|--------|--------|--------|--------|--------|--------|-------|--------|--------|
|             | Boys   | Girls  | Boys   | Girls  | Boys   | Girls  | Boys   | Girls | Boys   | Girls  |
| Std 1       | 50.9   | 477    | 505.4  | 487.2  | 494.5  | 466.6  | 499.8  | 469.2 | 660.9  | 614.7  |
| Std 2       | 462.3  | 434.8  | 487.4  | 451.4  | 459.2  | 435.4  | 444.3  | 416   | 524    | 493.5  |
| Std 3       | 438.5  | 415.2  | 432.0  | 414.9  | 434.5  | 413.5  | 424.4  | 397.3 | 490.2  | 458.3  |
| Std 4       | 418.5  | 403.6  | 410.2  | 414.9  | 402.7  | 399    | 418.1  | 400   | 480.4  | 456.7  |
| Std 5       | 362.1  | 364.5  | 352.5  | 363.9  | 375.9  | 372.3  | 377.6  | 371.7 | 432.0  | 402.9  |
| Std 6       | 336.6  | 337.2  | 325.3  | 332.9  | 335.9  | 340.7  | 346.4  | 353.2 | 404.3  | 402.9  |
| Std 7       | 310.6  | 321.7  | 216.1  | 320.4  | 315.2  | 328    | 335.6  | 336.1 | 405.6  | 385.1  |
| Std 8       | 246.6  | 228    | 235.6  | 227.8  | 261.7  | 246.6  | 296.9  | 244.5 | 30.5.4 | 274.7  |
| Total       | 3082.1 | 2982.0 | 3064.5 | 3013.6 | 3079.6 | 3002.2 | 3143.1 | 2988  | 3702.8 | 3555.3 |
| Grand Total | 6.64.1 |        | 6078.0 |        | 6081.9 |        | 6131.0 |       | 7208.1 |        |

**Source: Moest (2004)**

Table 1.1 presents primary school enrolment by standard/class and sex for the period 2006-2010. The total enrolment in primary schools rose by 17.6% from 6.131 millions in 2002 to 7.2081 millions in 2003. Consequently, the national pupil; teacher ratio changed

from 34:1 in 2002 to 40.1 in the year 2003 (Republic of Kenya, 2004). In Embakasi District, pupil's enrolment also increased as shown below.

**Table 1.2 Public primary school enrollment in Embakasi District 2006 — 2010**

| <b>Year</b> | <b>Number of pupils</b> |
|-------------|-------------------------|
| 2006        | 16,845                  |
| 2007        | 16,741                  |
| 2008        | 17,832                  |
| 2009        | 17,992                  |
| 2010        | 17,476                  |

**Source: AEO Embakasi District 2010**

The above table presents primary school enrolment in Embakasi District for the period 2006 — 2010. The total enrolment rose by 6.13% from 16,741 in 2002 to 17,835 in 2003. With a total of 83 teachers in the Division, pupil: teacher ratio changed from 1:44 in 2002 to 47:1 in the year 2003. These ratios are far beyond what the Kenyan government aimed to achieve. The government planned to achieve the national average pupil: teacher ratio of 1:40 in primary schools (Republic of Kenya, 2004).

The school is like a factory and pupils are like raw material's who must undergo a process for educational objectives to be achieved. The activities included with the task area of pupil personnel are supposed to integrate the personnel functions with the

instruction and to coordinate and supervise the various kinds of personnel services. The major tasks are related to the organization and accounting of pupil and the provision of special services which pupils require for learning to take place. The head teacher ensures that the learners are taken care of as they are central to school organization. Head teacher ensures that pupils are well taught by ensuring, that there are enough and qualified teachers in the school. She/he ensures that there is a functional timetable which is learner friendly. New pupils should be given proper orientation to make them well adjusted to the school routine. Head teacher ensures that there is discipline in the school. Discipline is aimed at producing self-controlled, ordered behavior and harmony in the school.

The head teacher ensures that continuous assessment that is formative evaluation is a routine in the school policy which should be clear to all teachers. She/he ensures that the syllabus is covered on time so as to prepare the pupils for summative evaluation. She/he ensures that all Pupils are registered for National Examination (K.C.P.E) in accordance to regulation of Kenya National Examination Council). Other duties the head teacher performs pertaining the pupils in the school include; maintenance of pupil records, ensuring health and safety of learners, maintenance of students' welfare, motivation of staff, catering for learners with special needs, co-curricular activities and provision of guiding and counseling.

The head teacher and his/her team of staff must create an enabling environment for learning and teaching to take place. This will enable learners to exploit their potential and talents fully so as to be productive members of the society. The society also offers

security to the school and also can help to curb indiscipline in the school if the relationship between the school and the society is cordial.

The head should work closely with the representatives of the community e.g. PTA, Politicians Sponsors, spiritual leaders and local administrators because these members play an important role in enhancing effective cohesion between the community and the school.

The Head teacher plays an important role in enabling the school staff to understand and appreciate the community. The educational manager should provide an open two way communication between the school and the community so that opinions and suggestions from both sides can be incorporated into school programmes. Knowledge of the community's socioeconomic status and their cultural values will assist the Head Teachers and his staff to understand how to handle their needs.

However, there are challenges which the head teachers encounter in the management of pupils issues in public primary schools included; environmental influence, peer influence, negligence of parental role, affluence of the families, separation of children from their parents, challenging family background, drug and substance abuse in schools and HIV/AIDS pandemic

With all these challenges experienced in the public primary schools and directly affecting the teaching and learning in Embakasi District, these challenges are faced by primary

school head teachers are worthy investigating; and try to come up with the remedy to these problems.

### **1.1.1 International challenges facing educational trends today**

Education is seen as having a critical function of empowering individuals and transforming economics and nations globally. During the 1960s a series of meetings covenanted by UNESCO set target dates for achieving U.P.E in different continents. The uniform goal adopted by education ministries of Asia, Africa and Latin America at UNESCO'S landmark regional conferences held in early 1960s was to achieve U.P.E. However provision of education for all has been faced with a number of challenges in public primary schools namely: extreme poverty and hunger, irrelevant curricula, HIV and AIDS, failure by the curriculum to meet the needs of a wide range of learners, inadequate opportunities, lack of support services for learners outside mainstream schooling, inaccessibility of learning centres, poor mastery of language, low quality of instruction and uncoordinated service delivery.

**Table 1.3 Budget Allocations to the Education Ministry**

| <b>Years</b> |      | <b>Approved<br/>Estimates</b> | <b>Pre-intended<br/>Estimates</b> | <b>Difference</b> |
|--------------|------|-------------------------------|-----------------------------------|-------------------|
| 2006         | 2007 | 119,658,443                   | 101,790,443                       | 17,868,000        |
| 2007         | 2008 | 105,745,93                    | 199,154,443                       | 93,39,500         |
| 2008         | 2009 | 199,154,443                   | 232,791,000                       | 33,636,557        |
| 2009         | 2010 | 22,841.000                    | 287,771,000                       | 5,930,000         |

Source ministry of education (2007-2010)

The head teachers are using various ways to cope up with challenges affecting education internationally. The governments are insisting reforms to address challenges related to access equity, quality and relevance as a way of attaining E.F.A for many countries in the world. The governments of various countries have taken the additional steps towards E.F.A. They invest in expansion of quality basic education by encouraging private entrepreneurs to invest in education. They provide physical facilities and learning materials to school. The government is training managers involved in material resources management to have necessary skills. It also allocates resources e.g. textbooks and other instructional and physical facilities through the help of development partners. The head teachers should enlist the support of community leaders in organizing raising harambees to purchase learning resources. The government also provides additional low cost boarding primary and secondary school in arid and semiarid lands (ASALs). They also

promote the development expansion of more days secondary school to increase access reduce the cost of schooling.

## **1.2 Statement of the Problem**

The Children's Act (2001) was enacted to protect the rights of the children. The Act states that, every cry child shall be entitled to free basic education which shall be compulsory in accordance: the Article 28 of the United Nations Convention on the rights of the child.

The Act also says that, no child shall be subjected to torture, cruel treatment or punishment, hence outlawing corporal punishment in all schools. Following this law, the government banned corporal punishment in all schools in 2001 and provided Free Primary Education in all public primary schools from January 2003. This brought myriad administrative Challenges in all schools as a result of increased enrolment among other factors. The Kenya Times (1st may - TO3) reported that Embakasi -District- public primary Schools' head teachers met in city hall and pointed out that they encountered myriad Challenges in the management of pupils in their schools. This study focused on the administrative challenges encountered by public primary school head teachers in the management of pupils in Embakasi District.

### **1.3 Purpose of the Study**

The purpose of this study was to identify and assess the administrative challenges faced by public primary school head teachers in the management of pupils in Embakasi District. The study sought to find out strategies the head teachers are using to overcome these Challenges.

### **1.4 Objectives of Study**

The objectives of this study were to:

- a) Determine the challenges public primary school head teachers encounter in the management of pupils' welfare.
- b) Assess whether there are adequate resources in schools to facilitate the proper learning of pupils.
- c) Find out the strategies used by head teachers to overcome the challenges of indiscipline among pupils.
- d) Examine the strategies used by head teachers to overcome challenges related to the lack of resources.

### **1.5 Research Questions**

The following research questions were formulated in order to guide the researcher in gathering information needed for this study:



- a) What are the administrative challenges that public primary school head teachers encounter in the management of pupils' discipline?
- b) How adequate are human and physical resources in schools assist head teachers encounter in the management of pupils?
- c) What is the effect of the challenges to pupils' academic achievement?
- d) Which strategies are head teachers using to overcome the challenges of pupils in discipline?
- e) How effective are the strategies head teachers are using to overcome the challenges of overpopulation in schools?

### **1.6 Significance of the Study**

The study of administrative challenges encountered by public primary school head teachers in the management of pupils is of interest to educational research because it stands to benefit the following.

Education officers are crucial in bringing about improved school administration and, in particular, pupils' management. They are in a position to organize workshops and seminars on school administration and improve pupils' management practices. Therefore the findings of this study may influence the work of education officers in this area. The

study highlights the effectiveness of the head teachers in the management of pupils in Embakasi District.

They may use the research findings to guide their children on desired behavior. Parents are in a better position to instill and maintain discipline of their children. It is a general assumption that children who are disciplined at home may also be disciplined in school. Parents are also in a position to provide physical resources to the schools in order to improve their performance.

This study may benefit both head teachers and teachers. They may learn the existence of other effective methods of maintaining discipline among their pupils' other than corporal punishment. They may use guidance and counseling. This way, head teachers may be able to operate within the school and be able to maintain discipline among the pupils.

The findings of this study may influence the policies of the government on selection and training the head teachers. The government being the major financier of all public primary schools may be able to address the challenges associated with finances and provision of teachers.

### **1.7 Assumptions of the Study**

The study was guided by the following assumptions;

1. The schools selected for the study assumed to constitute a representative sample for the region under study:

2. It was assumed to be that head teacher were sufficiently informed about the pupils management tasks and therefore be in a position to adequately respond to the items in the questionnaires.
3. It was assumed that head teachers are aware that management of pupils is their key responsibilities in schools.
4. In any normal public primary school, pupils management challenges exist.

### **1.8 Scope and Limitation**

This study focused on the management of pupils in public primary schools. This study confined itself to pupils' management as one of the aspects of school administration. The researcher only indicated management practices found in the schools and there was no intention of finding an ideal set of management practices. The researcher gathered information on pupils' management and the administrative challenges faced by the head teachers in relation to discipline of pupils and inadequacy of both human and physical resources. Information was sought from the head teachers only. The study covered a sample of public primary schools in Embakasi District Nairobi County. This was due to financial constraints. Sampled schools were selected randomly only few head teachers were involved and responded through questionnaires and interview guides. The research was done in an urban area and that generalization beyond that area would be done with caution. The study was further affected by the high level of insecurity in some areas of Embakasi District which hindered the data collection. In addition, the study could not

control the respondents' attitude which could have affected the quality of information given.

## **1.9 Theoretical Framework**

Educational resources (both human and physical) and the headteacher's administrative skills are important in pupils management, and if well utilized, will bring about high achievement among pupils. There are three skills any manager requires so as to perform his/her duties efficiently and effectively (Walker et al. 1991).

The three skills approach developed by Katz (1955) can be used to determine who is a good administrator. These three skills are

**Technical skills** - Technical skills include understanding and being able to perform effectively specific processes, practices and techniques required of specific jobs in an organization. Head teachers require relevant technical skills to manage pupils efficiently.

**Human relations skills** - These skills refer to the ability to understand the pupils and to interact effectively with them. The skills enable head teachers to act both officially and humanely. They are important for dealing with pupils not only as individuals but also as groups. The Skills can be acquired from both training and experience.

**Conceptual skills** — They involve ability to acquire, analyze and interpret information in a logical manner. They include recognizing how various functions of the organization depend on one another and how changes in any one part affect all the others. It is

imperative that head teachers should enhance their administrative effectiveness by acquiring newer and emerging concepts and techniques in management. Through further training and staff seminars, the conceptual capacities of head teachers can be expanded.

