

**SOME FACTORS AFFECTING SCHOOL ADMINISTRATION  
UNDER FREE PRIMARY EDUCATION IN KARIOBANGI  
LOCATION, EMBAKASI DIVISION, NAIROBI EAST  
DISTRICT OF KENYA**

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### DECLARATION

I, Angeline Ngunguti do hereby declare that the study titled, "Some Factors affecting school administration under Free Primary Education" is entirely my own work, except where acknowledged this title has not been submitted before to any other university or institution of higher learning for the award of a degree.

Signed.....

Date.....21/04/2010

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### APPROVAL

This research report has been submitted for examination with my approval as the  
Candidate's University Supervisor

Signed.....

Date: .....28/08/2010

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**Supervisor**

## DEDICATION

This research is dedicated to my love Ignitius, my Dad Joel and my beloved mum Pauline for their tireless and sacrificial efforts, moral and social encouragements and the endurances they have gone through that formed a strong academic foundation for me up to this level.

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## LIST OF ACRONYMS

C.G	Capitation Grant
CVI	Content Validity Index
DV	Dependent Variable
IV	Independent Variable
MOES	Ministry of Education and Sports
MURJ	Makerere University Research Journal
UDHR	Universal Declaration of Human Rights
FPE	Free Primary Education

## ABSTRACT

The research was concerned with some factors affecting School Administration under Free Primary Education in Kariobangi Location in Embakasi Division, Nairobi East District. The study identified the factors, their impacts and the measures of solving them.

Using a cross-sectional survey research design, the samples employed in the study were got from the F.P.E Schools. The researcher made use of the questionnaire technique with the aid of focus group discussions to collect data. The data was categorized through the use of descriptive statistics with the aid of frequencies, percentages and central tendencies.

The major findings of the study were leading and managing change as a stressing factor to school administrators, delegation of responsibilities, lack of accountability of funds, administrative and social relationships.

Recommendations included; the need for school administrators to be trained and equipped with management skills to be able to handle and address specific challenges, a need on the part of education colleges to train future school administrators on how they can overcome day to day administrative challenges and above all, the need on the part of government to lobby for more financial support from both internal and external sources to supplement their financial base and allocations to the education ministry.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study.

Nineteen forty eight was the year United Nations (UN) encouraged most countries to start Free Primary Education (FPE). The UN held a general assembly and most countries adopted the Universal Declaration of Human Rights (UDHR), which made every one to have a right to education. By 1960 most countries had taken up Universal Primary Education as a global aim of ensuring the provision of free and compulsory primary schooling to all children of school going age in the world. Kenya has integrated this right into her constitution of children statute.

Education is a social service. It is therefore supposed to be a non- profit making venture. FPE schools, from the government point of view and in consonance with the United Nations declaration, are non-profit making organizations. Therefore the economic incentive of investing resources, realizing immediate profits, ploughing back and realizing greater profits is missing in this industry. Because of this missing market incentive education cannot attract an easy flow of investment money as a “for-profit” business venture would.

Despite efforts by government and other development partners to sustain and commit Government financial resources to primary education over the past years it has meant a consistent funding base to implement FPE and to attract and sustain the attention of funding and technical agencies

However, FPE schools have fewer financial resources available than they could possibly use. They often operate under financial scarcity. As a non-profit making business, funds for operations in education are according to Blazek (1996) are “based on hope, sometimes on prayer and almost on dreams”.

The beginning of school administration dates back to early times as soon as missionaries put schools in place. It became more pronounced when a body was constitutionally put in place to directly make decisions affecting education. As much as education is very valuable to the society so much can be stated on the early origin, growth and development of the machinery that runs it.

The term administration is used to refer to all types of administration without any distinction as to whether it is educational, religious, medical, business, or public administration. The basic assumption is that the ways in which administrators behave are essentially similar where ever they operate. According to Simon & Thomas (1990) as cited by Maicibi (2003), administration is “when two men cooperate to roll a stone that neither could have done alone, and then rudiments of administration success have appeared”.

However, school administration is also inseparable from administration whether in business or in the public sectors. The only difference is that the services provided by governmental agencies are non profitable. This is because education has to do with social service that mainly focuses on teaching and learning. Hence the end-result of education according to Agharuhwe (2006) makes the following possible: (a) assisting the society’s literacy and enlightening subsequent generations; (b) assists in peoples’ performances and responds to societal needs, enables socialization to take place; (c) promotes teaching and learning and (d) encourages being a hub for all people within the school system and the immediate environment.

## **1.2 Statement of the Problem.**

Despite the fact that the structure of school education which has continued to expand since 1963 when Kenya gained its independence from the British. For example, in 1999, Kenya had 10,500 primary schools (MOES 1999:5). But by 2001, these numbers had grown to 12,280 (MOES 2001a:3). So clearly is faced by the challenge of increasing for education and an expanded system which by implication also implies an increased need for school administrators. The ministry of Education has done a commendable job to ensure that FPE was introduced and that the primary school system copes in every respect with growing numbers pupils’ administration. Inspite of the improvements that came along with the FPE programme, teachers have continually left the teaching service at a significant rate for various reasons (Nsimbambi 2006). One wonders what might have responsible for this. It is upon this background that the research has attempted to investigate some factors affecting school administration in Kariobangi location, Limuru division of Nairobi East district.

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

The purpose of the study was to identify the some factors affecting school administration and a means of addressing the possible measures.

### **1.4 Objectives of the Study.**

The objectives of the study were,

- 1) To identify the some factors affecting primary school administration.
- 2) The impact of some of the factors affecting primary school administration.
- 3) To identify the measures for solving some of the factors affecting school administration.

### **1.5 Research Questions.**

The following questions were generated for the study:

- (1) What are the various factors affecting primary school administration under FPE policy?
- (2) What are the impacts of these factors on school administration?
- (3) What are the possible measures for solving some of the factors affecting school administration?

### **1.6 The Scope of the Study.**

The study was aimed at identifying the stress factors that administrators experience in course of their work, the criteria on which educational finances are allocated and used in schools, the management skills that are being exercised by the school administrators and then extrapolating the impact of these factors on school administration. The study was conducted in Nairobi East district.

### **1.7 Significance of the Study.**

Education is a basic human right and it is fundamental to fight for human dignity and freedom for every citizen. FPE is to ensure that people's rights are met and contribute to socio-economic development of the country. It equips a person with skills and knowledge which helps them to participate in various developmental activities. The findings of the study are expected to benefit the following:

- Teachers; since they are the major concern will also benefit from the study by getting their needs and desires catered for.
- The Ministry of Education will also benefit from the findings as they will be reminded of the factors affecting school administration in order to improve on their performance.
- Future researchers in this topic and related topics shall use the findings of the study as a kick-start on factors affecting school administration, its causes and remedies will be provided.
- Accomplishment of this study is viewed to be paramount to the undertaken measures by the education agents as far as uplifting the school administration is concerned. Much as school administrators' are trained, still much is demanding and this raises alarm to the government and various agents engaged in the education sector to improve on the standards of school administration throughout the country.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Conceptual Framework

The last fifty years there has been dramatic changes in the century's old- system of school financing. According to Basheka (2005) as quoted in Kimbrough & Nunnery (1988), two ardent writers on the discipline of educational administration from American perspective noted that Schooling in America during the 1600s in keeping with the European traditions was largely a parental or church prerogative. As schooling became separated from home and church, local communities provided what minor finances were necessary and elected a teacher, usually clergy man was a member. This situation was also prevalent in Kenya's early educational evolution where there were numerous church schools. The authors note that it is only when the need for more schooling and more complex arrangement rose, for example Multi teacher schools, high schools , the creation of local, school districts that was felt a need to employ school administration. In other words of the authors, "Running a school system of hundreds of teachers and thousands of pupils required full time professional administrators to deal with the public boards of education on one side and with the teachers on the other. This meant principals in schools and superintendents (with staff) at hand – in other words a professional bureaucracy".

