ADMINISTRATIVE PROBLEMS ENCOUNTERED BY PUBLIC PRIMARY

SCHOOL HEADTEACHERS IN KALAMBA

DIVISION, NZAUI DISTRICT

KENYA.

BY

JAPHET MUSAU NDOLO

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DECLARATION

I, Japheth Musau Ndolo declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

Japheth Musau Ndolo

BED/15873/71/DF

DATE : 14|12|2008

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APPROVAL

This is to acknowledge that this Report has been under my supervision as a university supervisor and is now ready for submission.

Signatures   **Date**

....12./.12./.2008.........

MR. SSEKAJUGO DERICK

DEDICATION

This work is affectionately dedicated to my beloved wife and my children for their support patience and understanding during this period of study not forgetting all those who constantly wished me success.

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ABSTRACT

The purpose of this research study was to investigate and examine the problems encountered by primary school head teachers during their day-to-day work of administering primary schools in Kalamba Division. The objectives of the study were to identify the kind of administrative problems encountered by public primary school head teachers, determine whether administration problems have any effect on the academic performance of pupils, and to suggest ways on how such problems can be solved/ addressed. The methods used for data collection were questionnaires to the head teachers. The questionnaire was divided in to two parts. Part one of the questionnaire was used to gather demographic data of respondents such as age, professional qualification, academic qualification, and administration experience. Part two gathered information on the administrative problems encountered by the head teachers. The study discovered head teachers identified lack of enough teachers, lack of sufficient facilities, lack of enough funds, frequent transfer of teachers with out replacement, lack of adequate training to handle financial management and high rate of illiteracy among parents among others. The study recommended that more teachers should be employed by the Ministry of Education Science and Technology in order to ease the problem of lack of enough teachers, the Ministry of Education Science and Technology should ensure that the grant-in-aid given to the primary schools reach in time. This will help in solving the problem of unnecessary delay to buy materials for the schools and there should be intensification of seminars, workshops, and refresher courses on financial management for head teachers and their deputies. This will help in solving the problem of financial management.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

The school as a social system is a miniature society that is situated within a larger society called the community. The community therefore houses the school. The school can also be called an organization, which has its leader, the head teacher, who is in charge of all the functions within the school. His/her success or failure will largely be determined by his/her effectiveness as an administrator.

After independence (1963), Kenya advocated and carried out an expansion in education at all levels from nursery to university level following the Ominde report also called the "Kenya Education Commission 1964/5". This expansion was needed in order to produce enough manpower for national development. This resulted in increase of enrolment in primary schools. The expansion of primary education enrolment led to increased enrolment in secondary schools. The existing schools were therefore expanded.

With this rapid expansion of schools many administrative problems came up. These administrative problems appeared to be in the major administrative tasks and processes. The problems were experienced under the staff personnel, curriculum instruction, learner personnel, physical facilities and financial management. A former minister for higher education Mr. J.J. Kamotho commented that the net results of secondary school expansion was lack of teachers, inadequate grants and overcrowding due to lack of adequate physical facilities such as classrooms, dormitories and laboratories. (Daily Nation 9th October 1981).

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Since independence, the schools have been under head teachers who work as administrators. As administrator, the headteacher works with other teachers under him/her, pupils and the community as a whole in order to achieve the desired educational goals such as good performance in the National Examination. It therefore means that to achieve these goals good-working relationships is important.

Although schools administration involves many people holding different offices, normally the head teacher stands at the core of the matter. In the Ministry of Education administrative hierarchy, the head teacher appears at the bottom and he/she is the one who sees to it that school curricula are properly implemented. In our country little emphasis if any has been put on training head teachers on how to solve various problems within the school. In his words *Mbiti* (1974) reports that many teachers have been and will be given head mastership without any formal preparation for it. When a teacher is picked out to be a headmaster he will find himself in a different world altogether with new responsibilities, commitments, new problems and in most cases less free time.

This clearly shows that the criterion used for the appointment of head teachers is not well stipulated. School administration is becoming a complex endeavor everyday. It has been noticed that schools have various problems, which frequently lead to chaos, riots and property destruction, by students. Poor examination results are an example. These problems are administrative in nature.

No matter how well equipped a school is, no matter how qualified its staff is or how much money we may pump into our schools, without proper way of solving administrative problems, these schools would continue to be a flop.