Resources are also important for efficient and effective pupils management for higher achievement. The study also utilizes production function for education advanced by Psacharopoulos and Wood Hall (1985). Production is described as any process where certain elements are combined through a certain technology to produce output. The elements that are combined in the production are called inputs and in education, human and physical resources are viewed as inputs to a production process. The outputs are the achievement. These include the behavioral and academic performances of the learners Pupils.

The production function for education shows that

$$A=f(T,B,E,\dots,\phi)$$

Where

A - - Achievement of the learners/pupils

f - - A given function.

T - - Teacher's characteristics such as teacher: pupil ratio, academic and professional qualifications.

B - - Books and other educational materials.

E- - equipment and other facilities such as fields and classrooms.

$\phi$  - Error term, that is; other inputs which affect pupils' performance or achievement, such as pupils' intellectual ability.

This concept of production function was used in this study because it provides theoretical framework for organizing thinking about education process and pupils management,

### **1.10 Conceptual Framework**

Like other managers, head teachers require adequate technical skills to enable them perform their duties more effectively. To enable them to be effective in the management of pupils' behavior, guidance and counseling skills are needed.

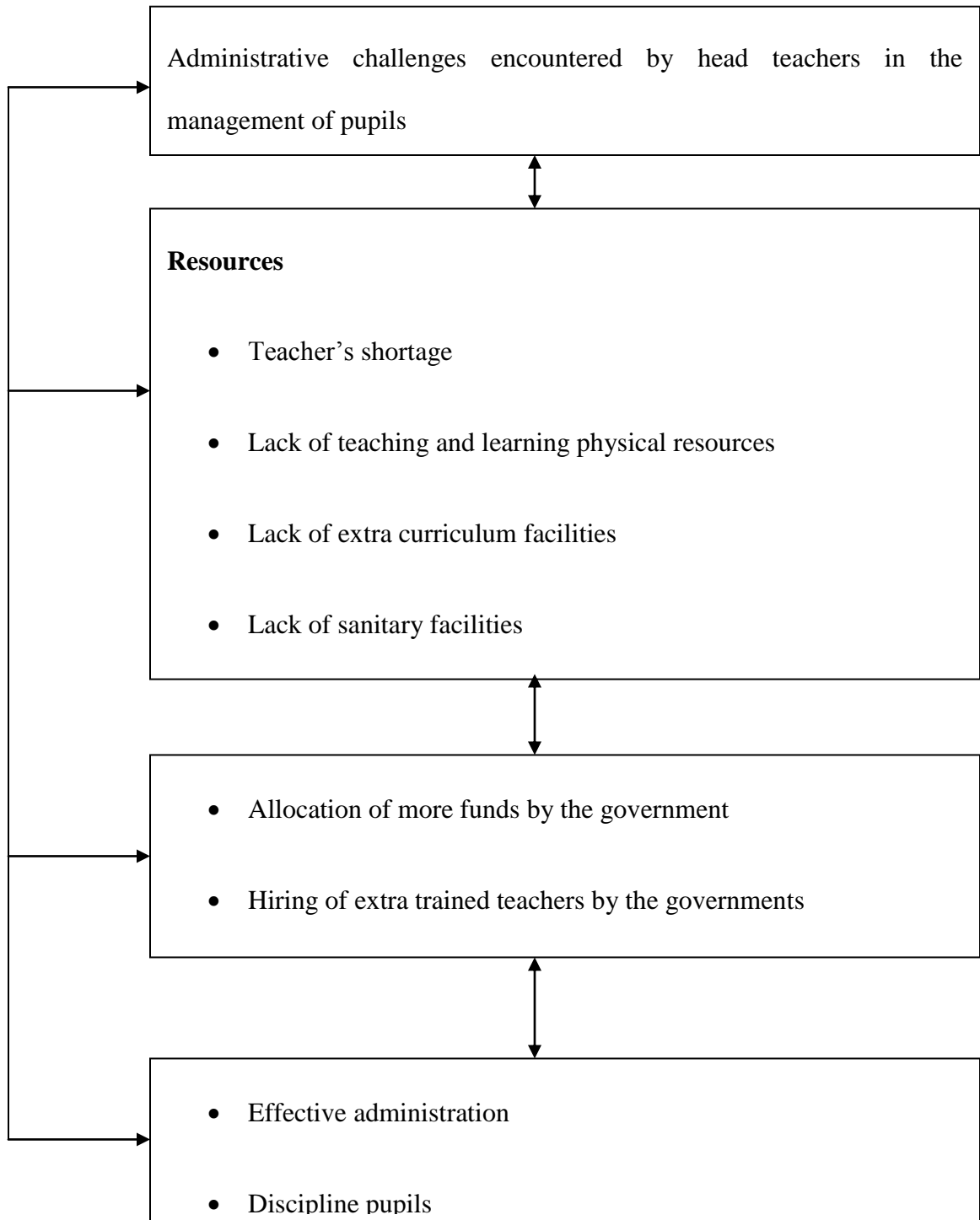
These skills can be acquired through in-service courses, seminars and workshops. The administrator lacks adequate skills, his organization will never realize its full potential even though all other conditions for such realization are favorable (Reeder, 1947).

An administrator with adequate skills on the other hand will overcome obstacles and make his or her Organization function to the highest degree of efficiency.

Administrators also need to be committed and creative in resolving administrative challenges they encounter in the management their organizations.

Government policies influence school administration positively or negatively depending on how these policies are implemented, human and physical resources affect the performance of the schools and in particular the pupils' achievement. Educational resources, (human and physical) are viewed as inputs and achievement as output to a production process (Psacharopoulos and Wood Hall, 1985). Pupils' achievement includes both the behavioral and academic performances. The conceptual model below shows the major variables that influence efficient and effective management of pupils.

**Figure 1.4 A conceptual model of pupil's management by the head teachers.**





## **1.11 Operational Definition of Terms**

The following terms should be understood as defined below:

**Head teacher:** A teacher is an individual with an overall administrative responsibility over the school, otherwise known as headmaster or headmistress.

**Primary Schools:** In the Kenyan Education system, they are institutions of learning covering standard one to standard eight with purpose of offering a foundation for mastery of formal education.

**Public Primary Schools:** The primary schools that are financed by the government.

**Pupils:** learners or Primary School children in schools

**Administrative challenge:** A restricting condition in the administration of organization.

**Administration:** Process of acquiring and allocating resources for the achievement of predetermined goals. This definition implies that educational manager is policy executor. Administrators execute policies made by a higher office.

**Children Act 2001:** Law enacted by the Kenyan parliament in 2001 to govern and protect the rights of children

**Child:** Defined by children Act 2001 as any human being under the age of eighteen years.

**Management:** Process of designing, developing and effecting objectives and resources so as to achieve the predetermine goals. This definition implies that educational manager is both a policy maker and policy executor. Manager may execute policies made by himself or herself.

**Division:** Refers-to an administrative area under Assistant or Area Education Officer.

**Stakeholders:** Persons who have strong interests in contributing to success of their learning

**Parents:** According to children Act 2001, this is a mother or, father to a child and includes any person who is liable by law to maintain a child or is entitled to his custody.

**District:** Refers to an administrative region under the District Education Officer.

**Discipline:** Action taken by management to enforce organizational standards or codes of behaviors to which pupils must adhere.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Having outlined the nature of the problem under investigation and the objectives of the study, this chapter gives a summary of the relevant literature that put the research theme into context. This review is presented in an attempt to establish gaps that this study attempt to bridge. The review of literature includes resources (human and physical) required for effective and efficient management of -pupils, administrative skills required for pupils behavior management.

#### **2.2 Education and Primary Education**

Education is important in that, it contributes to improving peoples' lives and reducing poverty. It so through multiple pathways including: Improving health and nutrition - Helping people to become more productive and earn more because education as an investment strengthens their skills and abilities; enriching lives directly, for instance, the pleasure of intelligent thought and the sense of empowerment it gives; promoting social development through strengthening social cohesion and giving more people better opportunities and thus greater equality through opportunity. Education thus contributes to the society's growth and development, which thus raises income for all (World Bank, 1999). It is for this reason that education needs efficient administration.

Objectives of primary education in Kenya according to Republic of Kenya (2002 include: primary education should provide the learners with opportunities to acquire literacy, numeric, creativity and communication skills. it should enable the learners to enjoy learning and develop desire to continue learning; develop ability or critical thinking and logical judgment; appreciate and respect dignity of work; develop desirable social standard, moral and religious values; develop into a self-disciplined, physically fit and healthy person; develop aesthetic value and appreciate own and other people's culture; develop awareness and appreciation of environment; develop awareness of and appreciation for other nations and international community; instill respect and love for own country and the need for harmonious coexistence; develop individual interests; promote social responsibility and make proper use of leisure time; develop awareness and appreciation of the role of technology in national development (Republic of Kenya, 2002)

### **2.3. School Resources**

In an attempt to define the term resources, Davies (1975: 24) says: "In the broadest sense, resources can be taken as anything in the school or its environment that may be used to help teaching or learning. This includes people in various guises, buildings and their surroundings, physical plant and even actions resulting from a change in any particular section". This definition is broad and in his quest to be more specific, he goes further to say that resources are any items, inanimate or inanimate used during the learning process. Sherrington (1993:163) defines resources as: The amount of time that we have, the space for activities and storage, the people who can Ir. the place we might visit, the choice of

printed materials and the money available for use of resources, most important of all our ways in which we can be resourceful”

### 2.3.1 Teachers’ Workload

According to children Act 2001, every child has a right to education. Every child shall be entitled to education provision of which shall be the responsibility of the government and the parents. This law brought free primary education in all public primary schools in Kenya. This resulted to increased pupil enrolment of about 17.6 percent in primary school from 6,131,000 pupils in year 2 (1) to 7. 208,100 pupils in 2003.

**The table 1.4: Below shows pupils enrolment against the number of teachers**

| Year | Number of Pupils | Number of Teachers |
|------|------------------|--------------------|
| 2002 | 6,131,000        | 178,037            |
| 2003 | 7,208,10         | 178,622            |

From the table 1 .4, we can work out the teacher to .pupil ratio, which was 1:34 in 2002 and 1:40 in 003. This ratio is slightly above the acceptable range that is between 1:30 and 1:35 (Odini, I 7).

Apart from using the ratio of teacher to pupils. the teacher workload may also be considered by looking at the number of periods or lessons a teacher covers in a week.

Onwu (1995) reports that large Classes affect the learners in the following ways: due to high population. there are a lot of distractions during the lessons; make a heavy demand on facilities and instructional materials and as a result, it does not allow for hands on activities; giving of assignments and follow up is difficult due to the workload; it does not allow for frequent practice work by the teacher because a higher number of equipment and materials would be needed; teachers tend to use the expository approach in most of the lessons; large classes affect the learning. Glass and Smiths (1978:1) observe that; As class size increase, the achievement decreases, a pupil who would score at about the 63 percentile on a national test when individually taught would score at about 37 percentile in a class of 40 pupils. The difference of being taught in a Class of 20 versus a class of 40 is an advantage of percentile ranks. Few resources at the, hands of the educator will reliably produce effects of that magnitude”.

### **2.3.2 The Quality of Staff**

One of the challenges in schools is shortage of teaching staff. Students react negatively when they sit without a teacher for certain subjects for a long time. Distribution of qualified teachers in the primary system in Kenya is an important determinant factor of the quality of education Yered in Schools (Sifuna, 1982).

Teachers operating in a situation where teacher-pupil ratio is high would be expected to be overworked: Nguru et al (1982) indicate that overcrowding in classes affects teaching and learning. If children are crowded in their sitting positions, teachers find it difficult to

move round a class. This means that teachers will not be able to reach with ease all children in order to check their individual work as they sit working in their places. Inability to move freely in a class means that the teacher can neither help the needy children nor can he/she mark the pupils exercises as they continue working. Kathuri (1986) indicates that good and quality staff is an asset to the school. A quality staff is essential for efficient pupils' administration.

Teacher support services in Kenya are provided by such bodies as the Kenya Institute of Education (KIE.), Kenya National Library Services (KNLS), learning resource centers and Teachers Advisory centers (TAC). But in rural Kenya, the only support services available to primary school teachers are through the I AC (Ayot, 1981).

According to Kiminza (1987), Okumu M. and Odingi (1997), TAC act as: i) Centres for providing guidance and counseling for teachers (ii) In-service education centers (iii) Teaching aids preparation centers. Adams (1975) observes that teachers should be given support services since their potentials for development are limitless. This recognition of teachers' task and supporting them in their work is the aim of the teachers' resource or advisory centers.

The findings of Kiminza (1981) and Okumu (1986) agree that services offered by TACs were not popular. This is explained in words of one teacher as reported by Kiminza (1987) which stated that, "We were together in college with our TAC tutor and I obtained

better points than he did in final examinations. Beside his office is emptier than my classroom.