Today, we are in the era of FPE where the government has a responsibility of financing schools. Day to day classroom life is influenced not only by economic issues but also by the ways in which schools are administered. In the end, other people evaluate how well teachers and pupils perform. We believe that this system serves neither teachers nor pupils well. We see teachers as advocates for pupils, pupils who themselves are excluded from policy decisions. Teachers and pupils find themselves the victims of rising educational expectations but limited resources. Education finances may well determine not just the quality of life they experience as teachers, but the very futures of the pupils they teach. Common sense tells us that the amount of money spent in a school is directly

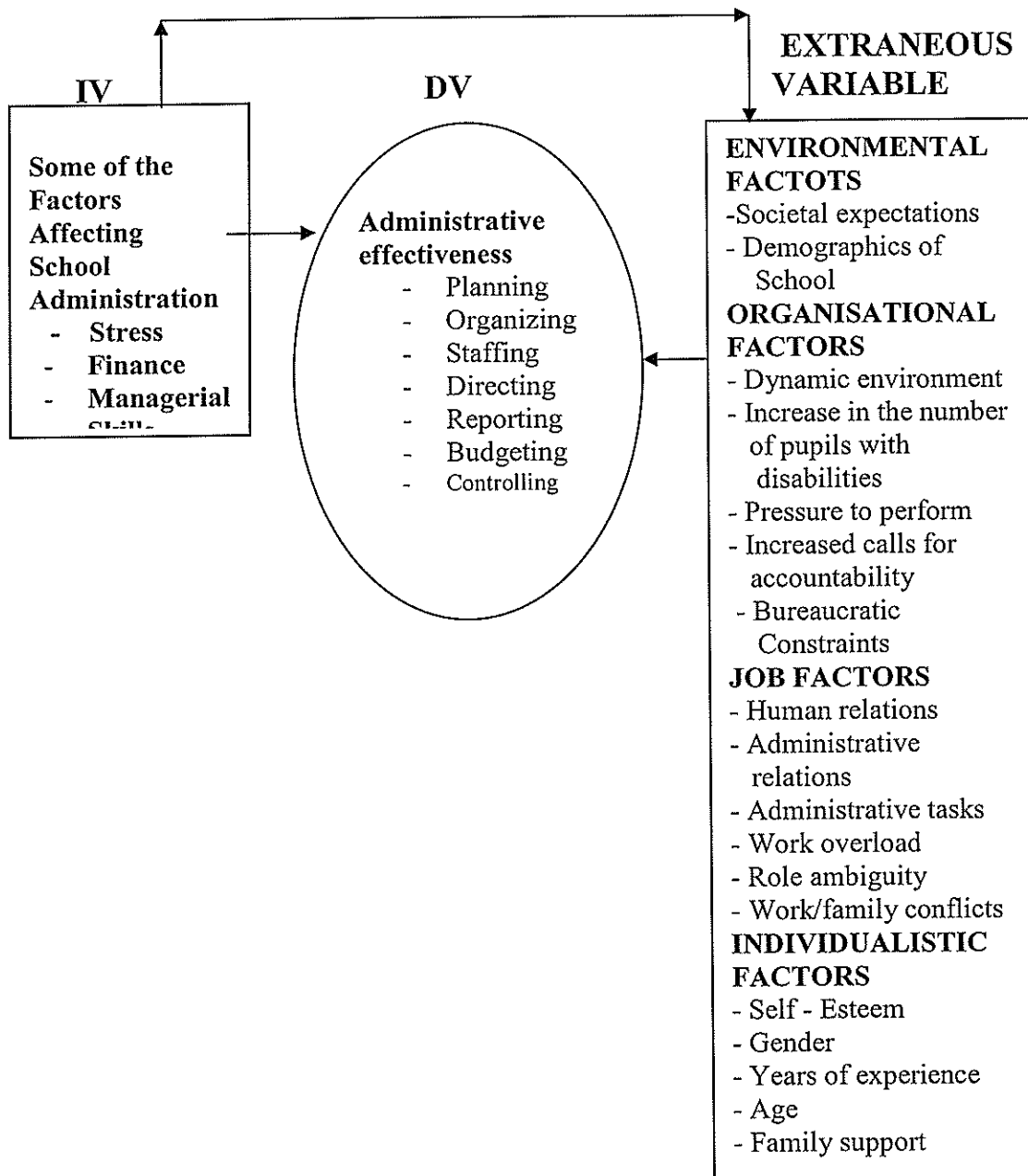
related to how well a student learns, but not every one agrees according to Myra & David, (2003).

The conceptual framework adopted for this study is rooted in the open system theory of education management / administration. According to this theory, school is an open system which is of necessity and engages in various modes of exchange with the environment (Katz & Kahn, 1966).

The system theory reveals and emphasizes the consideration of relationship between the school and the environment as well as what goes on within the school (Hall, 1997). This is as shown in the conceptual diagram as independent variable. School administration was characterized by planning, organizing, directing, reporting, budgeting and staffing.



## The Conceptual Framework



Source: Researcher made (2009)

Where IV - Independent Variable  
DV - Dependent Variable

## **2.2.0 Factors Affecting School Administration**

### **2.2.1 Stress Experiences of School Administrators**

Despite the existence of many articles that report on research into the work place stress experienced by teachers, few deal with stress experience of school administrators. Given that administrators have been challenged with major structural change with the introduction of FPE.

Occupational stress is a universal problem faced by increasing number of people in the work place. Fogarity, Machin, Albion, Sutherland and Revitt (1999) report that a 20% annual increase in stress related workers compensation claims accepted by compare Australia for the period 1989/90 to 1994/95. And also noted that the majority (83%) of the claims made were based on “persuasive and chronic causes such as interpersonal conflicts and organizational factors such as change and pressure to meet deadlines” rather than on workplace trauma. In view of such evidence it becomes clear why there is need to explore into the stress experiences of school administrators in their workplaces and its link with structural forces that shape work. Although research has revealed a variety of elements that significantly contribute to the experiences of stress in the workplace, four major sources of stress among the professionals were identified being environmental factors, factors pertaining to the organization within which the job exists, those intrinsic to the job and characteristics of individual which influence coping responses.

Evidence from the available literature confirms that the roles and responsibilities of administrators do change under a school based management context Bullock and Thomas (1994). Leadership demands are now qualitatively different from what they have been. Townsend (1999). Administrators spend most of their engaged in dealing with their expanding managerial and accountability responsibilities and spend less time on educational and curriculum leadership.

In Kenya, the introduction of FPE has been associated with a cost of head teachers' time and effort. Campbell and Neill (1994) report of primary head teachers and teachers work

54 – 60 hour weeks and experiencing significant emotional distress. The competing demands now placed on administrators need to be acknowledged and formal mechanisms put into place that will assist them to meet the challenges in their profession.

### **2.2.2 The Allocation and Use of Educational Finance in Schools**

The nature of educational school finance has become more complicated in schools of today. Though many still, define the core school finance as differences in spending across school districts caused by varying levels of property wealth per pupil. According to Odden and Clune (1998) argue that linking finance to adequate education is the core school finance issue today. Still others argue that educational productivity determines how to produce higher levels of educational performance with the current educational resources being the key to school finance today (Hanushek & Associates 1994).

Distributing Dollars to districts in equitable ways is a first step in providing educational resources for the purpose of educating children. Inter district resource allocation has dominated school finance since the FPE program started in Kenya. But we need to know how to turn dollars in productive uses in schools and classrooms. Indeed, there is a misinformation about how schools use money. Former US secretary of Education William Bennett and many others have implied that too much money is used for administration, popularizing the term “administrative blob”. Quoted by Odden and Picus (2000). Despite methodological challenges, there is considerable production function research. Such research has taken two approaches. The first focuses on defining outcomes as pupil achievement, usually measured through state or local assessment systems and usually in form of primary leaving examinations (PLE). Other measures of pupil performance that are some times used include school attendance, dropout rates and school enrollment.

One of the most interesting findings in Hanushek’s (1997) recent work is the impact of aggregation on results. He finds that studies use data aggregated to the state level are far more likely to find statistically significant and positive relationships than are studies that focus on classroom or school level. What is not clear from his work at this point is

whether the aggregation is masking much of the variance that exists or if we simply do not yet have tools that are refined enough to adequately measure the effects of different inputs at the most disaggregated levels in the system.