A Headteacher is a leader. He/She should be recognized, accepted and upheld by those under him/her as a person of high integrity, dignity and competence in all matters pertaining to running of the school. For the head teachers to become effective leaders they require some form of administrative training on how to handle the various problems found in the schools. According to the Daily Standard Editor, *Nekwe* wondered why they cannot train the heads of various educational institutions like primary, secondary and colleges, the prevalent ware of Wanton destruction in these institutions is because some of the heads have long forgotten their lessons of school organization and management. And maybe some didn't learn them even. *(Daily Standard 10ᵗʰ January 1985).*

The head teacher is given a school, teachers, and learners together with some of the necessary material in order to achieve educational objective, he/she has been entrusted to achieve. He/she provides the atmosphere for encouraging the pupils to learn. He/she has to solve many problems. Some of these problems are related to the pupils, teachers, curriculum and even the community.

From a study done in USA on problems faced by elementary school principals, *Dean* (1960) reports that it becomes apparent that the leading problem for public elementary schools at least as viewed by the respondents is supervision of instruction. The evidence is

clear that this is one of the leading problem areas, and presents the greatest administrative challenge to elementary school principals.

Of late the head teachers' problems have been on the increase due to the changes that have been introduced in the education system. For instant the recent review of school fees and the ban of other levies have created financial burden on the head teachers. It has made it difficult for the head teachers to work with the set amount of money.

At the same time the government has withdrawn the cane in schools citing its effects on the learners. On July 13th 2000, the then civil service head Dr. Richard Leakey issued a circular saying that corporal punishment introduced in 1972 under the Education (School Discipline) Regulation has been repealed. (Daily Nation 23rd Oct 2000.21). This was later followed by the gazette notice dated 13th march 2001,the Minister for Education by then Mr. Henry Kosgey outlawed the use of corporal punishment in our schools. (Daily Nation 13th March 2001.11). In this case what the canning ban succeeded in doing is leaving the head teacher stripped off the one instrument that both psychologically and in real terms, projects him/her as the one person whose word, direction and authority could be contravened.

Also the introduction of Free Primary Education in the country has made the head teachers work more difficult. This is due to the large number of pupils going to the school. This raises the question of extra classrooms and even provision for more land for the expansion of the school compound to accommodate these extra-building and at the same time provide more land for physical facilities.

How to obtain this additional land has become a problem. Also how to solve cases of indiscipline without cane is another. How to run the school without additional levies, becomes another. This research therefore tried to examine the various problems that are encountered by the public primary school head teachers.

1.2. Statement of the problem

There is a need to carry out research on the problems encountered by public primary school head teachers. This topic has received very little attention in the Kenyan Educational Literature. The available research on the problem has been done in other countries particularly in the United States of America and Britain.

Perhaps this lack of attention on the problem in Kenya has been due to relatively small number of head teachers. However, with the present increase in population in Kenya more public teachers heading the schools, withdrawal of corporal punishment in our learning institutions and the provision of the free universal primary education, there is tremendous increase in the number and size of the schools, leave alone the problems which have cropped as a result.

Studies carried out in the United States of America by *Dean* (1960) revealed the following Problems which were experienced by primary school head teachers.

a). Supervision of instruction

b). Reporting Pupils progress

c). School community relationship

d). Recruitment of teachers

A research carried out in Britain by the Great Britain School Council identified the

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following types of problems found in the Elementary schools.

I). The size and design of the classrooms

II). Children home environment

III). The provision of materials and auxiliary help

Aringo (1987) says that schools administered by women experiences many problems

due to their inefficiency, poor human relation, incompetence and their sex.

It is therefore very vital that a research be carried out to ascertain the nature

of on-the-job problems that the public primary school head teachers encounter in

administering the schools. This is specifically the concern of this study.

1.3. Purpose of the Study

The purpose of this research study was to investigate and examine the problems

encountered by primary school head teachers during their day-to-day work of administering

primary schools in Kalamba Division. The study examined and looked for ways and means

of offering necessary assistance.

The study also investigated ways in which these problems hinder the head teachers' from

carrying their administrative duties effectively. The study also examined the means used by

the head teachers in solving the administrative problems they encounter.

1.4 Objectives of the Study

The study attempts to;

1. Identify the kind of administrative problems encountered by public primary school head teachers.

2. To determine whether administration problems have any effect on the academic performance of pupils

3. To suggest ways on how such problems can be solved/ addressed.

1.5 Research Questions

The study will try to answer the following questions

1. Which kind of administrative problems are encountered by public primary school head teachers?

2. Do administration problems have any effect on the academic performance of pupils?

3. Suggest ways on how such problems can be addressed?

1.6. The Significance of the Study

The study hoped to highlight the problems encountered by the public primary school head teachers and therefore will be of great help to the school supervisors and inspectors who will come face to face with what is actually happening in the schools. They can use the information for guidance and counseling of the head teachers.