According to Odini (1997) many teachers view TAC tutors as incompetent to provide such services as in-service and counseling. TAC tutors also lack funds to purchase equipment and material as well as means of transport, this make them to be ineffective (Ayot, 1982). It is important to have a focal point where teachers can meet and discuss their ideas. This helps the teachers to share experiences, which provide an on-the-job training kind of experiences.

#### **2.3.4 School Toilets Requirements**

These resources play an important role in enhancing the good health of the pupils and the entire school at large. The California Department of Education recommends each school.



**Table 2.4 Number of Toilets Required in Schools**

|  | <b>Male</b>   | <b>Female</b>   |
|--|---|---|
| Kindergarten (toilets to be within kindergarten complex) | 1 toilet serves 1-20<br>2 toilets serves 21-50<br>Over 50, add 1 toilet for every 50 people   | Same as boys  |
| Elementary   | 1 urinal per 75<br>1 toilet per 30  | 1 toilet per 25   |
| Secondary  | 1 urinal per 35<br>1 toilet per 40  | 1 toilet per 30   |
| Staff  | 1 toilet serves 1-15<br>2 toilets serves 16-35<br>3 toilets serves 36-55<br>Over 55, add 1 toilet for 40 men<br>Provide 1 urinal for every male | 1 toilet serves 1-15<br>2 toilets serves 16-35<br>3 toilets serves 36-55<br>Over 55 add 1 toilet for over 40 women. |

**Sources: California Department of Education (2005)**

These are minimum requirements and more fixtures or toilet rooms may be required to adequately students and staff in some facility layouts. Toilets are to be provided based on population of each gender at each school site.

### **2.3.5 Teaching/learning Resources**

These include reading materials such as textbooks, non-reading materials such as charts and posters and realia, that is, real things or artifacts. Brown et al (1973) View textbooks as having advantages. These advantages include economy, individualism of instructions and improvement of teaching practices. The element of economy is seen from the fact that the textbooks can be used for longer period of time. The textbook helps to individualize instructions. It helps the learner to proceed with learning process at a rate determined by his abilities.

It should however be noted that textbooks have shortcomings. Among its major criticism is that it the learners ability to think, organize data and draw independent conclusion (Brown et al, 1973) This arises from the fact hat text materials are presented in a logical 'pre-digested' form.

Under such circumstance, critics say, reading becomes more of a matter of reading to 'remember obtain data with which to make decisions or solve Challenges. Textbooks can only be effective in the instruction process if they are combined with supplementary materials such as reference books.

Apart from the use of books for learning and teaching, non-reading materials are also employed teaching /learning process. The non-reading materials greatly enhance the teaching learning through a multi-sensory approach. Through use of their approach, the learner is not dependent on a book alone but other media as well. This kind of learning replaces the passive Role learner with an active learning process thus stimulating interest and involvement of the learner. These resources enable human eye and Mind to witness visual and sound explanations, as they actually exist, are beyond the limit of normal human sensory capacities Wittich, (1973). Realia are real things, or artifacts. They include objects such as models, specimen equipment and laboratories. When realia are used in teaching learners retain knowledge and understand it better.

Wittich (1973) observes that realia provide the opportunity for useful learning experiences when direct, first hand experience is either impractical or impossible. Realia are important for teaching science and agriculture.

Kariuki (1988), Ifukho (1992) and Eshiwani (1983) all point out from their researches that a primary schools lack resources. The World Bank study reported by Onwu (1995) Indicates that textbooks and other instructional media contribute to 66 percent to positive learning in Africa. If school does not have a particular instructional media they can borrow from the teachers. Advisory Centre, the learning resource Centre any other school or library closest to them (Ayot, 1981).

### **2.3.6 Importance of Teaching/Learning Resources**

These resources play an important role in enhancing the teaching process. They aid the teacher in teaching by modifying the teaching situation. The use of resources involves the use of a broad range of human senses at the same time in the learning process. This facilitates learning and helps in conveying the intended message.

According to Saunder (1974) eleven percent of what is learnt is through the Sense of hearing, 1e eighty three percent is through the sense of sight. He further states that only twenty percent of what is seen is retained in comparison to fifty percent of what is both seen and heard. Hence the use of more senses leads to more effective learning. This is supported by Njogah and Jowi (1981: 19) when they say: “For proper communication and learning, students want certain media available and used not because media are interesting and seem to make school time pass quickly but because when various senses are used in learning, there will be greater perception, understanding and reinforcement and hence retention of the subject matter”

Ouma (1978) also observes the importance of the use of teaching resources in classroom by saying ha: they encourage learners to participate in the learning process, motivate learners, cater for individual differences and enable learners to gain experience by use of the senses. Teaching resources can be used to perform various tasks. A good teacher does much more than merely communicate information. He/she will follow up the

learners' progress, set himself tasks to give practice, discuss such issues and attempt to create interest and relationships for the subject (Rorniszowski, 1974).

#### **2.4 Parents Involvement in pupil management**

Sherrington (1993:256) points out that: "Involving parents is not just informing them about their children, progress in school or the education system; it is about increasing understanding of the potential that might otherwise remain hidden. The parents need to understand why the school has a given program, requires certain equipment and also carries out certain activities.

Teachers can bridge the gap between the school and the community by giving learners tasks that take them back home to perform before they bring back a report from the parents. Ukeje et al (1992) point out that in spite of the fact that some parents do not like to be bothered by the authorities with their children's behavior Challenges, nevertheless it has been found to be very useful in many cases where pupils have become sources of unusual Challenges for someone who is skilled in such matters to confer with one or both parents and to see if together they can discover what is the root cause of deviance and what best remedy can be.

During this conference the best principles and strategies and techniques for conferences should be utilized. No sign of prejudice, antagonism, suspicion, unfriendliness or blame should be apparent. What should be transparently obvious is every body's concern for the student's welfare. Both parties must be prepared to give and take complaints and see each

other's point of view in good faith (Ukeje et al, 1992). Home and school co-operation is very important.

## **2.5 head teachers' Educational Approach to School Administration**

Head teacher is responsible for the overall management, control and maintenance of standards in the school as specified in the Education Act (1968). Headteacher is therefore accountable for all that happens in the school. The headteacher has a charge over a community of teachers and students and it is to him that they look for guidance and direction.

He plays leadership role of steering the school community towards realization of educational goals. Kochhar (1988) emphasizes the importance of headteacher whom he notes as the keystone in the arch of school administration and has the steering wheel in his hands. The headteacher therefore occupies a very significant office in any educational System. For him to be efficient, he needs among others drive, energy, vision, personality and professional competence.

### **2.5.1 Pupils Management Task**

Mbithi (1974) asserts that the headteacher must chart out his/her course with the pupil. Ozigi (1977) concurs with him when he observes that the student is at the centre of the educational process. What activities take place in the school should therefore have students as the focal point. Bath Ozigi (1977) and Mbiti (1974) look at the student

personnel task as entailing the following: ensuring that instructions take place; taking care of students interests and rights; student accounting; giving health, guidance and counseling services; maintaining disciplinary standards; giving career guidance and identification of students individual problems and helping to sort them out (Kochhar 1988).

### **2.5.2 Impact on Training of Head teachers**

The importance of training administrators cannot be over emphasized, be it in industry, public service or in educational institutions as their quality to a large extent determines an organization's success or failure.

Report of Presidential working party on Education and manpower Training for the next decade and beyond (Kamunge Report. 1968) emphasizes that head teachers are central to successful management of educational institutions. The report points out that in spite of their performance, head teachers were appointed from among serving teachers most of whom had no prior training in institutional management.

Lack of proper training adversely affects management of educational institutions including poor management of pupils. The report made the following recommendations; "in view of the crucial role of heads of institutions, the government will ensure that those appointed as heads of educational institutions have appropriate academic qualifications, experience, ability, competence. Integrity and initiative levels would undertake training on how to deal with clients on face to face basis and on telephone, but in education, the

staff are usually left to learn by trial and error. This implies that there is need for training educational administrators.

Mbarnba (1992:2) asserts the following regarding need for training educational administrators in Africa: -Viewed as a profession or discipline, educational management is relatively young on the Africa continent. Professional educators for long time managed their education system. but they have very much depended by and large on their educational background and on the job expert out of which they am expected to acquire knowledge, skills and attitudes needed to manage educational systems effectively and efficiently. Available evidence shows that it is lack of formal or other training in managerial skills which has been largely responsible for the great deal of inefficiency observed in the performance of many educational systems in Africa”. Newton (1985) observes that training of educational managers is indispensable for effective and efficient administration of schools. According to him, appointing authorities in third world countries need to reconsider the Wisdom of appointing school administrators on the basis of their teaching experience and not on administration.

Mbamba (1992) asserts that socio-economic changes and emergent needs within the African continent have among other things made education more complex. Consequently, the management of educational institutions demands sophisticated skills that would enable managers to steer the schools effectively and efficiently.



## **2.6 Pupils' Behavior Management**

Conceptually, discipline can be defined as a system of guiding the individual to make reasonable decisions responsibly (Mbiti, 1974). He adds that in classroom teachings discipline means the control of class to achieve desired behavior.

The Children Act 2001 has outlawed corporal punishment in all schools in Kenya. Section 13 Subsection 1 states 'A child shall be entitled to protection from physical and psychological abuse by any person'. This is also mentioned in Section 18 Subsection 1 where it states, "No child shall be subjected to torture, cruel treatment or punishment".

Discipline in the best sense is the control of behavior in the light of purpose. An individual has self-discipline when he/she can set a goal for him/herself and then make whatever sacrifices and efforts necessary to obtain it. The emphasis today is on permanent educational values, rather than on maintaining order in the school (Ukeje et al, 1992).

The purpose of discipline in the school is primarily to create and maintain conditions favorable for learning and teaching. In support of this, Hoover (1978) explains that the aim of good discipline is to help pupils adjust to personal and social force of their experience. This is in accordance With the objectives of primary education. The aim of primary education is to provide the learner with opportunity to develop desirable social standards, moral and religious values. It should also help an individual develop into self-disciplined, physically fit and healthy person (Republic of Kenya, 2002). Therefore the

soonest being a social institution is charged with the responsibility of inculcating appropriate values, attitudes and skills.

Hongo and Mugambi (2002) indicate that good discipline best achieved through the establishment of positive and powerful school spirit so that new pupils learn the desired attitudes easily and quickly from the examples of those around them. One way of doing this is through explaining to pupils and then to the parents the standards expected and why. The issues that arise in the behaviors management include how the pupils should be disciplined. Discipline will never be achieved through punishment pain and fear. Teachers should device methods that allow them to spend more time motivating students for concrete achievement and less time in punishing Students. Classroom discipline procedures should arrange for consequences, which reduce undesirable behavior while at the same time providing strong and Consistent reinforcement for appropriate behavior (Maundu, 1986). Many nations throughout the world have recognized that school corporal punishment violates the UN Convention on the Rights of Children. In addition to enduring the practice, they are aggressively seeking to, train teachers in alternative means of maintaining discipline and motivating children.

Congelosi (1988) considers corporal punishment as a form of continued punishment which physical pain or discomfort is ‘intentionally inflicted upon an individual for the purpose of trying to get that individual to be sorry that he/she displayed a particular behaviour.

Baler (1988) observes that corporal punishment may adversely affect students self image and school achievement alternative methods of behaviour management have proved more effective than corporal punishment. If children are feeling and thinking they may be punished, their attentiveness will not be as clear or as perceptive as should be. Discipline is therefore necessary in raising and teaching of children if they are to become social, productive and responsible adults. Punishment is only one method of disciplining while corporal punishment is only one aspect of punishment.

Mutambo (1986) deals with strategies for handling indiscipline in schools. His guidelines include establishment of dialogue, punishment, guidance and counseling and good teaching as a measure against discipline challenges.

### **2.6.1 Punishment**

Punishment as a strategy for behavior management indicates failure of control. If positive efforts are not working, then it may be necessary to resort to punishment (Laslett and Smith, 1984). But this should be done with caution. A sensible teacher devises punishments, which have corrective or educative value. Punishment must not involve shouting, shaming or corporal punishment because all these are detrimental to the relationship between the teacher and his pupils. Various strategies may be used as alternative punishment. They include:

**Reprimand** - Children respond to it particularly if they respect the person issuing the reprimand (Bickerstaffe, 1972). This is a natural way of pointing out to someone who is

misbehaving that his/her conduct has been noticed and should change. The danger of this method is that there is likelihood that a reprimand can be indicating personal dislike. To avoid this, teachers are advised that immediately after reprimand; teachers should ask the pupil a question and praise a good trial.

**Time-Out Separation** - This involves briefly removing the pupils from the ongoing activity and asking them to sit quietly by themselves in an isolated place. Time-out is useful only when used in the context of positive classroom environment

**Withdrawal of Certain Privileges** - Certain privileges can be withdrawn. For instance, a misbehaved pupil who has been found guilty of some bad behavior can be debarred from accompanying others on some interesting visit or tours. Bull and Sooty (1996) advise that curriculum activities which a child has a right cannot be used in this way. Other alternative methods are detention; warnings, forced apologies and suspension.