Others have looked at the same studies as Hanushek and concluded that show money does make difference. Hedges, Laine and Greenwald (1994a, 1994b) concluded that in fact, money can make a difference. They also point out that one would expect the statistically insignificant studies to be evenly divided between positive and negative effects, yet as many as 70 percent of the relationships between per pupil expenditures and student performance are positive. Relying on this and the other evidence Hedges, Laine and Greenwald (1999) concluded that school spending and achievement are related.

With the implementation of FPE, there has been unprecedented upsurge of primary school enrollment with more girls and boys accessing school than before and a reduction in the inequality between boys and girls. The number of schools, classrooms, teachers and books increased significantly while the teacher pupil ratio improved in higher classes and the lower classes. Yet in spite of these improvements, the dropout rate was very high and practically so amongst the girls and the teachers continually left the teaching service at a significant rate for various reasons. Besides there have been reports of embezzlement of FPE funds, (Nsimbambi 2006). Administrators are now being challenged to administratively to address how the FPE funds are being used and allocated on the ground level to achieve the aims and objectives of fulfilling Government's mission to eradicate illiteracy while equipping every individual with the basic skills and knowledge with which to exploit the environment for both self and national development (MOES, 1998).

### **2.2.3 The Management Skills of School Administration**

For administrators to develop work agendas, act out roles and engage in planning, controlling, organizing and leading, they need a sound knowledge base and key management skills. Barry and Rhoda (1996), report that a skill is the ability to engage in a set of behaviors that are finally related to one another and lead to a desired performance

of skills, these are the technical skills, which reflect both the understanding of and a proficiency in a specialized field. Human skills are skills associated with administrators' ability to work well with others, both as a member of a group and a leader who gets things done through others. Conceptual skills, the ability to visualize the organization as a whole, discern inter relationship among organizational parts and understand how the organization fits into the wider context of the industry, community, and the world.

In the literature of educational administration there has been another harmful effect to think of educational administrators as managers rather than educators; such thinking according to Basheka (2005) has led school administrators to concentrate on structures and procedures and the smooth running of the institution. It has encouraged an emphasis on mechanistic control and maintenance through reliance on administrative technique, good public relations, open communication, well organized meetings, delegation of responsibilities, attendant accountability, structures etc. However such administration should be a step ahead and recognize the core activities of the school as teaching and learning. These are the two fundamental aspects that help us to understand educational administration. The organization of school must be in such a way that it has to support the efforts of the teachers and pupils to maximize learning rather than forcing the teaching and learning tasks into some preordained organizational structure. Thus the subject of school administration should centre on the teaching and learning and above all the relevance of the two to the community. This is the core of school administration rather than the focus on the scientific universal principles of administration. Remember each situation may have its unique learning and differing relevance to the community.

Musaazi (1982) equally agrees with the assessment and argued that with the introduction of schemes like FPE, educational organizations are becoming bigger and far more complex. Administrators and teachers need to study basic concepts of administration if they are to understand and achieve educational objectives.

### **2.2.4 The Administrative and Social Relationships.**

Men and women are social beings and administration is a social process. Chandy (2005) quoted Nwankwo (1982), who observed that a school administrator spends about 75 percent of his time with people, trying to influence them. These people have individual need expectations, backgrounds teachings, emotions, interest. He tries to influence them to do things towards achieving set objectives. As we all know this requires a great deal of communication. A good administrator should always know how to communicate with people to get the best out of them. It is therefore a social process. Education on the other hand involves socialization. Therefore an administrator of education can not avoid having good administrative and social relationships with the school family. The administrative relation of a head teacher is manifested in the elements of the structure of the school which include delegation of authority, departmentalization, span of control, unity of command as well as staff authority. The school head, through his administrative structure, maintains a close relationship with staff. This facilitates work and always sees his staff as human beings who need love, care, trust, and friendship as he tries to maintain his respect and dignity.

#### **i) Departmentalization**

Musaazi (1982) identified schools in sections or units such as the junior and senior primary school sections. In private schools we have the nursery, the junior primary and senior primary sections. These sections or units which are considered as departments constitute the administrative linkages throughout the primary school administration. The head of school relates to these departments through the heads of the departments. The sub heads (Heads of Departments, Units, and Section) co- ordinate the affairs of their units and report to the head of the school.

#### **ii) Delegation of Authority**

Another type of administrative relationship is through delegation of responsibility with commensurate authority. For example, the head teacher delegates his functions to his deputy or any other teacher. He has to check from time to time to see how well things are going with his delegatee. This establishes an administrative relationship between the head

teacher and the teacher whom he delegated the responsibilities. Those to whom authority is delegated report to the head teacher. When authority is being delegated, all the necessary materials are provided to the delegatee. Communication gaps are bridged when authority is delegated. The head teacher should try to involve those capable of performing functions on his behalf in this administrative technique.

### **iii) Span of Control**

Close relationships are maintained in schools among groups. Such groups in schools may be in the form of class teachers, depending upon the size of the school. Those who teach primary six may belong to the same group under a sub section head. There is usually something common among the groups. In very large schools, the head may find it difficult to control all teachers and pupils. He therefore assigns about six teachers to one section subject head. The span of control refers to the number of people one person can conveniently control. The relationship is expected to be close and cordial.

### **iv) Unity of Command**

All head of units, sections and departs should communicate enough to share knowledge on what each of the groups is doing. The school is one organization made up of those units, section, and departments. The efforts have to be united through effective communication covering implementation and evaluation. All the groups make up the sub-systems of the school, which is a social system. Despite the organization arrangement, the head teacher should endeavor to make himself available for socialization with his teacher, such as sharing jokes and asking about their families. He should be approachable to students and try to have fun with them. In this manner, he will help to bridge the social gap that officialdom creates.

The social relationship in a school setting involve relationship with staff , staff with pupils , pupils with pupils , administration with staff and the school with community. An administrator should be the person of people, making himself and his school available to the pupils and teachers. Group activities should be encouraged in the school. School members should seize the opportunity of this relationship to share useful ideas on their work, their homes and themselves.

### **i) Head teacher – teacher Relationship**

This means the way the head teacher and his teachers interact with each other. They should see themselves as members of one family. The head teacher should make self available to his teachers as earlier mention. He should visit them occasionally in their homes especially when they are sick, bereaved, or had delivered a baby. He should invite them whenever he is celebrating. He has to be open minded and show trust in his staff. However, he must maintain a respectful distance, “be a friend of all and a friend of none” Nwankwo (1982).

### **ii) Teacher – teacher Relationship**

It is expected that your friends will be either your classmates or your working mates. There should be a fertile ground for good teacher – teacher relationship. This is usually observed when groups are formed in schools. This should be encouraged and a good administrator can always make use of friends to foster this work. Some schools make contributions from where they help one another or give gifts to observe mates. A good social relationship helps cross fertilization of ideas. During such periods teachers learn a lot how best to teach some subjects. Children learn how to prepare particular food, how to change the behaviors of a truant child or how to prevent lateness in school.

## **2.3 The Impacts of Some of the Factors Affecting School Administration**

### **2.3.1 Stress and School Administration**

According to Connel (2000), Stress is simply a fact of natural forces from the outside world affecting the individual. The individual responds to stress in ways that affect the individual as well as their environment. Hence, all living creatures are in a constant interchange with their surroundings (the ecosystem), both physically and behaviorally. This interplay of forces, or energy, is of course present in the relationships between all matter in the universe, whether it is living (animate) or not living (inanimate). However, there are critical differences in how different people relate to their environment. These



differences have far-reaching consequences for survival. As a result of the overabundance of stress in our modern lives, we usually think of stress as a negative experience, but from a biological point of view, stress can be a neutral, negative, or positive experience.