The teacher training colleges may find the information useful when instructing the teacher trainees (some of whom may eventually become head teachers). In this way they will have an idea of expected problems they are likely to experience and how to alleviate them when they occur. It is hoped that the study will help the primary school head teachers to be more aware of the administrative problems and also find fresh and alternative ways and methods

of overcoming these problems. The study may also form a basis for future further research in the administration of primary schools in Kenya.

1.7. Limitation of the Study

This study used only use questionnaires as the sole instrument of data collection. This means that triangulation was not be used. Triangulation is a data collection technique were the researcher employs various data collection method such as questionnaires, observation schedule, and interview schedule and document analysis.

The researcher was not in a position to control the attitude of the respondents as they respond to the questions. The schools which were used are rural ones and therefore evidence may not be applied to all schools. Another limitation is the time factor. This means that the researcher had no much time to visit all the schools because he is doing the research while he is still working. Financial constraints is another limitation that the researcher faced. This is because the researcher himself sponsors this project.

1.8. Delimitation of the Study

The study was delimited to pubic Primary Schools in Kalamba, which is predominantly rural. The finding of this study may only be generalized to the other parts of the country with caution. This is because the conditions in those other areas may be different from those of the setting covered by this study. The study was conducted in Public Primary Schools in Kalamba Division only and involved some selected primary schools. This is because the primary schools are many and all of them could not be covered.

1.9. Basic Assumptions of the Study

The following were used as the basic assumptions:

1. All head teachers are experiencing some administrative problems.

2. Head teachers are aware of specific tasks they are expected to perform in their day to day running of their schools.

3. The respondents would provide truthful and honest responses to the items in the study.

4. The gender and age of the head teacher has an impact on the school administration.

5. The academic status of the head teacher has an impact on his /her administrative techniques.

1.10 Definition of terms

Primary school

Refers to posts- nursery institutions where pupils receive regular instructions for eight years from standard one to standard eight.

Administration

A process of controlling and directing of human behavior in any social organization e.g. family, school, church, or government.

Physical facilities

All school resources other than human resources which include among others land, classrooms, desks, stationery, and teaching aids.

Staff personnel

All the teaching and non-teaching personnel in a school irrespective of their employer.

Publichead teachers

In this study publichead teachers refers to the headmistress. She is the primary school chief executive in each of the selected primary schools in Kalamba Division.

Headteacher

In this study, the term headteacher would refer to a teacher in charge of all the school functions. It will also mean the principal.

School community relations

It involves the headteacher understanding of the philosophy of the local community towards education

Curriculum

It is the content of teaching. It is a plan for education planners. It is an identification of a field of study.

Administrative task

Are the six operational areas of the school administration with the school organization.

Division

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Refers to an administrative area under an Assistant Education Officer.

Administrative experience

Refers to the time in years one served as head teacher.

Pupil personnel

Refers to the learners who come to receive regular instruction in the school daily from Monday to Friday.

1.11 Organization of the Study

The study was organized in five chapters. Chapter one of the study included the problem and its clarifying components. It was divided in to following sub-sections, background of the study, statement of the problem, purpose of the study, research questions, objectives of the study, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of significant terms in the study and organization of the study.

Chapter two comprised of literature review. It was divided into the following sub- section: School administration, school administrators and the need to train head teachers, importance of school head teacher, administrative processes which include goal setting, planning, decision making process, budgeting, staffing, communicating, evaluating and delegation, administrative task which include curriculum and instruction, school community relationship, staff- personnel management, pupil personnel management, finance and business management and physical facilities management.

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Chapter three of the study dealt with research methodology. It was divided in to the following: sub-section: - research design, target population, sample and sampling procedure, research instruments, instrument validity, reliability of the instruments, data collection procedure, data analysis techniques.

Chapter four dealt with data analysis. This was organized under the following sub-heading: Analysis of the demographic data of the respondents, analysis of the administration experience of the Head teachers and analysis of the administrative problems encountered by publicprimary school Head teachers.

Chapter five dealt with summary, conclusion and recommendations. It was organized under the following sub-heading: Summary of the study, summary of the research findings, conclusion of the study, recommendations, suggestion for further research and Bibliography.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter was divided into three parts. Part one dealt with the definition of school Administration, school administrator and importance of school head teachers. Part two dealt with administrative processes: planning, decision-making, budgeting, staffing, communication, reporting, co-ordination, delegation of duty and evaluation. Part three discussed the administrative tasks: curriculum and instruction school-community relationship: staff personnel management, pupil personnel management, finance management and physical facilities management

2.2 School administration

Administration is a process by which man organizes himself to achieve his objectives and goals in any social organization. *Olembo* (1974) says that administration is the process of directing and controlling the activities and behaviors of human beings in any organization.