Discipline is crucial in any organization. Those who are responsible for discipline in any kind of organization may, by the attitudes with which they approach this responsibility and by the way they discharge it. actually create as many disciplinary Challenges as they solve and so constitute part of the reason for poor discipline in the organization (Ukeje et al, 1992). The majority of disciplinary Challenges that confront school administrators originate in the total school environment and not just from the classroom instructional situation.

## **2.7 Summary of the literature review**

The information gathered in this section was useful in the interpretation of data gathered during research. The data needed in this research was gathered using questionnaires as the main instrument. The other research instruments were interview schedules. These research instruments were used to gather information on administrative challenges faced by public primary school head teachers in the management of pupils.

Head teachers in public primary school are facing a number of challenges which bars the attainment of EFA to many pupils in primary schools. These challenges remain the main barriers to pupils. Not unless the government address these challenges attainment of education for all by 2015 will not be possible.

One of the greatest challenges facing the world today is the growing number of pupils who are not attending the school. E.g. in the ASAL area and slum areas in the urban centres. Following the 1948 declaration of human rights governments all over the world particularly in the third world countries are striving to make education available to a greater number of their pupils.

The goal of education for all (EFA) was set at the Jomtien World Conference on education for 1990 where it acknowledged that most educational strategies and programmes had largely been insufficient or inappropriate in regard to the needs of the pupils which are vulnerable to marginalization and exclusion. This situation had been caused by poverty ethnicity religion disability and gender disparities.

In order to attain (EFA) the government is instituting reforms to address challenges related to access, equity, quality and relevance Kenya included. The attainment of UPE is key to their attempts to attain EFA. Finally the government of Kenya is ensuring access and equity in education by giving fair and equal opportunities to all pupils' to attain education in the society.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on research methodology that was used in this study. The chapter gives details on the research design of the study, the study population, the study location, sample and sampling procedures, research instruments, data collection and analysis procedures.

#### **3.2 Research Design**

The research design was descriptive survey design. Survey is one of the most frequently used methods for collecting information about peoples' attitudes, opinions, habits or any of a variety of other issues (Larry and Charles, 1991).

Wiersma (1985) observes that survey studies are conducted to determine the status quo and are concerned with gathering of facts rather than manipulation of variables. In this study, the researcher was interested in the gathering of fact on administrative challenges encountered try public primary school head teachers in the management of pupils.

#### **3.3 Study Location**

The study was carried out in public primary schools in Embakasi District Nairobi, county, This area was chosen because of its familiarity to the researcher and was more

convenient and cheaper in terms of traveling since the researcher works there. Singleton (1993) argues that the ideal setting for any study should be easily accessible to the researcher.

### **3.4 Study Population**

The study focused on head teachers in 42 public primary schools in Embakasi District Nairobi County. The District Education Officer (D.E.O, Embakasi) and Area Education Officer (A.E.O, Embakasi) were interviewed.

### **3.5 Sample and Sampling Procedures**

From the 42 public primary schools in Embakasi District, a sample of 15 schools was selected randomly. A fraction of at least 20 percent of the total population of less than 100 is an acceptable sample in descriptive research (Wiersma, 1995).

A sample of schools represented 35.7% of the total public primary schools in Embakasi District. Random sampling was used to select the schools. Names of public primary schools in this district were written on pieces of paper and then put in the container. They were thorough mixed and then the researcher picked one piece (school) at a time without replacement until the number of schools (sample) required was realized. Head teachers in these schools constituted the sample. All the head teachers in the 15 selected schools were expected to participate in the study through census sampling technique.



### **3.6 Research Instruments**

The instruments for data collection were questionnaires. The questionnaires and interview guides were administered to twenty head teachers and separate interview guides were prepared for the District Education Officer (Embakasi) and Area Education Officer (Embakasi Division).

#### **3.6.1 Questionnaires**

Questionnaires were appropriate for this study since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes and accomplishments, as well as the experiences of individuals. The questionnaire designed in this study comprised of two sections. The first part includes the demographic and operational characteristics designed to determine fundamental issues including the demographic characteristics of the respondent. The second part was devoted to the questions based on the objectives.

Kindred et al (1976) observed that use of questionnaires in measuring public opinion either from school personnel or from community members is one of the most appropriate methods. Kertinger (1973) also observes that questionnaires elicit information appropriate areas to which the respondents respond objectively. Questionnaires have advantages of collecting information from many respondents within a limited time and the respondents are free to offer information because they are assured of their anonymity. This is supported by Gall et al (1996) when they “Questionnaires have added advantage

of being less costly and using less time as instruments of data collection. On multiple response questions, the study used Likert scale in collecting and analyzing the data whereby a scale of 5 points were used in computing the means and standard deviations. These were then presented in tables, graphs and charts as appropriate with explanations being given in prose.

### **3.6.2 Interview Guides**

In order to solicit detailed information, interview guide were used to gather more information from the head teachers, Area Education Officer and the District Education Officer. This gave the researcher an opportunity to meet these people and seek more clarification on issues raised in the questionnaire.

An interview schedule is an important tool for gathering data as the interview situation allows much greater depth than other methods of data collection (Borg and Gall, 1979). It attempts to provide a true picture of opinions and feelings. The researcher used open-ended questions that elicited verbal responses from the respondents.

### **3.7 Piloting**

The research instruments were piloted in five of the ten public primary schools in the division. The aim of the piloting is to help identify misunderstandings, ambiguities and useless or inadequate items in the instruments, (Wiersma, 1985). Through piloting the researcher established some items of the questionnaires that were not clear to the

respondents. The questions rephrased or reworded to elicit required responses or discarded.

### **3.7.1 Validity**

Validity is the degree to which a test measures what it is supposed to measure and reliability is the degree to which a test consistency measures whatever it measures (Gay, 1992), the content validity of the research instruments was ensured through expert judgment. The content experts who included the researchers supervisors helped the researcher to assess the concept the instruments tried to measure in order to determine whether the set of items accurately represented the items under study. The content experts help determine content validity by defining in precise terms the domain of the specific content that the test is assumed to represent and then will determine how well that content universe is sampled (Gay et al, 1996). Direct or primary validity depends upon judgment or opinion of experts who after examining the content decide what they think it measures (Lovell K. and Lawson, 1970).

### **3.7.2 Reliability**

Reliability co-efficient of 0.75 was obtained using the Kuder Richardson (KR) 20 formula:

$$KR_{20} = \frac{(K)(S^2 - \sum s^2)}{(S_2)(K - 1)}$$

Where

KR2O — Reliability co-efficient of internal consistency

K — Number of items used to measure the concept

S<sup>2</sup> = Variance of all scores

S — Variance of individual scores

To enhance this coefficient the researcher strengthened the test by using the interview guides. Mugenda and Mugenda. (1999) observe that a co-efficient of about 0.8 implies a high degree of reliability and is acceptable. Wiersma (1995) observes that to ensure validity and reliability in studies requires application of good methodology. He continues to say that the researcher must develop a relationship with respondents who enable him/her to gain access to data, should use multiple data collection procedures and that data collected must be adequate in quality in order to confirm the assertions with confidence.

### **3.8 Data Collection Procedure**

The researcher personally visited all the sampled schools in Embakasi District. To collect the data from the head teachers, questionnaires and interview guides was used. The researcher also established appropriate time and interview the District Education Officer and the Area Education officer. The researcher used drop and pick later method in

administering the tools to the respondents. Data was collected using a self-administered questionnaire. Nevertheless, where it proves difficult for the respondents to complete the questionnaire immediately, the researcher left it with the respondents and went to pick them up later. Sommer and Sommer (2004) argue that ethical considerations such as confidentiality, anonymity and avoidance of deception are very important issues in social research. For the purpose of this study, permission was first sought from relevant authorities and a letter granted to allow the researcher to carry out the research. Furthermore, the researcher explained the purpose of the study to the respondents and assured them of confidentiality of their responses and identities. Saunders, Lewis and Thornhill (2003), define research ethics as the appropriateness of the researcher's behaviour in relation to the rights of those who become the subject of the research project, or who are affected by it. The researcher adhered to appropriate behaviour in relation to the right of teachers and students who were the respondents.

### **3.9 Data Analysis**

At the end of data collection exercise, questionnaires and interview guides was thoroughly inspected for completeness, organized and was summarized by the researcher. The quantitative data collected was analyzed so as to compute various statistics. Frequencies were prepared for all the questions items that required quantifying and percentages computed on the basis of such frequencies.

Tables were drawn and used by the researcher in making a descriptive report/discussion of the findings of the study. Qualitative data on the other hand was organized into themes, categories and patterns pertinent to the study. From that, the researcher evaluated the usefulness of the information in answering the research questions.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter presents the data that was found on the administrative challenges faced by primary school head teachers in management of pupils in Embakasi District Nairobi County Kenya. The study sought to establish the following study objectives; determine the challenges public primary school head teachers encounter in the management of pupils' welfare; assess whether there are adequate resources in schools to facilitate the proper learning of pupils; find out the strategies used by head teachers to overcome the challenges of indiscipline among pupils; examine the strategies used by head teachers to overcome challenges related to the lack of resources. The research was conducted on sample size of 15 head teachers, out of which 10 head teachers completed and returned the questionnaires duly filled making a response rate of 66.7%. Mugenda and Mugenda (1999) stated that a response rate of 50% and above is good for statistical reporting. The study made use of frequencies (absolute and relative) on single response questions.

#### **4.2 General information**

The study initially sought information on various aspects of respondents' background, i.e. the respondent's gender, age, academic background, and number of years while in the teaching profession. This information aimed at testing the appropriateness of the

respondent in answering the questions regarding administrative challenges faced by primary school head teachers in management of pupils.

#### 4.2.1 Age bracket of the head teachers

The study sought to establish the age distribution of the respondents as shown in Table 4.5 below.

**Table 4.5 Age bracket of the head teachers**

| <b>Age bracket</b> | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| 20-29 years        | 0                | 0                 |
| 30-39 years        | 3                | 30                |
| 50-59 years        | 4                | 40                |
| Above 59 years     | 3                | 30                |
| <b>Total</b>       | <b>10</b>        | <b>100</b>        |

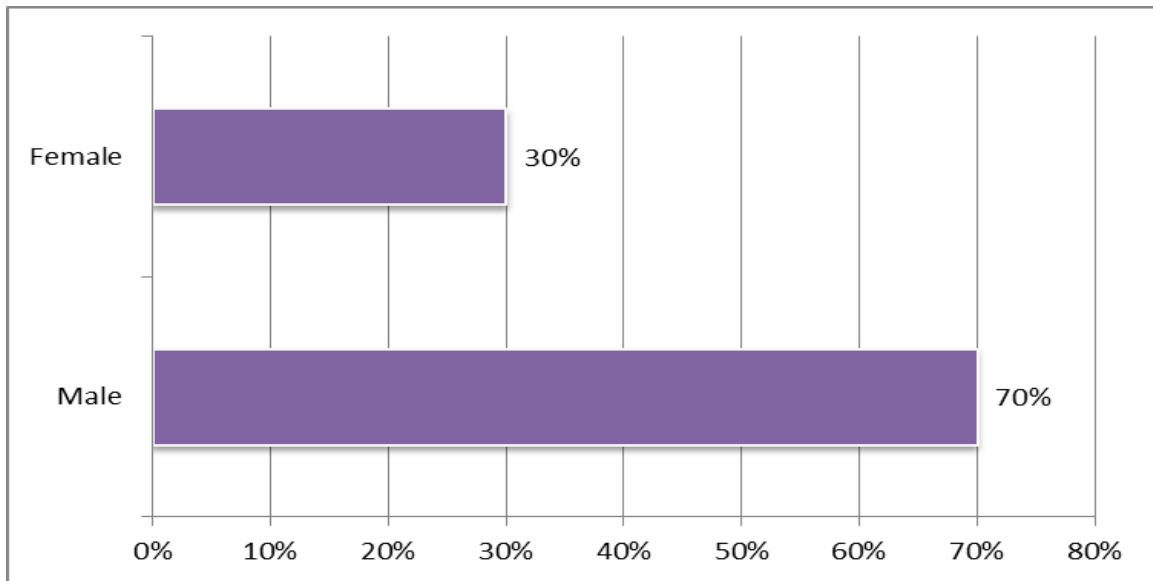
According to the findings, most of the head teachers (40%) were aged 50-59 years, while 30% were either 30-39 years or above 59 years of age. This depicts that the head teachers were mature and had a wealth of experience in school management owing to their many years while working in the teaching profession. It also meant that they would give credible information on the administrative challenges faced by primary school head teachers.



#### 4.2.2 Gender distribution for head teachers

The study sought to establish the head teachers gender distribution. The findings are as stipulated in Figure 4.1 below.