Stress is part of life and will always be around. The keys to dealing with stress are appropriate control of stressors and management of our physical (physiological) and mental (psychological) responses. In this regard, some exciting work is being done on early treatment (intervention) during extremely stressful events. This intervention, called critical incident stress debriefing (CISD), involves discussing the traumatic event as soon as possible after the event. In fact, CISD can lessen extreme (pathological) reactions to stress and often prevent posttraumatic stress disorder (PTSD) in its worst forms. Hopefully, the concepts of CISD can be translated into helpful strategies for managing the more common (normal) types of stress.

Teaching has many intrinsic and extrinsic rewards for people entering the pedagogical arena. However, teaching is not without its inherent problems. Problems associated with job related stress remain at the top of many teachers' list (Fimian & Fastenau 1990). Historically, the duties and responsibilities of classroom teachers have been viewed as demanding. Duties such as instructional planning, managing student behavior, interacting with other teachers, administrators professionally, and ensuring that the programs produce pupils who can pass state-required proficiency tests.

Accompanying stressors such as meeting with parents, writing new curriculum, grading and evaluating pupils, and meeting administrative paperwork requirements can produce a great amount of stressful situations for the classroom teacher. As negative stressors increase, teachers new to the profession may not be aware of effective strategies to reduce stress-related problems. Excessive amounts of negative stress can result in decisions to leave teaching for work that has less perceived negative stress.

### **2.3.2 Finance as a Hindering Factor to School Administration**

In ordering more equitable spending among schools, within countries for the past thirty years, states may have ignored an even greater inequality, the difference in how much is

spent on education in rich versus poor districts (Monk 1990). Existing financial allocation programs such as the School Facility Grants and the Capitation Grants may actually exacerbate this problem, as districts with high per-pupil spending receive more funding than lower spending districts.

Monk (1990) sees equalization of per-pupil spending among schools as a unique and necessary district education office role, despite the inevitable political ramifications. Any subsidization plan for low spending districts, however, would have to consider relative purchasing power among the parents and other stakeholders.

During the next several years, both school administrators and policymakers will face several challenges:

- Finding and/or lobbying for new monies (from government and local sources) and obtaining federal aid for financing school construction and renovation projects to satisfy district mandates and provide a more wholesome physical learning environment.
- Funding the full costs of educational technology equipment, infrastructure, and training, possibly by adopting total cost-of-ownership analytical tools (Hanushek 1986) while increasing access to technology.
- Resolving clashes among competing reform strategies (such as standards versus school choice) and deciding which are genuinely worth funding.
- Balancing fiscal decentralization efforts (like school-based budgeting) with re-centralization trends driven by court-mandated school-finance reforms and the standards movement. New-found budgeting freedom for principals and teachers is being eroded by academicians and legislators demands for heightened oversight.
- Using categorical funds and "adequacy" funding creatively and responsibly to reallocate educational resources to benefit the most disadvantaged and needy pupils (Odden & Picus 2000).

## **2.4 Measures to the Factors Affecting School Administration**

### **2.4.1 How to Cope with Stress**

Garmezy (1983) argues that, the causes of stress, responses, and the negative effects of stress (prolonged, unexpected, or unmanageable stress), several healthy management strategies become clear. A first step in stress management is exercise. Since the stress response prepares us to fight or flee, our bodies are primed for action. Unfortunately, however, we usually handle our stresses while sitting at our desk, standing at the water cooler, or behind the wheel stuck in traffic. Exercise on a regular basis helps to turn down the production of stress hormones and neurochemicals. Thus, exercise can help avoid the damage to our health that prolonged stress can cause. In fact, studies have found that exercise is a potent antidepressant, anxiolytic (combats anxiety), and sleeping aid for many people.

According to Murray and Slee (1998), report that, the goal of stress management is to bring your mind and body back into balance. By adopting a positive attitude, learning healthier ways to cope, and changing the way you deal with stress, you can reduce its hold on your life. Managing stress is all about taking charge: taking charge of your thoughts, your emotions, your schedule, your environment, and the way you deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun and the resilience to hold up under pressure and meet challenges head on.

The Austrian Bureau of Statistics Report (1998) puts forward Stress management strategies of how to avoid unnecessary stress. Not all stress can be avoided, and it is not healthy to avoid a situation that needs to be addressed. You may be surprised, however, by the number of stressors in your life that you can eliminate. The Bureau recommends the following;

**Learn how to say “no”** – Know your limits and stick to them. Whether in your personal or professional life, refuse to accept added responsibilities when you are close to reaching them. Taking on more than you can handle is a surefire recipe for stress.

**Avoid people who stress you out** – If someone consistently causes stress in your life and you can not turn the relationship around, limit the amount of time you spend with that person or end the relationship entirely.

**Take control of your environment** – If the evening news makes you anxious, turn the television off. If traffic is got you tense, take a longer but less-traveled route. If going to the market is an unpleasant chore, do your grocery shopping online.

**Avoid hot-button topics** – If you get upset over religion or politics, cross them off your conversation list. If you repeatedly argue about the same subject with the same people, stop bringing it or excuse yourself when it is the topic of discussion.

**Pare down your to-do list** – Analyze your schedule, responsibilities, and daily tasks. If you have got too much on your plate, distinguish between the “shoulds” and the “musts.” Drop tasks that are not truly necessary to the bottom of the list or eliminate them entirely.

### **Alter the situation**

If you can not avoid a stressful situation, try to alter it. Figure out what you can do to change things so the problem is avoided in the future. Often, this involves changing the way you communicate and operate in your daily life.

**Express your feelings instead of bottling them up.** If something or someone is bothering you, communicate your concerns in an open and respectful way. If you do not voice your feelings, resentment will build and the situation will likely remain the same.

**Be more assertive.** Do not take a backseat in your own life. Deal with problems head on, doing your best to anticipate and prevent them. If you have got an exam to study for and your chatty roommate just got home, say up front that you only have five minutes to talk.

Falk and miller (1992) put forward Time management tips on how to reduce stress. They put forward the following alternatives;

**Be willing to compromise,** When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you will have a good chance of finding a happy middle ground.

**Manage your time better.** Poor time management can cause a lot of stress. When you are stretched too thin and running behind, it is hard to stay calm and focused. But if you plan ahead, you can avoid these stress-inducing pitfalls.

**Create a balanced schedule,** All work and no play is a recipe for burnout. Try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.

**Don not over-commit yourself,** Avoid scheduling things back-to-back or trying to fit too much into one day. All too often, we underestimate how long things will take

**Prioritize tasks,** Make a list of tasks you have to do, and tackle them in order of importance. Do the high-priority items first. If you have something particularly unpleasant to do, get it over with early. The rest of your day will be more pleasant as a result.

**Break projects into small steps,** If a large project seems overwhelming, make a step-by-step plan. Focus on one manageable step at a time, rather than taking on everything at once.

**Delegate responsibility,** You don not have to do it all yourself, whether at home, school, or on the job. If other people can take care of the task, why not let them? Let go of the desire to control or oversee every little step. You will be letting go of unnecessary stress in the process.

## 2.4.2 How to Cope with Finance

Spring (1990), argues that, "education finance is the foundation that enables schools to exist for teaching and learning to occur" and for desired outcomes to be fully realized, school finance must never be considered in isolation, but "must be viewed as an essential

part of any major reform plan". Swanson and King (1997) note that, states must do more than provide a major share of funding; what is needed is "a coherent direction or philosophy in their school finance systems" so that money truly matters in regard to achieving the objectives set for education.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Research Design.

The researcher used a cross sectional survey design which adopted both quantitative and qualitative methods. Triangulation techniques were also involved in collecting and analyzing the data from the qualitative and quantitative research methods which investigated some factors affecting school administration in Kariobangi Location.

#### 3.2 Research Population

The study population comprised of head teachers and teachers of Government aided primary schools of Kariobangi location. The population included 08 Head teachers and 56 primary teachers. The characteristics of the sample were in relation to age, sex, marital status, educational qualification and working experience. The sex characteristic was represented by both male and female teachers.