Mbiti (1974) regards administration as a formalized system whereby man controls, supervises, plans and makes decisions about the organization on the basis of the established authority.

Administration is a very important aspect of any organization without which no organization can run smoothly. *Knezerich* (1975) says that administration is a crucial

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function in a highly organized society. Neither schools nor other institutions could effectively survive for long without some type of administrative structure and personnel.

From the foregoing therefore, the school being an organization within a society needs an efficient administration

2.3 School Administrators

Since the school is an organization within a social system it requires an administrator. The role of the school administrator is to facilitate learning and development within the school.

To be a headteacher one needs to be totally committed and needs formal training. *Kamau* (1985) says that, it has b become mandatory in other countries such as U.S.A, Canada, U.K, Australia and New Zealand that those who wish to become headteacher either in primary or secondary schools must acquire professional education of the job.

It is therefore, very necessary that head teachers and all personnel administrators in the Education system be trained or provided with skills to enable them to function effectively as leaders.

One cause of failure of Kenyan Education system is because head teachers are appointed with little or no training skills in administration and management. The assumption has been that as in the case of developed countries heads should emerge from the teaching force without the necessity for special training. The heads are the overall executives in the

schools and they should be trained on school management to avoid relying only on their teaching experience.

2:4. Importance of the School Head teachers

Schools are very important institutions because this is the place where the thought and intellect of the youth are moulded and guided so that when these youth mature into adulthood they turn out to be useful members of the society.

The school head teachers play an important role towards achieving this goal. Children are taken to school in search of direction and help. In the school they find a different environment, than that one at home. Here they interact with teachers, other learners, different facilities and structures. All these are aimed at achieving one goal i.e. education. The head teacher therefore has the responsibility of overseeing all that goes on in this learning environment.

The school comprises of people of different interests, background, religion and culture. All these people related well to one another but at times they clash with violent antisocial behavior. All these people look inward to fulfill their needs and also look to the world around them for help. The headteacher therefore has the responsibility of working for the best interest of these individuals. This therefore suggests that the headteacher should possess a knowledge focused on the working of the school.

It has always been important that school meets its ideas of shaping the youth. *Davis* (1921) says that the society selects an individual, endows him with large discretionary powers, places him in charge of the school and styles him principal. His immediate task is to formulate policies, suggests order of procedures for executing these policies, lead his assistants into new realms of thought and action, guide, articulate and coordinate individual and group efforts.

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

The importance of the head teachers can be seen when the institutions they lead are closely examined. *Bryant* (1960) says that the difference between a good and a poor student is often the difference between a good and poor principal. Studies carried out in U.S.A by department of Health, Education and welfare concluded, that Principal's leadership seemed to be one of the strongest factors in reducing school violence.

This shows that schools with minimal violence or nothing at all have principals who are behavioral role model and lead by example. *Mbiti* (1974) stresses the importance of the headteacher in the administration of the school by saying that the chief executive of the school is the headteacher, and the success of any school depends on how effective the headteacher is as an administrator

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The headteacher is responsible for so many roles, in the school. *Weldy* (1979) outlines some roles of head teacher as:

a) An authority figure

b) An educational expert

c) A community leader

d) A school manager

e) A problem solver

f) A decision maker

The tasks to be performed by a headteacher have become more complicated, with the withdrawal of the cane, which was used as a disciplinary method.

The role of the headteacher usually varies with the problems that confront him/her. *Olembo* (1975) says that this depends on school environment, school tradition, characteristics of the learners, the head teachers personality, his/her competence efficiency and effectiveness.

In doing his duties, the head teachers must understand that the school comprises of more than one group of people. *Mbiti* (1974) lists these parties as:

a) The employees

b) The community

c) The school staff

d) The parents

e) The students

Jones (1969) has described the head teachers as having two basic roles.

a. As a leader of the school setting

b. As an instructional leader.

As a leader of the school the headteacher is the chief executive officer of the school. *Hoyle* (1969) says it is important for head teachers to assume the role of the classroom teacher. He puts this by saying that a useful way of conceptualizing the role of a leader is to regard him as a leader. His main task is to lead his pupils towards those learning and behavioral goals which have been prescribed for them upon which he himself has decided.

Writing about the responsibilities, of the head teachers, *Mbaabu* (1983) noted that the head teacher is held responsible for so many roles in the school that his task nowadays is quite complex.

2.5 Administrative Processes

According to *Jacobson* (1963), the role of school administrator is goal setting, planning, budgeting, staffing, directing, guiding and counseling, reporting, communicating and evaluating.