**Figure 4.1 Distribution of head teachers by gender**



From the findings, 70% of the head teachers who participated in the study were male while 30% were females. It points to the gender disparity in the recruitment of primary school administrators in the teaching profession that while most of the teachers in Nairobi are female, most of the administrators are male, an indication that female teachers were locked out of administration.

### 4.2.3 Teaching experience of head teachers

The study also sought to establish the teaching experience of head teachers based on the number of years they had worked in the education sector in their capacity as head teachers. The results are as shown in Table 4.6 below.

**Table 4.6 Teaching experience of head teachers**

| <b>Years of experience</b> | <b>Frequency</b> | <b>Percentage</b> |
|----------------------------|------------------|-------------------|
| 1-5 years                  | 0                | 0                 |
| 6-10 years                 | 1                | 10%               |
| 11-15 years                | 0                | 0                 |
| Over 20 years              | 9                | 90%               |
| <b>Total</b>               | <b>10</b>        | <b>100</b>        |

Table 4.6 indicates that majority of the head teachers (90%) had been teaching for 20 years and above while 10% had worked for 1-5 years. This illustrates that the head teachers were highly experienced owing to the accumulation of knowledge and skills throughout the working life of the teaching profession as majority of them had worked for over 15 years. It also shows that most of the head teachers were appointed from among those who had taught for long. The many years of experience enabled the respondents to give reliable information on administrative challenges facing them. The findings are similar to World Bank, (1999) which found out that the school administrators in Sub Saharan Africa were selected based on the number of years in their career.

#### 4.2.4 Level of education of the head teachers

The study sought to establish the highest level education of the respondents and the results are as shown in Figure 4.2 below.

**Figure 4.2 Level of education of the head teachers**

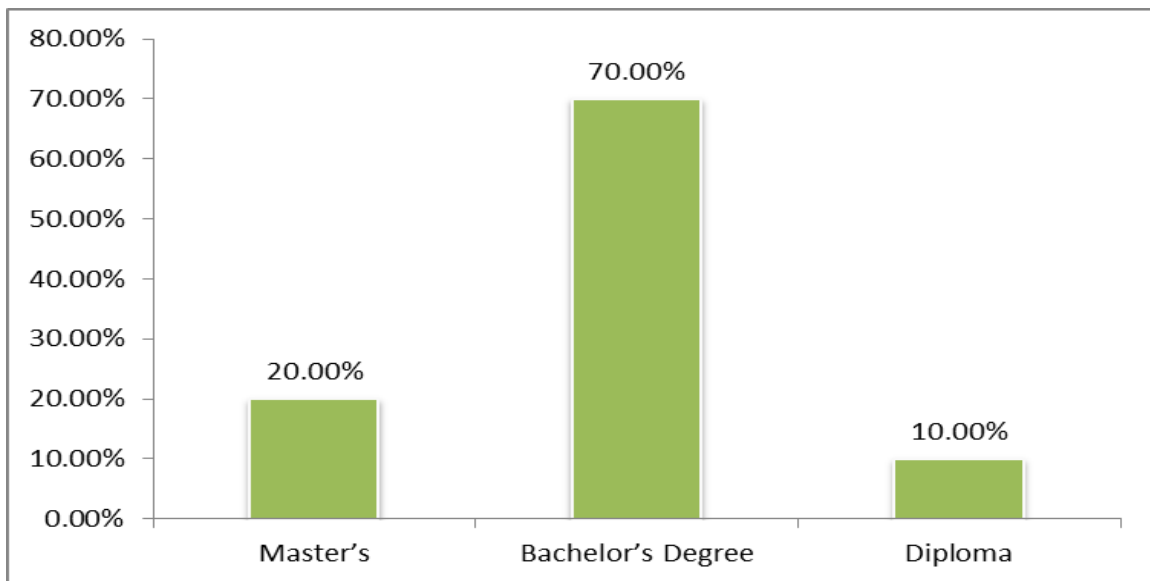


Figure 4.2 indicates that majority of the head teachers (70%) had bachelor's degree, 20% had masters while 10% had diploma. This illustrates that majority of the head teachers had adequate academic qualifications to manage their schools efficiently.

#### 4.3 Challenges facing public primary school head teachers in the management of pupils' welfare

The first objective of the study was to determine the challenges public primary school head teachers encounter in the management of pupils' welfare.

### 4.3.1 Attending workshop/seminar on school administration

The study sought to find out whether the head teachers had attended any workshop/seminar on school administration since their appointment as a head teacher.

The results are as shown in Table 4.7 below.

**Table 4.7 Attending workshop/seminar on school administration**

|                                 | Frequency | Percentage |
|---------------------------------|-----------|------------|
| Attended workshop/seminar       | 3         | 30         |
| Never attended workshop/seminar | 7         | 70         |
| <b>Total</b>                    | <b>10</b> | <b>100</b> |

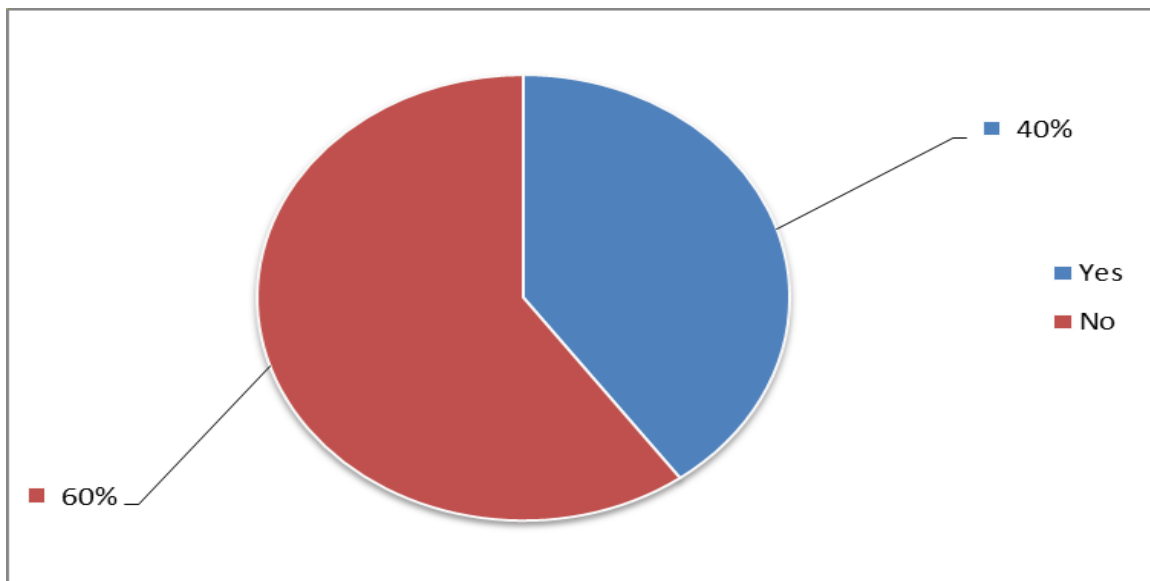
Table 4.7 indicates that majority of the head teachers (70.0%) had not attended any workshop/seminar on school administration since their appointment as head teachers. Only 30% of the head teachers attended workshop/seminar on school administration since their appointment as a head teacher. This implies that the head teachers may have lacked important managerial skills on school management as they managed their institutions based on their own knowledge. The results agree with Newton, (1985) which shows that it is lack of formal or other training in managerial skills which has been largely responsible for the great deal of inefficiency observed in the performance of many educational systems in Africa". The training of educational managers is indispensable for effective and efficient administration of schools (Newton, 1985).

The study findings are also in line with Kamunge (1998) who pointed out that head teachers are central to successful management of educational institutions. The report points out that in spite of their performance, head teachers were appointed from among serving teachers most of whom had no prior training in institutional management. Lack of proper training adversely affects management of educational institutions including poor management of pupils (Kamunge, 1998).

#### 4.3.2 Head teachers' induction into the new job

The study sought to establish whether the head teachers were inducted into the new job upon their appointment as head teachers. The responses are as shown in Figure 4.3 below.

**Figure 4.3 Head teachers' induction into the new job**



The majority of the head teachers (60.0%) indicated that they were never inducted into the new job upon their appointment as a head teacher. Only 40% of the head teachers were inducted. The findings imply that majority of the head teachers were not given the initial hands on training as school managers as were never inducted in their management roles when they took on their responsibility as school heads. The findings are collaborated with World Bank (1999) which pointed out that majority of the school administrators were never inducted in their new roles. Thus they executed their new responsibilities on trial and error basis which compromised their effectiveness.

#### **4.3.3 Induction program cover the pupil personnel management**

The study sought to establish whether the induction program attended by the head teachers covered the area of pupil personnel management. The results are as shown in Table 4.8 below.

**Table 4.8 Induction program cover the pupil personnel management**

|  | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| Induction program had pupil personnel management       | 3                | 30                |
| Induction program never had pupil personnel management | 7                | 70                |
| <b>Total</b>   | <b>10</b>        | <b>100</b>        |

From the findings, 70% of the head teachers indicated that the induction program they attended never covered the area of pupil personnel management. Only 30% of the head

teachers indicated that the induction program they attended covered the area of pupil personnel management. From the findings, it can be deduced that pupil management posed key administrative challenge that faced the head teachers as majority of the head teachers were not trained in management of pupils. The inducted teachers indicated that the induction hardly covered pupils' management. According to Mbamba (1992), the management of educational institutions demands sophisticated skills that would enable managers to steer the schools effectively and efficiently especially management of pupils.

#### **4.3.4 In-serviced on counseling of pupils upon the ban on corporal punishment**

The study also sought to establish whether upon the ban on corporal punishment in all schools, the head teachers and teachers were retrained on counseling of pupils. The findings are presented in Figure 4.4 below.

**Figure 4.4 In-servicing on counseling of pupils on the ban of corporal punishment**

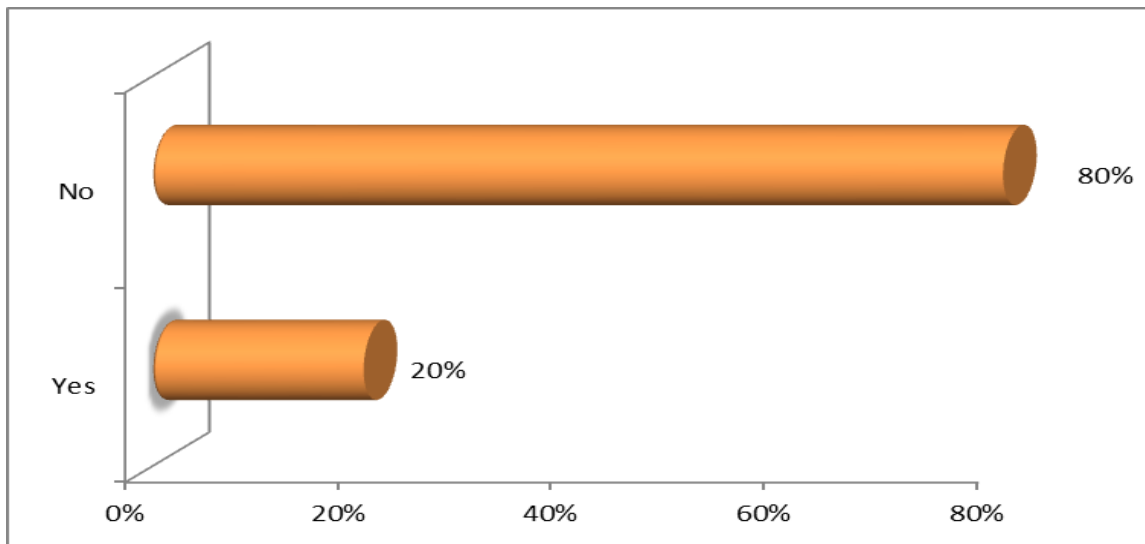


Figure 4.4 shows that majority (80%) of the head teachers were never in-serviced on counseling of pupils upon the ban on corporal punishment in all schools. Only 20% of the respondents were in-serviced on counseling of pupils upon the ban on corporal punishment. From the findings, the study deduced that the teachers were not trained on alternative methods of disciplining pupils after the banning of corporal punishment which could contribute to the increase in indiscipline cases in schools.

The finding concurs with Baler (1988) who observed that head teachers have not been trained upon banning of corporal punishment which may adversely affect students' self-image and school achievement. It could also increase indiscipline of pupils.

#### **4.3.5 Challenges during pupil's admission**

The research sought to establish whether the head teachers faced challenges during pupil's admission. The results are as shown in Table 4.9 below.