**Table1: Representation of Study Population**

	Parent Population	Sample Population	Sampling Method
Number of schools	08	08	Purposive Sampling
School Administrators	08	08	Purposive Sampling
Teachers Present	49	49	Random Sampling
Teachers Absent	07	07	Absent
Total	64	64	

#### 3.3 Sample and Sampling Procedure

Random sampling was employed in this study. The researcher considered the heterogeneous nature of the population to be sampled such as head teachers and teachers. Thus, the population was divided into strata such that elements within each stratum are homogeneous. Simple random samples were then selected independently from each sample sub population. Purposive sampling was used to select the head teachers of the Primary schools and the administrators. As the researcher visited all primary schools in the sub county which were under the FPE program, a raffle method of random sampling was employed to choose respondents among the teachers.

### **3.4 Instruments**

The researcher used two types of instruments. They included questionnaires and nominal group discussions.

#### **3.4.1 Questionnaires**

This included both open- ended and close-ended questionnaires. The open ended questions were used to help the respondents to express their in depth views about factors affecting and their impacts on school administration while close-ended questions were used to obtain supplements from the respondents on the views the researcher had about the factors affecting school administration. The questionnaire instruments were used for those respondents who were busy and answered them at their free time. Structured questionnaires were preferred because of the cost and nature of the topic which has to do with qualitative and quantitative data as held by Kothari (2005). Two sets of questions were administered to the teachers and administrators. This consisted of six sections. Section one consisted of the items of background nature with boxes to indicate the profile of the respondent. The first set of questions gathered information about the stress experiences of the school administrators. The third section was to solicit information about how funds are allocated and used within the school. The forth was to solicit information on the management skills of school administrators in schools. Finally within this section looked at the impact of the affecting school administration and the measures to challenges.



### **3.4.2 Nominal Group Discussions.**

These were used to develop information from the group of teachers and Head teachers, the major suppliers and recipients of educational resources. This technique was justified in its use because the interactions among the participants were to stimulate them to state findings perceptions and beliefs that they would not express if interviewed individually. This was to help the researcher to come up with some agreed positions and conclusions with respect to the topic.

## **3.5 Research Procedure**

The researcher obtained an introduction letter from Office of the Director of Open and Distance Learning before going to the field. This introduced the researcher as a student attempting to carry out an academic research. Then, the researcher sought permission from the concerned authorities from the Division to be introduced to schools within the location. To ensure promptness and accuracy some of the questionnaires were administered by the researcher and others, which left to head teachers, who then administered them on respondents.

## **3.6 Data Analysis**

The data was categorized through the use of descriptive statistics, such as; frequency distributions, percentages and central tendencies. The frequency and percentages indicated the distribution of responses on the independent variable and the dependent variables.

## **3.7 Ethical Considerations**

The study primarily engaged all sorts of target people in FPE schools of Kariobangi location who were viewed necessary for data collection and some selected key informants. Accordingly, during the course of the study, the researcher provided personal or commercially valuable information to the respondents. Then before an individual became a respondent of the study, he/she was notified of the aims, methods and anticipated benefits of the study. Secondly it was a respondent's right to abstain from participation in the study and his/her right to terminate at any time. The confidential

nature of their replies was promised and no pressure or inducement of any kind was applied to encourage an individual to become a respondent of the study.

### **3.8 Limitations of the Study.**

The first limitation of the study was reflected in the fact that the study was exploratory, much remained still to be done before we are in position to generalize the findings concretely about school administration.

Secondly, smallness of the samples that was used as a basis for data collection, out of over 1000 existing FPE schools in Kenya, only 8 representative schools were selected for that exploratory study thus 0.008, which is rather very infinitesimal for generalization or reasonable suggestions. Lastly another limitation was seen in the type of FPE School chosen for this study, all of which were well established primary schools and in the rural setting. The study therefore never covered any of the newly set up schools in the last five years or so.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRINTATION

**Research Question one.** What are some of the factors affecting primary school administration under Free Primary Education?

#### 4.1.1 Stress.

In order to gain an adequate reflection of the stress experiences school administrators confront while balancing multiple roles, participants were asked to rank the key stressors in their professional lives as identified by the researcher. Table 2 shows an average how the stressors were ranked by the respondents

**Table 2 Average Ranking of Identified Key Stressors**

Item	Average Rankings
Lack of time	04
Behavior Management And Special Needs Issues	04
Heavy workload	02
Leading and Managing Change	05
Professional Identity Issues	03

Source: primary data (2009)

Table 2 shows that leading and managing change was the most identified key stressor to school administrators that scored an average of 5 and then followed by lack of time, behavior management and special needs, and professional identity. However, heavy workload emerged the last with two average ranking scores.

#### 4.1.2 Finances

The researcher intended to find out from the teachers whether the finances for running the school programs are being allocated to their by the local government and table 3 shows the responses

**Table 3 Scores of the Respondents**

	Frequency	percentage
Yes	33	100%
No	00	00%

Source: primary data (2009)

The respondents responded 100 percent that UPE funds are allocated to their schools by the MOES through the local Government. This was also represented on a bar graph in figure 1

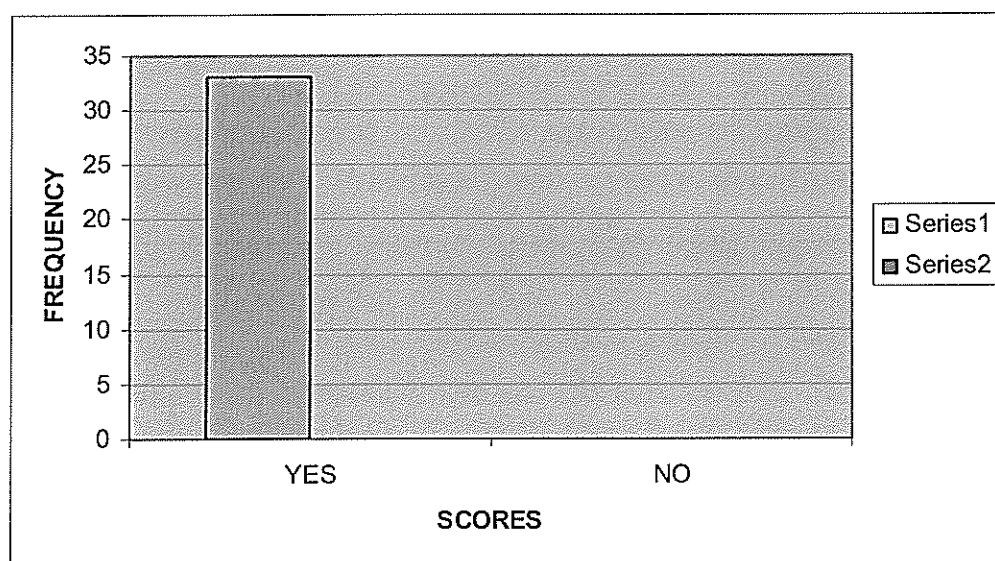


Figure 1 scores of the respondents

### 4.1.3 Management Skills

Educational administration is seen as an evolving profession. A key understanding of concept of a profession or professionalism is important ingredient in readers understanding of educational administration as a profession. According to Chandan, (1987) says that professionalism can be measured against some of the elements or characteristics that are basic ingredients for designing professionalism.

From the research findings, the first objective of the study was to examine the basic issues and concepts of educational administration. To achieve this Objective, the respondents were asked to tick the most appropriate component of the basic issues and concepts of educational administration identified by the researcher that were exercised by their school administrators in

their schools. Their responses were tallied into frequencies and then converted into percentages for purposes of analysis as seen in table 4.

**Table 4 Management Skills and the Critical Components Towards the Smooth Running of the School**

	N	Frequency	Percentage (%)
<b>Management Skills</b>	A	9	27.27
	B	4	12.12
	C	14	42.42
	D	2	06.06
	E	4	12.12
	<b>Total</b>	<b>33</b>	<b>100</b>
<b>Critical components towards the smooth running of the school</b>	A & D	10	30.30
	B & E	7	21.21
	C & D	13	39.39
	B & A	3	09.09
	<b>Total</b>	<b>33</b>	<b>100</b>

Source: Primary data (2009)

#### KEY

- A. Good public relations
- B Attendant accountability
- C Delegation of responsibilities
- D Structures and processes
- E Organized meetings
- N Item

Responses from participants as seen from Table 4 reveal that school administrators exercise mostly Delegation of responsibility scoring 42.42%, followed by Good public relations that scored 27.27%. However the pre-requisite of structures and processes as a basic concept was not so much exercised as it scored the lowest marks with a percentage of 06.06%. This implied that school administrators undertake school work co operatively with their staff so that the purpose and objectives of the school can be achieved.