2.5.1 Goal setting

The headteacher has to set clear and well defined goals. As a goal setter, he/she has to see that there is adequate provision of facilities that promote learning and that there is proper organization of all the activities that take place in the school.

The problems schools experience include the misuse of the heads role as a goal setter. They deliberately absent themselves from schools to do their own businesses. This shows lack of commitment in their work. *Mbiti* (1974) says that, many headmasters in our schools today seem to use their positions as a license to be absent for duty any time they choose.

2.5.2 Planning

Planning involves the development of specified organizational arrangement and administrative procedures for the established goals. The headteacher has the role of bringing to the school skills needed on order to get things done. The headteacher must have been trained or informed on the new concepts to be able to implement and enforce curriculum in school.

2.5.3 Decision-making process

The headteachers spend most of their time in decision-making processes. Decision-making is the choosing of the course of action between general, well defined and frequently competing alternatives after due deliberation and careful consideration of all recognizable facets of the problem. *Jones* (1969) defines decision making as a process of deciding upon a course of procedures or action.

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The major problem faced in the administrative process is experienced in decision-making where there is lack of effective participation by staff, pupils, parents and community members in the school system. The school community should participate to a certain extent in decision policy making. This is because leadership is a quality that emerges within the complex structures, cultural and international patterns of the social systems. The headteacher must consult the members of staff and the community around him/ her. He/ she then makes decisions that should encourage the participation of every member.

2.5.4 Budgeting

In administration, the headteacher must know about budgeting. Budget is defined a merely a formal statement of proposed expenditure for a given period and anticipated revenue for financing them.

It follows that a budget depends on the knowledge of accounts and involves the use of public funds. Schools are so ill equipped in monetary and budgetary matters that not only misuse and misappropriation of funds take place, but also untold misdirection of large funds. *Mbiti* (1974) says that a good headmaster must not show the temptation of abusing the responsibility bestowed on him by his employers in the mismanagement of funds. The question and challenge now in schools is who manages the public funds satisfactorily and effectively?

2.5.5 Staffing

The headteacher has a responsibility to improve or initiate the school programmes by acquiring the right teachers to the school. One problem failing primary school in Kenya is

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lack of enough teachers. Since 1997, the government stopped teacher recruitment throughout the country citing lack of funds. Recently the District Education Board has been given the mandate to recruit primary school teachers depending on the available vacancies as advertised by the Teachers Service Commission. This has made it difficult for even some schools to get teachers even when there is shortage. The result is that some teachers have become overloaded with work. Also the exercise of recruiting teachers through the District Education Board and also through the Board of Governors has been characterized by corruption, nepotism and even tribalism. It has become a matter of who knows who and where.

2.5.6 Communicating

Communication is a very important factor in stimulation. Communication is a process that is three-dimensional. When members are communicated to and they know what is happening, they tend to be more productive. Face to face communication is very important as it adds to motivation of member.

The headteacher has to communicate to the staff on the directives, or any information from the Area Education Officer, District Education Officer, Provincial Director of Education or Ministry of Education.

Head teachers cause problems especially when they fail to communicate with the school community and the staff. Another problem is that the headteachers gives instructions and expects action without question. This leaves the staff and students possibly uncertain and without reassurance and feedback form the administrator.

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After communicating the headteacher should report back to the Ministry, T.S.C, parents, teachers, pupils or community about what goes on in the school.

2.5.7 Co-ordinating

The headteacher is the core person in the school to direct and co-ordinate activities in the school. The authority in the school originates from the administrator and goes through the school system

Directing and co-ordinating involves the bringing in an appropriate relationship between the people and things for the organization to achieve its purpose. In co-ordination teamwork is very important to facilitate learning. Some heads find it difficult to involve teachers in the school processes. When there is failure in co-ordination, confusion, ineffectiveness and job dissatisfaction follow.

2.5.8 Evaluation

Evaluation examines if the objectives and procedures chosen are achieved or are procedures operating as intended. Evaluation will try to identify the needs of the pupils these merits, progress and deficiencies.

The problem experienced in the evaluation area by head teachers is lack of specialized training in curriculum evaluation especially the 8-4-4 curriculum. The few teachers who might possess the knowledge have been exposed to the practical experiences. Others lack the ability to access the curriculum and instruction activities effectively. Others have not attended the in-service course and workshops in the new curriculum.

2.5.9 Delegation

The headteacher should delegate some of his responsibilities to other teachers and the auxiliary staff. This is because the heads get so involved in business and management of the school that his/ her time is consumed.