**Table 4.9 Challenges during pupil's admission**

|   | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| Faced challenges in pupil's admission       | 5                | 50                |
| Never faced challenges in pupil's admission | 5                | 50                |
| <b>Total</b>                                | <b>10</b>        | <b>100</b>        |

Table 4.9 shows that 50% of the respondents faced challenges during pupil's admission while on the other hand 50% of the respondents did not face challenges during pupil's

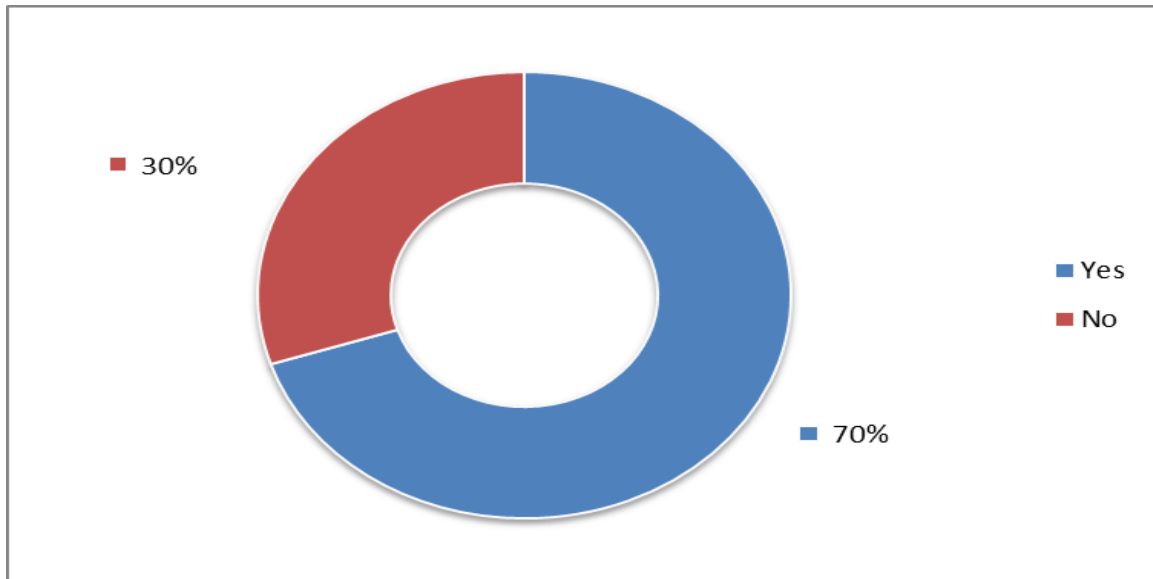


admission. This indicates that the head teachers faced administrative challenges in management of the pupils in schools as reflected by challenges in pupils' admission in schools.

#### 4.3.6 School dropout cases

The study inquired on whether there were cases of pupils' school dropout and the findings are as shown in Figure 4.5 below.

**Figure 4.5 Presence of school dropout cases**



According to the findings, majority (70%) of the respondents indicated that in their schools there were cases of school dropout while only 30% of the head teachers attested that they did not have cases of school dropout. This shows that there was high rate of school drop out in public schools thus school dropout was a major administrative

challenge facing school heads in public schools. According to Ukeje et al, (1992) the majority of disciplinary challenges that confront school administrators originate in the total school environment and not just from the classroom instructional situation.

#### **4.4 Adequate resources in schools to facilitate the proper learning of pupils**

The second objective of the study was to assess whether there were adequate resources in schools to facilitate the proper learning of pupils.

##### **4.4.1 Teachers' adequacy in school**

The research sought to establish whether there were adequate teachers in the school. The results are as shown in Table 4.10 below.

**Table 4.10 Teachers' adequacy in school**

|              | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| Adequate     | 4                | 40                |
| Inadequate   | 6                | 60                |
| <b>Total</b> | <b>10</b>        | <b>100</b>        |

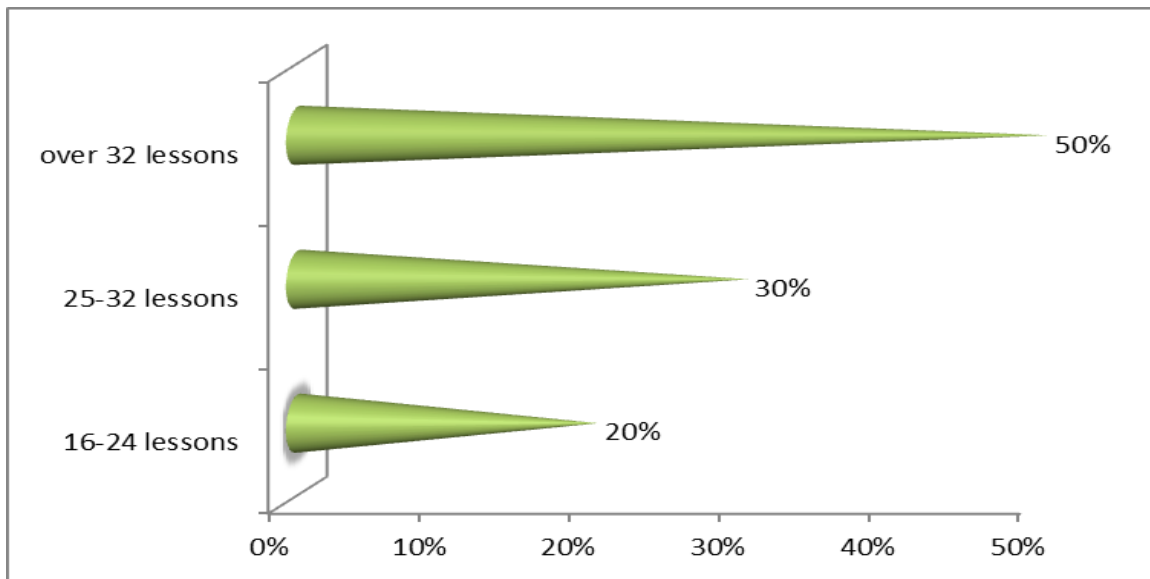
From the findings, 60% of the head teachers attested that the number of teachers in their schools was inadequate while 40% indicated that number of teachers in their schools was adequate. This illustrates that the high teacher pupil ratio was a key administrative challenge that led to poor quality of education offered in public schools.

The findings concur with Sifuna, (1982) who indicated that one of the challenges in schools is shortage of teaching staff. Students react negatively when they sit without a teacher for certain subjects for a long time. Distribution of qualified teachers in the primary system in Kenya is an important determinant factor of the quality of education in schools (Sifuna, 1982).

#### 4.4.2 Average teachers' workload per week

The study sought to establish teaching load by inquiring the number of lessons that the teachers were assigned per week. The responses are presented in Figure 4.6 below.

**Figure 4.6 Average teachers' workload per week**



From the findings, majority of the teachers (50%) said that had over 32 lessons per week, 30% of the teachers had 25-32 lessons while 20% had 16-24 lessons per week. This

indicates that the teaching load for the teacher was too high which compromised the quality of education they offered to the pupils as they did not have adequate time to prepare for lessons. This could be attributed to the high teacher: pupil ratio in majority of the public schools. Thus teachers could be fatigued and demotivated in execution of their teaching roles and consequently cause administrative challenges to the head teachers. This could also affect the performance of pupils and therefore be another administrative challenge to the administrators.

The findings are in line with Onwu (1995) who reports that large classes affect the learning. Due to high population there are a lot of distractions during the lessons. The large classes also make a heavy demand on facilities and instructional materials and as a result. The giving of assignments by the teachers and follow up is difficult due to their heavy workload. The over enrollment also does not allow for frequent practice work by the teacher because a higher number of equipment and materials would be needed (Glass and Smiths, 1978:1).

#### **4.4.3 Availability of textbooks and other learning resources**

The head teachers were further requested to indicate the availability of textbooks and other learning resources. The response is presented on Table 4.11 below.

**Table 4.11 Availability of textbooks and other learning resources**

|              | <b>Frequency</b> | <b>Percentage</b> |
|--------------|------------------|-------------------|
| Adequate     | 3                | 30                |
| Inadequate   | 7                | 70                |
| <b>Total</b> | <b>10</b>        | <b>100</b>        |

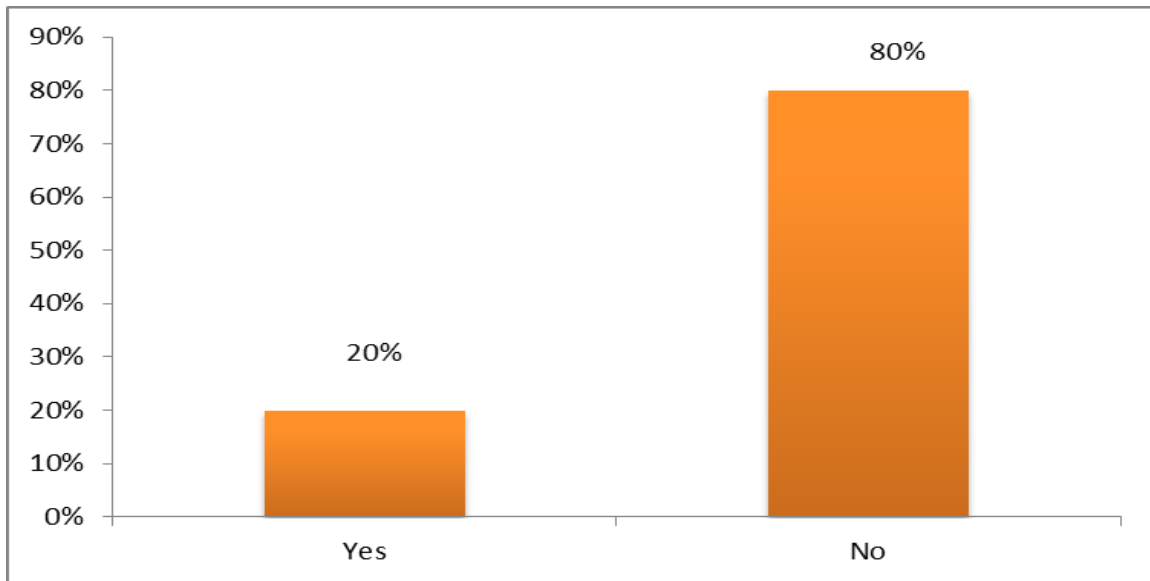
According to the findings, the majority of the head teachers (70%) attested that the textbooks and other learning resources were inadequate while only 30% of the head teachers attested that the textbooks and other learning resources were adequate. This illustrates that majority of the public schools lacked important learning resources like text books which led to poor performance as the pupils could not get materials for their extra tuition.

The findings support Kariuki (1988), Ifukho (1992) and Eshiwani (1983) all of whom pointed out that a primary schools lack learning resources. The World Bank study reported by Onwu (1995) indicates that textbooks and other instructional media contribute to 66 percent to positive learning in Africa. The lack of learning resources thus is a major administrative challenge facing the primary school head teachers in management of pupils.

#### 4.4.4 Availability of classrooms and learning facilities

The study sought to establish whether the classrooms facilities in the school were adequate and the response is indicated on Figure 4.7 below.

**Figure 4.7 Availability of classrooms and learning facilities**



According to the findings, the majority of the respondents (80%) attested that the classrooms facilities in the school were inadequate. They further explained that the classroom furniture in their schools were inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management and learning. It also points to the fact that the school facilities lacked good atmosphere for

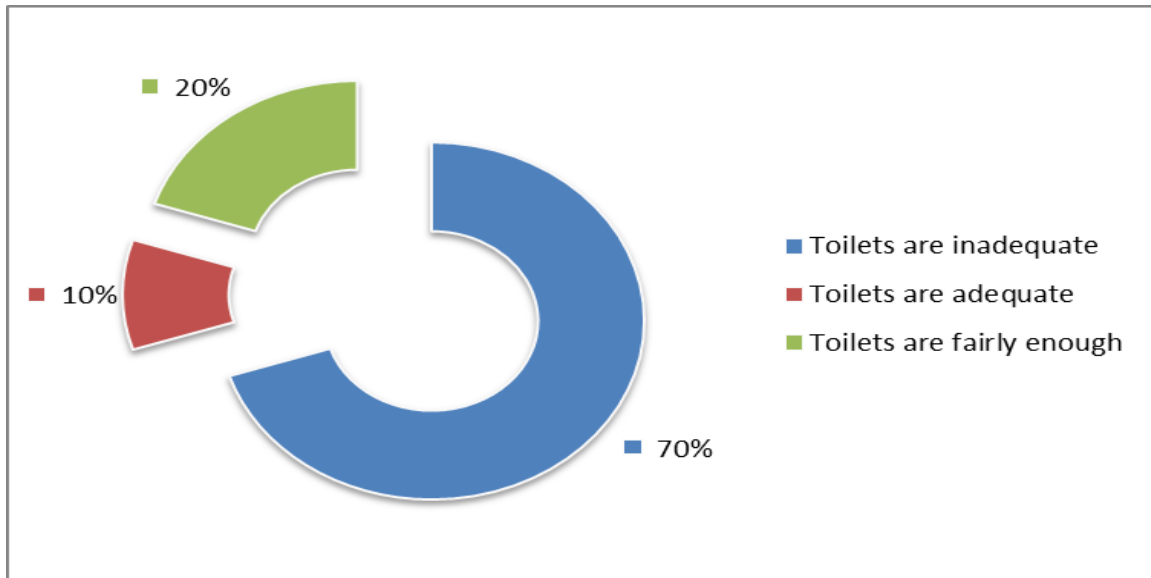
learning as most of the classes faced congestion and the available furniture being inadequate for the pupils.