### **The Most critical Components towards the Smooth Running of the School**

The components being earlier identified, they were then grouped for the respondents to air out their views on which two are most critical in the smooth running of the school. Their responses were tallied and converted into percentages as shown in table 4.

As reflected in Table 4, Delegation of responsibilities and structures and processes emerged the best with a score of 39.39% from the responses of the participants.

### **Components Encircling a School towards a Better Management of Finance**

However, as the respondents continued to air out their views about the study. With this they were asked to estimate the level of performance of the components identified in groups in circling a school towards a better management of finance. Table 5 shows the scores ranging from Very effective, Effective, Fairly effective, Ineffective to Inefficient as they were tallied.

**Table 5 Respondents' Views on Management of Finance as Per the Components**

<b>N</b>	<b>Very effective</b>	<b>Effective</b>	<b>Fairly effective</b>	<b>Ineffective</b>	<b>Inefficient</b>
A & D	01	03	04	00	00
B & E	04	04	02	00	00
C & D	02	10	00	00	00
B & A	00	03	00	00	00

Source: primary source (2009)

Table 5 contains data concerning the respondents' views about the management skills of educational administration in encircling a school towards a better management of finance. This showed that delegation of responsibility and structures and responses emerged the best as most respondents acknowledged it to be effective. Hence this indicated that school administrators to run the schools responsibilities have to be delegated where necessary.

### **Roles of School Administrators**

Successful operation of an educational institution requires competent administrators. School administrators provide instructional leadership and manage day – to –day activities in schools. In view to achieve this objective, respondents were asked to tick the appropriate role played by their school administrators among those which were identified. And the responses are as seen in table 6.

**Table 6 Respondents Views to the Roles Performed by the School Administrators and the Most Crucial Components towards Successful School Management**

	Item	Frequency	percentage
<b>Roles performed by the school administrators</b>	A- Planning	10	30.3%
	B – Leading/ directing	14	42.4%
	C – Organizing	00	0.0%
	D – Budgeting	00	0.0%
	E – Controlling & coordinating	09	27.3%
	F – Staffing	00	0.0%
	G - Reporting	00	0.0%
	<b>Total</b>	<b>33</b>	<b>100</b>
<b>Most crucial Components towards Successful School Management.</b>	A & D	12	36.4%
	F & C	04	12.1%
	B & G	08	24.2%
	C & E	09	27.3%
	<b>Total</b>	<b>33</b>	<b>100</b>

Source: Primary Data (2009)

The data from the table 6 reveals that 42.4% of school administrators with largest the largest percentages engaged in leading / directing of school, 33.33% in planning, 30.3% in controlling and coordinating of schools activities, however it was observed that school administrators are not in any engaged in organizing, budgeting, staffing and reporting.

### **The Most Crucial Components Towards Successful School Management.**

Besides other factors which are relevant to school to management, those identified to give their view, which two of them were most appropriate for successful school management. The responses are shown in table 6 shows the respondents' views towards the successful school management. It revealed that planning and budgeting are crucial to the success of school by school administrators as it scored a percentage of 36.4%. Implying that teachers understand what is meant by planning. According to Adesina (1990) defines planning as a way of projecting our intensions that is a means to project, forecast, design or make or chart our course. Therefore for the explanation of educational planning to be concise, a number of basic elements must be present i.e. it is goal – oriented towards achieving set educational objectives and planning must take into consideration knowledge system for which the plan is to be made, the part of the system on which is to be made and the available resources. This however was critically proven by the respondents' views as they were asked in terms of percentages to rank the administrative functions identified in pairs for (100%, 70%, 50 %, and 30%). Still A & D emerged with the highest scores as shown in table 7.

**Table 7 Ranks in Terms of Percentages**

N	100%	70%	50%	30%
A & D	00	10	02	00
F & C	00	01	00	00
B & G	00	06	04	00
C & E	00	08	02	00

Source: Primary data (2009)



**Research Question two:** What are the impacts of these factors on school administration?

#### 4.2.1 Administrative and Social Relations

Further more concerning the administrative and social relations, respondents were asked to value the impact of the relations according to the identified answers by the researcher of which they were to respond appropriately according to their views. The responses were tallied and presented in the table 8

**Table 8 Scores of the Impact of The Relationships.**

Item	Frequency	Percentage
Facilitates accountability	05	15.15%
Fast decision making(problem solving)	26	78.79%
Basis for understanding stakeholders	02	06.06%
Dependence for assistance and help	00	0.0%

Source: Primary source (2009)

Table 8 shows that 78.79% of the respondents felt that the impact of administrative and social relations is that it influences fast decision making (problem solving). Only 15.15% and 06.06% of the respondents reported that it facilitates accountability and basis for understanding stakeholders respectively.

#### 4.2.2 Management

For the researcher to get adequate information about the administration respondents were asked to tick the hindering factors, however this was limited by the few which were identified by the researcher as they had to select from them the most appropriate.

Table 9 shows their scores from the respondents which were tallied and then converted into percentages for interpretation.

**Table 9 Scores of the Respondents**

Item	Frequency	Percentages
Lack of transparency/ corruption	25	75.8%
Lack of togetherness spirit	07	21.2%
Selfish interests	00	0.0%
Power/status struggle	00	0.0%
Member indiscipline	00	0.0%

Source: primary data (2009)

From the table 9 it indicates that lack of transparency among the administrators is a very great hindrance to school administration as it scored the highest percentage of 75.8%. This implies that the Ministry of Education together with the government of Kenya have to revise a mechanism how educational resources are being audited and spent by the educational administrators in school for the goals set for education to be met.

**Research Question three;** What are the possible measures that can be taken to solve the problem?

### **4.3 Measures to the Factors Hindering School Administration**

Besides the impacts of the factors affecting school administration, respondents were challenged to mention the possible and appropriate measures how the factors can be dealt with, so as to achieve the objectives set for education. However the most frequently occurring measures to deal with included Resourcing, Professional development, Professional support, self evaluation.

### **Summary of Results/ Findings**

- Leading and managing change is a major stressor to school administrators
- Capitation Grants and School facilitation Grants were found to be allocated to schools but accountability for the funds were not done.
- Delegation of responsibilities is the mostly exercised management skill

- Delegation of responsibilities and structures and processes were found to be the critical components encircling a school towards a better management.
- Lack of transparency/ corruption is hindering factor to school management.
- Professional development and support, resourcing, Self-evaluation as an instrument to leading and managing change in schools.

## CHAPTER FIVE

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Discussions

This study attempted to investigate some of the factors affecting school administration under the FPE program in Kariobangi Location and the purpose of the study focused on identifying the factors and the possible measures to address the challenges. The questions that guided the study were; 1) identify the various factors affecting primary school administration. 2) the impact of some of factors on primary school administration. 3) Identify the measures for solving and addressing the challenges to school administration.

This study was conducted through a purposive survey because it almost handled respondents of the same section. The findings of the study were analyzed systematically in accordance with the research questions.

In regard to the stress experiences of school administrators, it was found that leading and managing change is the key stressor that affected the school administrators in their attempt to execute their duties, as evidenced in Table 2. Many felt that change was imposed on them by a system that did not provide administrators with the support necessary to facilitate the successful implementation of the new policies and circular. The inadequate resources to administrators both human and financial exacerbated leading and managing change and this often produced frustrations to administrators who felt that without sufficient resources they could not adequately perform their jobs, this implied that When it comes to change, school administrators are conditioned to determining, evaluating and driving the tasks to completion. They are skilled at managing the tasks associated with what is about to be different. They are good at managing change tasks but school administrators are not trained for is managing the psychology of change

School administrators lacked confidence in their own ability to manage and lead change that contributed to feelings of anxiety around this issue. The perception of receiving inadequate professional training was limited to this aspect of the job

Table 3 reveals that school funds are always provided to the schools for the implementation of objectives set for education. From the respondents' views, they lamented that FPE funds are

provided in form of Capitation Grants (CG) and school facilities grants (SFG). The overall goal of FPE in Kenya is to increase access, equity and quality of primary education with a specific objective of providing the minimum necessary facilities and resources to enable every child to enter and remain in school until the primary cycle of education is complete.