Delegation is defined as an act whereby a person gives to another or group of persons power necessary for the performance of a specific task. Such powers may enable the recipient to make decision or carry out duties or take an action. The head teacher gives authority to the staff, but he/she still stands responsible for any failure when the job is done. For successful delegation, the headteacher must clearly communicated policies. Failure or unsuccessful delegation of duty by the head teacher means that he/she is unable to expand his/her scope of activity and responsibility. He/she does not prepare himself/herself for even greater and higher responsibilities, instead because of too much work, he/she becomes overworked, always tense and bitter. This personal problem may be unfulfilled on the staff members resulting to conflicts and personality differences. It may also create a wide gap between the teaching staff and the head teacher.

For the headteacher to run the school smoothly he/she must process professional training and skills. He/ she must exercise the administrative processes to ensure that teaching and learning take place. In addition, within the school the head teachers deal with administrative tasks.

2.6. Administrative Tasks

2.6.1. Introduction

Apart from the administrative processes the head teacher also has administrative tasks. *Campbell* (1971), *Elsbree* (1967), and *Nwagwu* (1974), agree that the head teachers have six specific areas of work as administrators. These administrative tasks include curriculum and instruction, school community relationship, staff personnel management, pupil personnel management, finance management and physical facilities.

2:6:2 Curriculum and instruction

Head teachers should ensure that the instructional programs are evaluated continuously. *Campbell* (1971) says this could be done through the following steps; -

a). Formulating of objectives.

b). Defining these objectives in behavioral terms.

c). Determining the places where these behaviors will be observed.

d). Selecting and developing instruments for recording observed behaviors.

e). Appraising and interpreting evidences collected.

Apart from being an administrator the headteacher should be conversant with what takes place in the classroom. He/she should initiate new modes of teaching and also maintain effective supervision and evaluation. Some head teachers may face the problems of proper interpretation of curriculum courses, others have little knowledge of the content. The

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present introduction of a new syllabus is a point in hand to show the emergency involved. *Oluoch* once commented that teachers have been asked to reconsider their teaching method, so as to check the raising failure rates. (Daily Nation 19th 1980)

Akroti (1978) says that the head teacher depends upon him for the implementation and success of the school. It therefore important the curriculum of the school should be a plan for achieving desirable changes in terms of societal, political, and economic demands, this change cannot occur unless it first takes place on the teacher. *Campbell* (1971) sees the need for a head teacher to steer curriculum and instruction when he says that after the objectives of an instruction program are formulated, the job of actually determining a program to achieve these objectives remains. Facilitating the development of such a program is also the task of the head teacher.

2.6.3 School-Community Relationship

The Community in which the school is built is very important. The school is meant to benefit that community directly. The head teacher should therefore create co-existence relationship between the school and the large community. The community supplies the school with learners, workers and other equipments for the school. *Litwak* and *Meyer* (1974) says that school relations are inevitable for whatever the school does even if it is as minimal as the routine communication of the child's progress, attendance, illness, or trouble, it is an indication that relation exist between the school and the community. A school however, may be said to have a program of school community relations if some deliberate effort is made by the school and the family to effect their relationship to one another. *Mbiti* (1974) says that a school is not an island but part of the community in which

it is located. In the era of cost sharing where the community contributes the lion's share of the funds for the school plants, the school-community good relation is critical. The administrator has the task of familiarizing the school with community activities, leaders to enhance school-community mutual benefits. Also the administrator has to establish a two way communication process between the school and the community. *Geoffrey* (1976) says that the head teachers should lay down a pattern of communication which provides for channels of information flow in both directions so that the society and the school can co-exist. This should ensure that if there is breakdown at any point then the information from one direction is aided to cross the breakage. *Greenfield* (1969) describes how the school does not operate without the community. He says that the school board and the school do not operate in isolation, they are affected by the community and vice-versa.

A school is part of the community in which it is situated. Members of the community engage themselves in financing the school development projects through building funds and harambee fund raising meetings. At other times they take part in construction work in the school. The head teacher should therefore understand his/her community and be able to work with it towards a common goal. In his words, *Mbiti* (1974) says that the head teacher should be able to know his community well enough and be able to interact with its members. *Olembo* (1977) says that unless the head teacher established effective communication with the community leadership, he/she will not be successful in promoting new innovations in the school. This is particularly true in Kenya where most of the new projects such as construction of laboratories, classrooms and libraries are undertaken on communal basis.

Ozigi (1977) says that the school is an integral part of a much wider community and that all its members are affected by what happens in the wider community. The society also expects a certain role from the school such as developing certain attitudes and mental attributes which are necessary for the improvement of the society's life.