The findings are collaborated with Nguru et al (1982) who established that teachers operating in a situation where teacher-pupil ratio is high would be expected to be overworked: Nguru et al (1982) indicate that overcrowding in classes affects teaching and learning. If children are crowded in their sitting positions, teachers find it difficult to move round a class. This means that teachers will not be able to reach with ease all children in order to check their individual work as they sit working in their places. Inability to move freely in a class means that the teacher can neither help the needy children nor can he/she mark the pupils exercises as they continue working (Nguru et al, 1982).

#### **4.4.5 Availability of toilets**

The study also inquired on the state of sanitation in the public schools by exploring the availability of toilets. The results are as shown in Figure 4.8 below.

**Figure 4.8 Availability of toilets**



According to the majority (70%) of the head teachers, the number of toilets was inadequate for the pupils' use. Only 10% of the head teachers indicated that the number of toilets in their schools were adequate. The findings indicate that the school sanitation was poor as the number of toilets in the majority of the schools was inadequate. The findings are in line with the California Department of Education (2005), who argue that the lack of inadequate toilets in schools makes elementary schools non-conducive for learning. The lack of adequate toilets is mainly a result of a lack of adequate financial resources by the school administrations.



#### 4.4.6 Parent’s attitude towards provision of resources

The research sought to establish the parent’s attitude towards provision of resources (financial assistance to the school). The results are as shown in Table 4.12 below.

**Table 4.12 Parent’s attitude towards provision of resources**

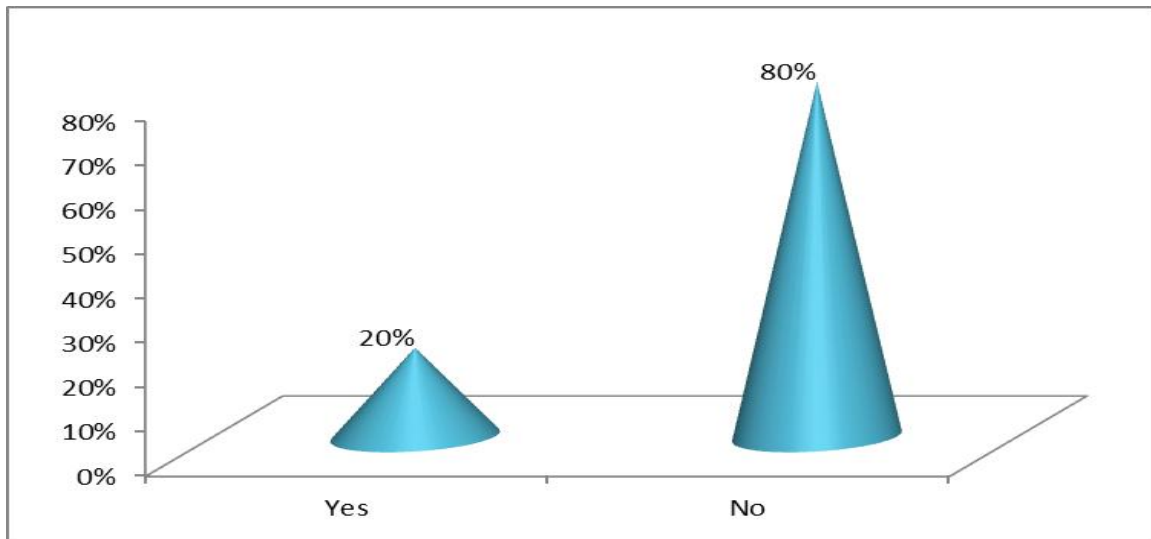
|                               | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------|------------------|-------------------|
| Positive                      | 5                | 50                |
| Neither positive nor negative | 2                | 20                |
| Negative                      | 3                | 30                |
| <b>Total</b>                  | <b>10</b>        | <b>100</b>        |

From the findings, the majority of the respondents (50%) indicated that the parents had a positive attitude towards provision of resources (financial assistance to the school) while 40% of the parents had a negative attitude towards provision of resources. From the findings, it can be deduced that parents understood their role in facilitating the education of their children in public schools as reflected by their positive attitude towards provision of resources. The findings are in line with Sherrington (1993:p 256) who pointed out that: “Involving parents is not just informing them about their children, progress in school or the education system; it is about increasing understanding of the potential that might otherwise remain hidden. The parents need to understand why the school has a given program, requires certain equipment and also carries out certain activities.

#### 4.4.7 Facilities and equipment for co-curricular activities

The research sought to establish whether the schools had adequate facilities and equipment for co-curricular activities. The results are as shown in Figure 4.9 below.

**Figure 4.9 Facilities and equipment for co-curricular activities**

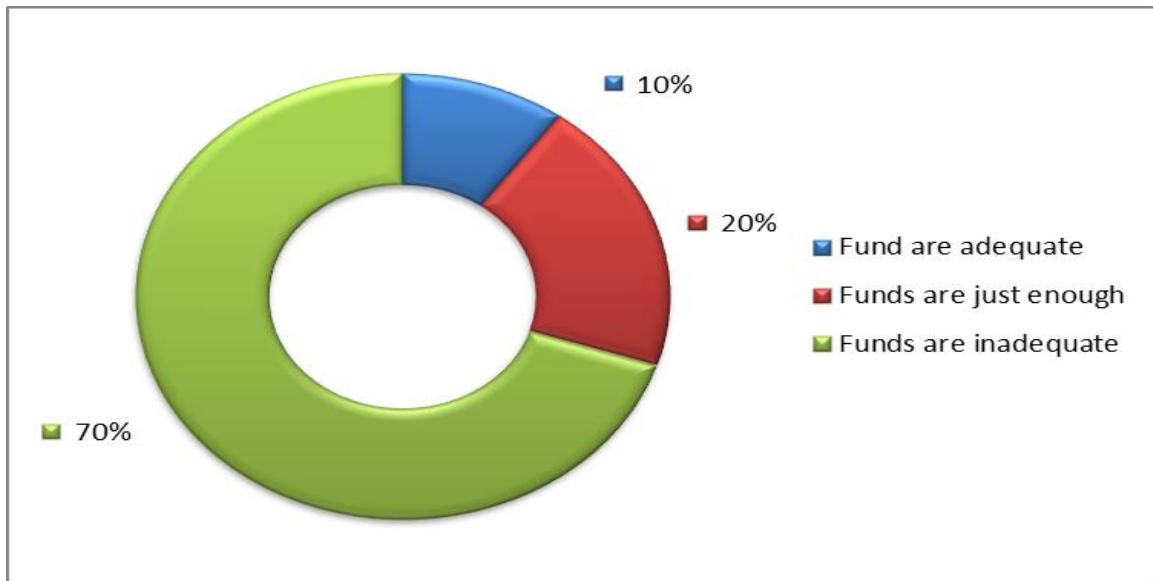


According to the findings, the majority of the schools (80%) did not have adequate facilities and equipment for co-curricular activities. This shows that majority of the schools lacked facilities and equipment for co-curricular activities as a requirement for school functioning. The facilities and equipment for co-curricular activities were balls, playgrounds, playing attire.

#### 4.4.8 Funds allocations to the school from the government

The respondents were supposed to indicate whether funds allocations to the school from the government are adequate and the findings are as presented in Figure 4.10 below.

**Figure 4.10 Funds allocations to the school from the government**



From the findings, 70% of the respondents indicated that funds allocations to the school from the government were inadequate, 20% said that the funds were just enough while 10% indicated that the funds allocated to the schools was adequate. This illustrates that the head teachers did not have adequate financial resources to run the institutions as government was one of the main sponsor of public schools through funding.

## 4.5 Strategies used by head teachers to overcome the challenges of indiscipline in pupils

The third objective of the study was to find out the strategies used by head teachers to overcome the challenges of indiscipline in pupils.

### 4.5.1 General level of pupils' discipline

The study sought to establish the general level of pupils' discipline in public school and the results are as shown in Table 4.13 below.

**Table 4.13 General level of pupils' discipline**

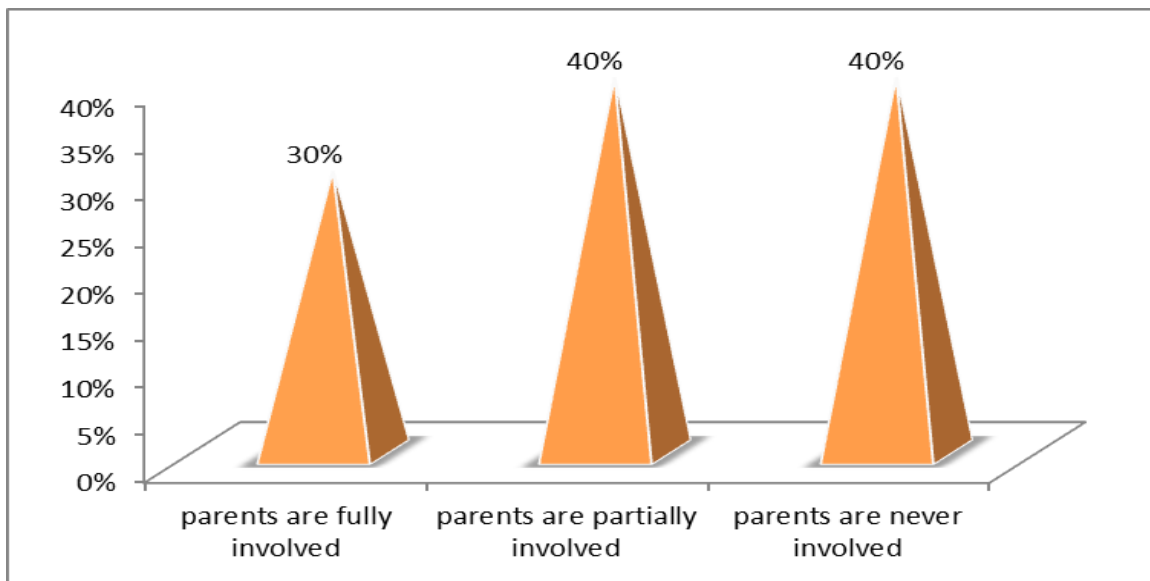
|              | Frequency | Percentage |
|--------------|-----------|------------|
| Low          | 2         | 20         |
| Average      | 3         | 30         |
| High         | 5         | 50         |
| <b>Total</b> | <b>10</b> | <b>100</b> |

According to the findings, 50% of the head teachers attested the general level of pupils' discipline in public school was high, 30% rated it as average while 20% of the head teachers attested that the general level of pupils' discipline in public school was low. The findings illustrates that there was coordination between the pupils and their teachers in public schools as reflected by their high level of discipline. However there were cases of indiscipline that required the attention of the school heads to keep the schools running.

#### 4.5.2 Parents' involvement in the management of pupil's behavior

The respondents were asked to indicate whether they involved parents in the management of pupil's behavior. The findings are presented on Figure 4.11 below.

**Figure 4.11 Parents' involvement in the management of pupil's behavior**



From the findings, 40% of the head teachers either never involved parents or partially involved parents in the management of pupil's behavior while 30% of the head teachers indicated that they fully involved parents in the management of pupil's behavior. The findings illustrates that there was lack of coordination between the school management and the other stakeholders like the parents as shown by lack of the head teachers to involve parents in management of pupil's behavior. The parents involvement would be in-terms of offering mentorship, guidance and counseling and motivating the students.

### **4.5.3 Forms of punishment to overcome the challenges of indiscipline**

The study sought to find out the forms of punishment used by head teachers to overcome the challenges of indiscipline among the pupils. The results are as shown in Table 4.14 below.