According to the responses aired out by the respondents, no administrative reports were provided to them on how and what the funds have done and were going to do. This implied that accountability of the funds was a dream, given the fact that FPE was designed as a national program that was to be funded jointly by international development partners namely; funding agencies, Government of Kenya and the Community. The program was to be implemented by the local Government that designed it with five components that include; Infrastructure provision, provision of Capitation Grant (C.G), Provision of Qualified teachers, Primary school curriculum review, Provision of instructional materials. The evidence from the respondents that accountability is not done leads to conclusive information that Government has to come with critical measures to monitor the use and allocation of funds on school sites by administrators. This implies that Funds are embezzled as earlier stated by Nsimbambi (2006).

Based on the findings from the study as indicated in table 4, delegation of responsibilities was ranked to be the most instrumental skill that school administrators ought to possess. At school level, the administrators delegate duties to teachers and the non – teaching staff to get things done effectively and efficiently. Therefore one would say that school administrators being leaders and among other things always have good public relations to enable them understand how people behave as individuals and as groups together with them. He/ she can achieve the goals set for education thus, understanding the environment in which he/she operates; being able to adapt and having an understanding of organizational behavior enables them to lead their team effectively.

Attendant accountability and organized meetings scored 21.21%. However, to the researchers' observation, it is through meetings that matters concerning the school, running it through an academic year are discussed and planned. The translation of educational needs into a financial plan to be accountable is through the school budget which is being discussed through organized meetings by the school administrators. The school budget with the school program both are

complementary to each other, thus there is no wise spending and proper accountability on the part of the head teachers.

Research findings as indicated in table 4 about the smooth running of the school administration, revealed that the school Heads through the administrative structures are manifested in the elements of the structure of the school which include; delegation of responsibility that maintains a close relationship with their staff as human beings who need care, love, trust, and friendship that provides a good way to bridge communication with staff and guides both new and old members of staff regarding the practices, traditions, and routines. With A & D, B & E scoring 30.30% and 21.21% respectively, however participants responded to B & A with the least percentage of 09.09% implying that accountability and organized meetings are evidences for evaluation of the school programs, determining the validity and appropriateness of goals and the progress made towards the achievement of objectives which provide information for making educational decisions.

In relation to the impacts of some factors affecting school administration was observed from, table 8, that fast decision making was ranking highest, it implied that school administrators are able to gather data through such relations to aid them in educational planning which helps decision makers at school to reach a better and well informed decision. Therefore helps to promote speedy and effective administration of school system since administrators are provided with the necessary guidelines to work with, according to Musaazi (1982)

Finally the measures to curb down the factors affecting school administration are discussed on the basis of the respondent's professional needs. The most frequently recorded responses include; Provision of resources, professional development, professional support, managing change through self evaluation.

### **Resourcing**

The most common types of resources mentioned were adequate financial and human resources. Almost all participants believed their schools received inadequate funding and were understaffed a phenomenon that adversely affects the smooth running of school programs.

### **Professional Development**

The provision of focused professional activities was a common request among the participants. Training in leading and managing change was the area of most interest followed by leadership skills.

### **Professional Support**

The need to be recognized for the work they do was of significant importance to participants. The traditional roles of Head teachers and their Assistants no longer apply and need to be redefined. Participants described themselves as business operators who were responsible for administrative tasks and resource management rather than educators. Roles and job expectancies need to be clearly redefined and supported through the provision of relevant training programs.

### **Managing Change Through Self- Evaluation.**

School self-evaluation (SSE) is a mechanism through which schools can help themselves review the quality of education, improve continuously and develop themselves into effective schools. Evidence-based organizational change is a very recent trend in the school reform and improvement movement. It is important that school organizational change should be based on objective and reliable evidence of school performance. Schools should have a self-renewal mechanism (with the implementation of school self-evaluation) for managing change. This can be built upon (1) a clear and appropriate diagnosis of the school as an organization, and (2) the role of administration in the school. Experience in research and practice has shown that if school reforms are to succeed, organizational changes need active support from the Head teachers. They need to be active advocates of self-evaluation and be prepared to articulate a vision of self-renewal for the schools. School development cannot be copied and imposed from outside. The leader has to understand the current situation, including strengths and weaknesses, opportunities and threats (SWOT) to the organization, determine the goals to be attained within the next 1-3 years, and develop the strategies necessary to achieve them. Institutionalization of self-evaluation in the organizational framework and daily managerial practices allows the Head teacher to manage the school towards effective educational change (Macbeath, 2000).

To successfully institutionalize a self-renewal framework in daily managerial practices as well as to lead and manage change effectively, the leader first of all needs to: (1) acquire appropriate knowledge and understanding of the theoretical framework and concept of school self-

evaluation, (2) develop and acquire the necessary skills and attitudes in self-evaluation and manipulation of performance indicators, (3) think through the leadership role as a guide to action; and (4) clarify for himself/herself the strategic elements that are essential to effectively implement the school development plan. Then, the Head teacher should examine the types of knowledge, kinds of skills and attitudes that need to be developed for successful implementation of organizational change (Pang, 2003).

The three major questions usually asked in school self-evaluation are: (1) what is our school's present performance? (2) How do we know about the school's performance? (3) What will we do after knowing the performance? These seem to be simple questions, but it may be a very difficult task to produce a full picture or thorough understanding of the school through systematic and objective evaluation of the school's performance.

### **The Basic Steps in School Self-Evaluation**

There are several identifiable stages in school self-evaluation, such as problem recognition, prioritizing, defining important questions, data collection, data analysis, reporting and communicating, school developing planning, team building, and feedback and evaluation. All these need to be fully implemented in sequentially. Thus, this schema is useful to a leader for initiating change in the organization. It needs to be emphasized that the leader should have a good understanding of the concept of school self-evaluation or self-renewal process. Its major steps and the sequence of events should be:

**Problem Identification:** A school becomes aware of the existence of a problem that needs to be fixed. The Head teacher either recognizes and confronts it, or ignores it.

**Identifying Priority:** There may be many problems in a school in different domains, for example, organization and management, teaching and learning, ethos and support, as well as academic and affective performance. However, a school cannot solve all problems within a single year. Administrators should ascribe a priority to tackling these problems according to the teachers' will and the students' needs.



**Defining Important Questions:** Within an identified problem, the school should specify the key questions. These will be answered following a systematic procedure of data collection and analysis.

**Data Collection:** Data can be collected through questionnaires, observations and/or interviews, to ascertain whether the problem still exists. Consideration should be given to the source of data since this may be significant to a genuine assessment of the school's performance.

**Data Analysis:** On the basis of data collected, attempts should be made to clarify, verify or re-define the problem as required.

**Reporting and Communicating:** Staff should be briefed on diagnostic data and involved in developing strategies to solve the problem by providing opportunities for staff training on group dynamics, communication techniques, and goal setting.

**School Development Planning:** An attempt should be made to fix the gap between the current situation and what should have happened. A consultant or similar expert may help in determining what steps should be taken? By whom?, When? and how? Implementation should be monitored to fix any challenges as they arise.

**Team Building:** Efforts should be made to build a culture of trust and confidence, improve communications, teambuilding, skills in problem solving, and develop cooperation between and amongst different subsystems of the organization.

**Feedback and Evaluation:** Feedback should be provided to staff at the completion of a school self-evaluation cycle. The cyclical process needs to be continued to institutionalize school development as an ongoing process of innovation and change (Rudd & Davies, 2000).

Schools should acquire information and qualify perceptions of administrators, teachers, parents, students and the community for reference and comparison with schools of similar background or within the same quality circle, for continuous improvement and development.