2.6.4. Staff-Personnel Management

The head teacher should develop appropriate staff personnel policy, which will help to achieve educational objectives and make working conditions attractive to the teachers and as such make them want to contribute more towards school goals. *Campbell* (1971) says such policy should meet the following conditions;-

a). Appear reasonable.

b). Have a positive and not punitive flavour.

c). Be suggestive and not merely prescriptive.

d). Avail full information on the school's operation to teachers.

e). Have bases for promotion.

f). Involve staff in formulation and operation of policies.

The head teacher acts as both guide and supervisor to the teachers and pupils. *Davis* (1921) says that the head teacher is an inspiration to the young teachers, a guide to older ones, a champion and solicitor for all. This shows that the head teacher should inspire a sense of confidence and cooperation among his staff.

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Head teachers are also expected to supervise teachers' work so as to help them in cases of difficulties. A new teacher may, for example need to be oriented on the school system, terms and condition of work and be acquainted to the school and the local community. *Small* (1984) talks of the need to assist the development of staff so that it can grow professionally. He says that the head teacher is involved in the formulation of the school policies, the professional development of the staff, the maintaining of academic standards in the school and the supervision of the school expenditures.

For the school to succeed in its goals, securing qualified and dedicated personnel is very important. However securing qualified personnel and maintaining them is very complicated matter. *Ozigi* (1977) says that in maintaining personnel one may be faced with all sorts of problems. For example there may be a general shortage of staff in your community or state and all your efforts to get your employer to give you suitable staff or even any of all may prove futile.

On the other hand the head teacher who is not faced with such problems must work hand in hand with his/her staff members in order to achieve the desired educational goals. *Jones* (1969) outlines the ways in which the head teacher can create cooperation among the staff as; -

a). Creating an exciting and stimulating environment for his/her staff.

b). Having confidence in them.

c). Consulting them before making decisions which affect their working conditions.

d). Deploying them in such a way that their teaching loads are reasonable and fair in

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comparison to those of others.

e). Involving them in policy making procedures.

The head teacher must devise a method of appraising the staff. The main aim of appraising the teacher's work should be solely done for the purpose of improving their performance and help them to adjust to the job if they are new. *Campbell* (1971) says that it seems clear when both teachers and principals, both of whom comprehend the teaching-learning process can discuss frankly the performance of teachers and some ways of improving that performance. The head teacher should help teachers to grow professionally by encouraging them to attend seminars, in-services, training programmes, and workshops.

The head teacher is the leader of both the staff and non-teaching staff. He/she must maintain and develop their morale. The head teacher must see into the official procedure of delegating duties, carrying out communication, providing modern educational techniques in both curriculum and other school matters and developing human relations.

2.6.5. Pupil-Personnel Management.

Pupil personnel management entails those activities that supplement the regular classroom instructions. The role of the administrator is to integrate pupils' personnel functions with instructions and co-ordinate the various personnel services. These services include among others guidance and counseling, medical care, boarding and meals, library and security.

The head teacher should have the interests of the learners at heart. He/she should therefore seek for the best situations, conditions, and atmosphere for the learners' education. *Kimani* (1982) says that the head teacher needs to be a person of a broad knowledge in order to help

his pupils to grow into citizens required of this country .He/she thus has to have penetrating vision ,must be humane ,understanding of social values ,and have effective administrative and organizational skills .He/she must be committed to the education of children .

Whittaker (1983) says head teachers should ensure; -

1. That the school prepares children adequately for life and in adulthood.

2. That the school is a well disciplined and organized community where children learn what they need for future.

This shows that the head teacher should be very much concerned about the well being of the learners.

The main task of learner's management is to develop them is to develop them to become acceptable members of the society. This area would include those services to pupil that supplement regular classroom instructions.

Campbell (1971) identified these services as follows:

1. Learners inventory

2. Learner accounting

3. Learner personnel service

4. Learner discipline

Since the learners are being trained to become acceptable members of the society they must be trained in good manners. *Mbiti* (1974) stated that every school and every home aims to see its products grow into interesting effective people who will be good friends, good husbands or wives, good parents, good neighbors and above all good citizens.

In dealing with matters pertaining to learners, caution should be exercised

Learners should be given due consideration as human being and their grievances should be listened to. *Mbiti* (1974) says that there are some head masters and class teachers who still dictate to their pupils rather than allowing them room for freedom of expression .In such schools the pupils have no voice in anything relating to their school life .The headmasters and the staff make all the school decisions without consulting the pupils .It is as if pupils are things to be worked on and not thinking beings.