**Table 4.14 Forms of punishment to overcome the challenges of indiscipline**

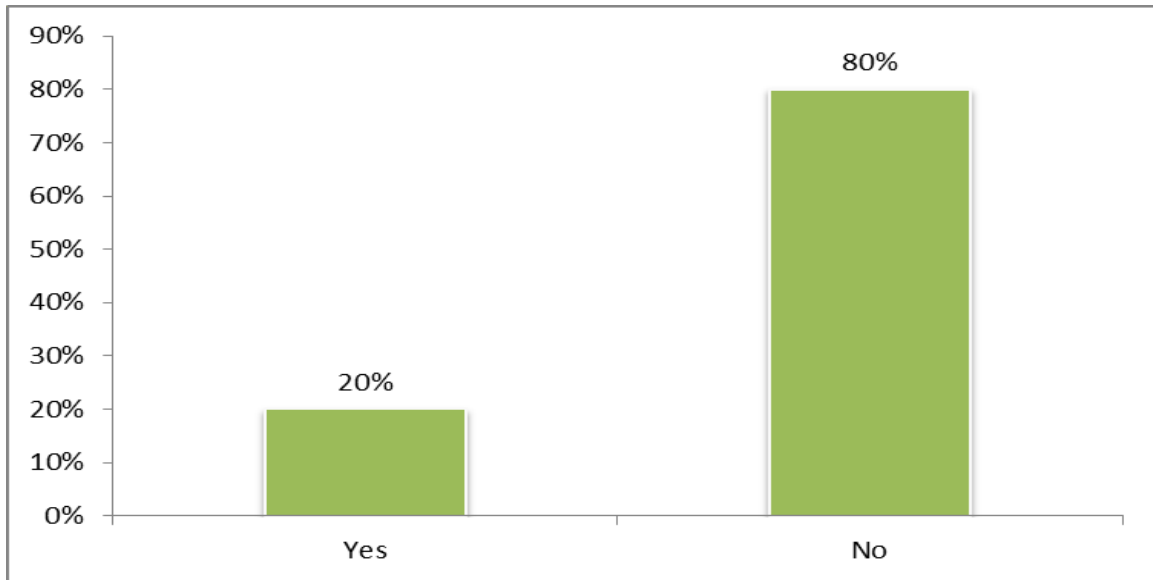
| <b>Forms of punishments</b>      | <b>Percentage</b> |
|----------------------------------|-------------------|
| Mental punishment e.g. criticism | 20%               |
| Physical punishment              | 30%               |
| Caning of pupils                 | 30%               |
| Suspension from classroom        | 20%               |

According to the findings, 30% of the head teachers indicated that they used either physical punishment or caning as the forms of punishment to discipline the pupils while 20% of the head teachers either used mental punishment or suspension. This depicts that corporal punishment was still rife in public schools despite being banned.

### **4.5.4 Head teachers' in-service training on pupils behavior management**

The research sought to establish whether the head teachers had attended in-service training of school head teachers on pupils' behavior management. The results are as shown in Figure 4.12 below.

**Figure 4.12 Head Teachers in-service training on pupils' behavior management**



From the findings, the majority of the head teachers (80%) attested that they had never attended in-service training of school head teachers on pupils' behavior management. Only 20% of the head teachers indicated that they attended in-service training of school head teachers on pupils' behavior management.

The findings are in line with Maundu, (1986) who established that teachers have not yet been trained on alternative methods that allow them to spend more time motivating students for concrete achievement and less time in punishing students. Classroom discipline procedures should arrange for consequences, which reduce undesirable behavior while at the same time providing strong and consistent reinforcement for appropriate behavior (Maundu, 1986).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusion and recommendations of the study on the administrative challenges faced by primary school head teachers in management of pupils in Embakasi District Nairobi County Kenya.

#### **5.2 Summary**

The study established that the majority of the head teachers had never attended any workshop/seminar on school administration since their appointment as a head teacher. The head teachers lacked important managerial skills on school management as they managed their institutions based on their own knowledge and trial and error as they were not trained in management.

The majority of the head teachers were never inducted into the new job upon their appointment as head teacher. Thus, the majority of the head teachers were not well trained in school management as they were never inducted in their management roles when they took on their managerial. On the other hand, the majority of the head teachers never covered the area of pupil personnel management. Only a small proportion of the head teachers indicated that the induction program they attended covered the area of pupil personnel management. From the findings, it can be deduced that pupil



management was a key administrative challenge that faced the head teachers as majority of the head teachers were not trained in management of pupils.

The study established that according to the majority of the respondents upon the ban on corporal punishment in all schools, the head teachers and teachers were never retrained on counseling of pupils. Thus the study deduced that the teachers were not trained on alternative methods of disciplining pupils after the banning of corporal punishment which could contribute to the increase in indiscipline cases in schools.

The study established that the majority of the head teachers faced challenges during pupil's admission. Some of the admission challenges included lack of parents' cooperation in provision of pupils' requirements for learning as parents believed that everything was catered for in the free primary education programme. The majority of the schools faced school dropout cases. Thus school dropout was a major administrative challenge facing school heads in public schools. The number of teachers in their schools was inadequate. This indicates that the high teacher pupil ratio was a key administrative challenge that led to poor quality of education offered in public schools.

The study also found out that the majority of the teachers had above 32 lessons per week. This indicates that the teaching load for the teacher was too high which compromised the quality of education they offered to the pupils as they did not have adequate time to prepare for all the forthcoming lessons. This could be attributed to the high teacher: pupil ratio in majority of the public schools. Thus teachers had to go an extra mile to cover the

number of lessons assigned to them. The study established that the textbooks and other learning resources were inadequate. This illustrates that majority of the public schools lacked important learning resources like text books which may have led to poor performance as the pupils could not get materials for their extra tuition.

Majority of the respondents also attested to inadequate classrooms facilities in the school. They further explained that the classroom furniture in their schools were inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management and learning. It also points to the fact that the school lacked good atmosphere for learning as most of the classes faced congestion and the available furniture being inadequate for the pupils.

The study found that the number of toilets were not adequate for the pupils use. The findings depicts that the school sanitation was poor as the number of toilets in majority of the schools was inadequate. The parents had a positive attitude towards provision of resources (financial assistance to the school). From the findings, it can be deduced that parents understood their role in facilitating the education of their children in public schools as reflected by their positive attitude towards provision of resources. However they perceived that the entire role of student management was for the teachers.

The majority of the schools did not have adequate facilities and equipment for co-curricular activities. This indicates that majority of the schools lacked facilities and

equipment for co-curricular activities as a requirement for school functioning. In addition the funds allocations to the school from the government were inadequate and in most cases were delayed in disbursement.

The study established that the general level of pupils' discipline in public school was high. The findings illustrates that there was coordination between the pupils and their teachers in public schools as reflected by their high level of discipline. However there were cases of indiscipline that required the attention of the school heads. The majority of the head teachers never involved parents in the management of pupil's behavior. The findings illustrates that there was lack of coordination between the school management and the other stakeholders like the parents as shown by lack of the head teachers to involve parents in management of pupil's behavior.

The study further revealed that the forms of punishment to discipline the pupils were physical punishment, caning, mental punishment and suspension. This depicts that corporal punishment was still rife in public schools despite being banned. The study established that the head teachers never attended in-service training of school head teachers on pupils' behavior management.

### **5.3 Conclusions**

The study concluded that the head teachers lacked important managerial skills on school management as they managed their institutions based on their own knowledge as they were not trained in management. The pupil management was a key administrative

challenge that faced the head teachers as majority of the head teachers were not trained in management of pupils. The teachers were not trained on alternative methods of disciplining pupils after the banning of corporal punishment which could contribute to the increase in indiscipline cases in schools. The study concluded that the head teachers faced challenges during pupil's admission. The majority of the schools had a high rate of drop out in public schools and school dropout was a major administrative challenge facing school heads in public schools. The number of teachers in the schools was inadequate. This depicts that the high teacher pupil ratio was a key administrative challenge that led to poor quality of education offered in public schools.

The study found that the textbooks and other learning resources were inadequate. This illustrates that majority of the public schools lacked important learning resources. The classroom furniture in the schools were inadequate to cater for the high enrollment of the pupils. Thus the school heads faced lack of adequate learning facilities and necessary furniture which is critical for pupils' management and learning. The parents had a positive attitude towards provision of resources (financial assistance to the school). From the findings, it can be deduced that parents understood their role in facilitating the education of their children in public schools as reflected by their positive attitude towards provision of resources. However there was lack of coordination between the school management and the other stakeholders. The study further concluded that the forms of punishment to discipline the pupils were physical punishment, caning, mental punishment and suspension. This depicts that corporal punishment was still rife in public schools

despite being banned. The study established that the head teachers never attended in-service training of school head teachers on pupils' behavior management.

#### **5.4 Recommendations**

- i. The study recommends that the head teachers should incorporate parents in their pupil management scale to a greater extent.
- ii. The study also recommends that the government should address the high rate of school dropout which is major administrative challenges facing head teachers in pupils' management.
- iii. The study also recommends that the government should offer continuous training to the head teachers on pupil management to keep them up-to date with skills that will assist them to run their schools effectively.

#### **5.5 Suggestions for further studies**

Since this study was the administrative challenges faced by primary school head teachers in management of pupils in Embakasi District Nairobi County Kenya, the study recommends that;

- i. Similar study should be done in other districts for comparison purposes and to allow for generalization of findings on the administrative challenges faced by primary school head teachers in management of pupils in Kenya

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## APPENDIX 1: HEADTEACHER'S QUESTIONNAIRE

Dear Sir/Madam.

I am a Master of Education (M.ED) student at Kenyatta University, carrying out a research to find out the administrative challenges encountered by public primary schools' head teachers in the management of pupils in Embakasi District Nairobi County.

The information you give will be treated with utmost confidentiality and will not be used against you. Thank you.

### Section A: Background Information

Please tick (✓) where applicable

1. School's Name: \_\_\_\_\_

2. Your age bracket.

  
20-29  
30-39  
40-49  
50-59  
Above 59

3. Gender.

  
Male  
Female

4. Number of years served as a head teacher.

  
0-4  
5-9  
10-14  
15-19  
Over 19

5. Indicate your highest professional certificate.

P1

P2

S1

Diploma

Any other (Specify)

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6. (a) Have you attended any workshop/seminar on school administration since appointment as a head teacher?

Yes

No

7. (a) Were you inducted into the new job upon your appointment as a head teacher?

Yes

No

(b) If yes, did the induction program cover the area of pupil personnel management?

---

8. Upon the ban on corporal punishment in all schools, were you and your teachers retrained/in-serviced on counseling of pupils?

Yes

No

9. (a) Indicate the total number of pupils in each class . \_\_\_\_\_

(b) Indicate the total number of boys and girls. \_\_\_\_\_

10. Do you have challenges during pupil's admission?

Yes

No

11. (a) Do you experience any problem(s) or cases of pupils' dropout in your school?

Yes

No

**Section B: The challenges public primary school head teachers encounter in the management of pupils' welfare**

Please tick ('1') where applicable

12. How do you consider the number of teachers in the school?

Adequate

inadequate

13. What is the average teacher's workload per week?

14. (a)How does your school obtain textbooks and other learning resources?

(b)Do you consider these resources adequate?

Yes

No

15. Are the classrooms in the school adequate?

Yes

No

(d) Are there adequate desks and chairs for all pupils in the school?

(e) Do you think these toilets are adequate? Yes  No

16. What is the parent's attitude towards provision of resources (financial assistance to the school)? Negative Positives

Please explain.

17. Are there adequate facilities/equipment for the co-curricular activities?

Yes

No

18. (a) Funds allocations to the school from the government are

Adequate  Inadequate

19. On average what is the individual teacher's workload per week?

20. Kindly specify other challenges related to resources you face as you manage your pupils?

---

### Section C: Pupils Behavior Management

Please tick (SI) where applicable

21. (a) What is the general level of pupils' discipline in your school? Low  High

(b) Do you involve parents in the management of pupil's behavior? Yes  No

### Section C Find out the strategies used by head teachers to overcome the challenges of indiscipline in pupils

22. Punishment is a common method of dealing with indiscipline. Below is a list of common punishments one can use in indiscipline cases, please arrange them in order of frequency in which you use them. Indicate with F for frequently used, use o for occasionally used and N for never used.

|                                  | Use F, N or O |
|----------------------------------|---------------|
| Mental punishment e.g. criticism |               |
| Physical punishment              |               |
| Caning of pupils                 |               |
| Suspension from classroom        |               |
| Detention                        |               |

23. Have you or your teachers attended any course or seminar on student's behavior management?

Yes

No

24. There has been inadequate in-servicing of school head teachers on pupils behavior

management. True

False

**THANK YOU FOR YOUR CO-OPERATION**



## APPENDIX V: PROJECT BUDGET

| <b>ITEM</b>                  | <b>COST (KSHS)</b> |
|------------------------------|--------------------|
| Traveling allowances         | 3,000,000          |
| Stationery                   | 12,000,000         |
| Telephone, Email and Postage | 5,000.00           |
| Typing and photocopying      | 5,000.00           |
| Production of research work  | 5,000.00           |
| Miscellaneous expenses       | 4,000.00           |
| <b>TOTAL</b>                 | <b>34,000.00</b>   |



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Our Ref: E55/CE/14332/09

Date: 14<sup>th</sup> July 2012

The Permanent Secretary,  
Ministry of Higher Education, Science & Technology,  
P.O. Box 30040,  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION FOR MS. NYAGA GLADYS NGITHI -  
- REG. NO. E55/CE/14332/09**

I write to introduce Ms. Nyaga Gladys Ngithi who is a Postgraduate Student of this University. She is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Ngithi intends to conduct research for a thesis project entitled, "Administrative Challenges Faced by Primary School Headteachers in Management of Pupils in Embakasi District, Nairobi County, Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

**MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL**



LNM/fwk