## 5.2 Conclusion

Basing on the findings of the study, the researcher is moved to draw the following conclusion; In a nut shell, all respondents in the study, Head teachers and teachers indicated that the quality of administration was still a far cry. The problem is that there is a gap between what Head teachers are supposed to do and their knowledge/skills of practice. This is supported by Bakundana (2003), who confirms that Head teachers tend to work as “chief executives rather than educational leaders”. They seem to be more interested in maintaining the status quo in their schools.

Besides, many of the stressors reported in the study appear to be related to structural changes for which administrators had not been prepared for. FPE has hanged the focus and content of administrators’ job. However, those affected have not been equipped to meet the challenges. It is not surprising then that administrators are experiencing increasing higher levels of leading and managing stress which often spills over to affect their private life.

Globalization has inevitably led to educational change. Publicly funded schools should keep pace with societal changes and expectations, in order to survive in such a changing environment. In order to facilitate change in school, administrators should have enhanced leadership that clarifies the school’s goals and identifies the technology for achieving them. They should promote the sharing of values among all members, reach agreement about preferences; and be focus attention by careful selection of targets, control of resources, and forceful action. Not only do good team spirit, high staff morale and a strong sense of professionalism form the crucial basis of the change, but they also help reduce the resistance to change.

## 5.3 Recommendations

All the two categories of respondents, school administrators and teachers indicated that school administration was poor, implying that there was need for the situation to be facilitated and improved. Therefore, the situation can be improved if the following recommendations are put into practice.

- School administrators need to be trained and equipped with management skills to be able to handle and solve specific challenges that hinder their school administration. This calls upon the effort from the Ministry of Education to design regular workshops and seminars that are driven towards building the capacities of school administrators in areas of overcoming challenges inherent in their day to day school administration.
- There is an urgent need on the part of education colleges to train future school administrators on how they can overcome day to day administrative challenges. This would call for a review of institutional curriculum that caters for students to be equipped with administrative skills and techniques of overcoming challenges. The National Policy Board of Educational Administration, (1989) also argues for closer ties between theory and practice and for student application of critical thinking and inquiry skills to actual school situations. “It is this end, translating sound research strategies into sound practices that must be addressed in graduate training providing trainees with hands on experience and improving their abilities to recognize, conceptualize and act on problems. Thus the school administration ought to be trained.
- Since the financial obligation under the program may seem to be too heavy for the government, more external and internal support should be solicited. This will help to fund the system adequately and supporting professional development through seminars, workshops and also through internships. This is supported by Lacost, (1987) who states that adult learning is more effective when it is experiential or when it is in response to real needs and problems. Lastly, there should be mentorship that involves a guided, supportive working relationship between an intern and a school administrator. According to Smith (1989) “mentors must themselves grow during this process encouraging and learning interns’ constructive criticism of current school practices.

### **Suggestions for Further Research**

Having identified some factors affecting school administration under the FPE Program, the following suggestions have been made for the further research

- i) In regard to further research, the researcher recommends that a study should be carried out to find how networking school districts, universities, communities, .policy makers can prepare school administrators?
- ii) A related research can be carried out to find out the effect of school administrators' supervision skills on teachers' performance in regard to teachers' affective and attitudinal outcomes.
- iii) A research should be carried out to on how to improve the percentage of women as the minorities in administrative positions. The relationship among this may reveal the effectiveness of women as administrators and their transparency.

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## APPENDIX A: RESEARCH QUESTIONNAIRE

Dear Respondent

I am a student pursuing a Bachelor's of Education at Kampala international university. Following the requirements for finalizing my study, am required to conduct a research study. I thus have to conduct a research study with the title **"Some Factors Affecting School Administration under the Free Primary Education Program"**. So as to come up with this study, I need your support by helping to complete this questionnaire. The information that you will provide will be treated with high degree of confidentiality. Thank you in advance.

**Tick the category you belong to**

School administrator ☐ Teacher ☐

**Questions 1-9 are to be answered by the school administrators**

1 Please indicate the age – group you fall in

20 – 24 ☐ 40 - 44 ☐

25 – 29 ☐ 45 – 49 ☐

30 – 34 ☐ 50 – 54 ☐

35 – 39 ☐ 55 + ☐

2 Gender Male ☐ Female ☐

3 Your school's location  
Urban ☐ Rural ☐

4 Are Assistant head teachers employed at your school?  
Yes ☐ No ☐

If yes how many.....

5 Are you a ☐ Teaching head teacher

☐ Non teaching head teacher

☐ Teaching assistant Head teacher

☐ Non teaching assistant head teacher

6 How many years have served as?

Head teacher ☐ years

Assistant head teacher ☐ years

7 Please outline your teaching history

☐ Years as a classroom teacher

☐ Year as Assistant Head teacher

☐ Years as A head teacher

If others (please specify).....

.....

.....

8 The following are identified as key stressors, school administrators' face in their professional lives (please rank from the most stressing factor to the least starting with 5 to 1)

Lack of time ☐

Behavior management/ Special ☐

Heavy workload ☐

Leading and managing change ☐

Professional identity issues



9 List at least five professional needs how you could be assisted above

i).....

ii).....

iii).....

iv).....

v).....

# THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY TEACHERS

## PLEASE TICK APPROPRIATELY

10 Age: 18 - 25 ☐ 26 - 35 ☐ 40 + ☐

11 Gender: male ☐ Female ☐

12 Marital Status: Single ☐ Married ☐

Divorced ☐ Window ☐

13 Educational Qualification:

Masters ☐

Bachelors ☐ Diploma ☐

Others (please specify).....

14 i) Does the ministry of education allocate funds to your school?

YES ☐ NO ☐

ii) If NO, please give reasons.....

.....

.....

15 Can you please specify in what form they are provided

.....

.....

16 i) How are the funds allocated accounted for, write any two ways

.....

.....

ii) On what scholastic items are the funds spent on, please mention at least four

.....

.....

.....

.....

- 17 What recommendations can you give to ensure proper allocation and use of funds in your school?

.....

.....

.....

.....

- 18 Are there some obstacles that hinder financial accountability of FPE grants to schools that you are aware of ?

YES ☐

NO ☐

If YES mention some of them

.....

.....

.....

.....

- 19 What are some of the basic management skills of educational administration that you are familiar with

A Good public relations ☐

- B Attendant accountability ☐
- C Delegation of responsibility ☐
- D Structures and processes ☐
- E Organized meetings ☐
- F Any other please specify

.....

.....

.....

- 20 In your opinion, which of the above mentioned is the most critical component towards the smooth running of the school

A and D ☐

B and E ☐

C and D ☐

B and A ☐

- 21 How effective are the above mentioned components in encircling a school towards a better management of finance as well as day to day administration

Very effective ☐

Effective ☐

Fairly effective ☐

Ineffective ☐

Inefficient ☐

- 22 What is the impact of administrative and social relationships in schools?

Facilitates accountability ☐

Fast decision making / problem solving ☐

Basis for understanding stakeholders needs ☐

Dependence for assistance and help ☐

Others (please specify)

.....  
 .....  
 .....

23 In your opinion what always blocks or disorganizes school administration and social relations?

Lack of transparency/ corruption ☐

Lack of togetherness spirit ☐

Selfish interests ☐

Power / status struggle ☐

Member indiscipline ☐

Others (please specify)

.....  
 .....  
 .....

24 What roles do school administrators perform in schools?

A Planning ☐

B Leading/ directing ☐

C Organizing ☐

D Budgeting ☐

E Controlling and coordinating ☐

F Staffing ☐

G Reporting ☐

H Others (please specify)

.....  
 .....  
 .....

25 In your view which of the above components is the most crucial towards successful school management?

A and D ☐

F and C ☐

B and G ☐

C and E ☐

26 In terms of percentages how would you rank your schools administrative functions?

Very good 100% ☐

Good 70% ☐

Fair 50% ☐

Poor 30% ☐

27 What measures and strategies would you bring towards for better management and administration of school?

.....  
 .....  
 .....  
 .....  
 .....