2.6.6. Physical facilities management

School plants or physical facilities include building, instructional equipments, transport equipment and play ground. The planner of any school plant should always consider:

1. That the school population always keep on changing.

2. That the evaluation programs keep on changing.

3. That the existing facilities will change with time.

In planning for physical facilities the number of learners to be served should be born in mind and the future increase of learner's enrolment should be considered. Also the required trained manpower to facilitate good use of these facilities should be easily available. School

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plants for instruction should be constructed in such a manner that they can accommodate any educational change. On this *Campbell* (1971) says that the prediction of educational program of tomorrow is hazardous, but it seems clear that education will undergo change, hence modern designers should attempt to make school plants highly flexible.

Wambui (1987) says in dealing with physical facilities, the headteacher should bear in mind the following:

a). Where the educational programs will be housed.

b). The school population to be served by the facilities.

c). Plan for the usage of the existing facilities.

d). Ensure that the financial resources for the school expansion are available.

2.6.7. Finance and Business Management

School like any other organization requires finance in order to run. There must be an efficient controller of finance to keep the school a float. Funds have to be obtained, utilized and budgeted for.

Efficiency in handling school funds requires proper records to avoid misappropriation. *Elsebree* (1967) talking about financial management says that the result of lack of proper budget is financial chaos, misappropriated funds, unpaid bills, and unaccountable deficits.

Stressing the importance of a budget in a school, *Jacobson* (1963) says that a carefully made and well- administered budget is based on educational needs.

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Nwagwu (1978) talks about the importance of proper financial management. He says that the main purpose of school business administration is to ensure maximum educational use of all funds invested in the school system. On the other hand, wasteful or unnecessary expenditure of school funds is frowned upon by the public who are the financiers of education.

School financial management draws a lot of concern from parents, learners, and central administration. Most headteachers have in the past fallen short of grace due to poor financial management techniques or to be exact due to misappropriation of school funds. This may be due to the fact that these headteachers have very little knowledge on keeping books of accounts. *Anderson* (1970) says that a headmaster could be dismissed for not complying with rules regarding accounts and the amount of money that should be allocated for each vote, but no action seemed to be taken in institutions where there were consistently poor examination results.

Commenting on the need for auditing school funds as earlier voiced by the former vice president of the republic of Kenya Mr. Mwai Kibaki, *Olembo* (1983) says that in order that auditing exercise may be meaningful, the headteachers need to be well acquitted with accounting procedures.

Campbell (1971) stresses that the budget should reflect the nature of the school programs needed. The budget should not provide simply the needs of the personnel, but rather for particular parts of the program.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with elucidation of the methods applied in carrying out the research study. It was organized under the following sub-sections.

- Research design

- Target population

- Sample size and sampling procedure

- Research instruments

- Reliability of the research instruments

- Validity of the research instruments

- Data collection procedure

- Data analysis technique.

3:1. Research Design

A research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. *Ogula* (1995) says research design provides as a framework for planning and conducting a study. This study used survey design. *Mwiria* (1995) describing survey says that a survey collects data about variables or subjects as they are found in a social system or society. Generally survey research deals with the incidences, distribution and relationship of educational variables.

In this research questionnaires were distributed to the head teachers and later collected for data analysis.

3:2. Target Population

Borg and *Gall* (1989) defines population as all the members of a real or hypothetically set of people, events or objects to which a researcher wishes to generalize the results of the study.

Mugenda (1999) defines population as an entire group of individuals, events or objects having common observable characteristics. In other words population is the aggregate of all that conforms to a given specifications. *Brinker* (1988) defines target population as a large population from whom sample population was to be selected. A sample population is a representative case from the larger population. The objective of sampling is to get empirical data at a fraction of the possible cases.

The target population of this study consisted of public head teachers of public primary schools in Kalamba division. The general questionnaires were directed to the head teachers. This included biography, professional qualification academic qualification, administration experience, length of service and administrative problems they encounter.

3:3. Sample Size and Sampling Procedure

Mugenda (1999) defines sample as a small group of accessible population. Each member of the sample is referred to as subject.

Sampling is the process of selecting a number of individual for a study in such a way that the individuals selected represent the large group from which they were selected. The purpose of sampling is to secure a representative group, which will enable the researcher to

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gain information about population. There are sixty head teachers in the public primary schools in Kalamba. As the population is big the researcher took twenty of the respondents as a sample. The rationale for taking twenty of the respondents was that all the schools cannot be covered and also to take care of non- respondents if any during the main study.

3:4. Research Instruments

The researcher used questionnaire as the researcher instrument. The questionnaire was divided in to two parts. Part one of the questionnaire was used to gather demographic data of respondents such as age, professional qualification, academic qualification, and administration experience. Part two gathered information on the administrative problems encountered by the head teachers.

3:5. Instrument Validity

Mugenda (1999) defines validity as the accuracy and meaningfulness of inferences, which are based on the research results. In other words, validity is the degree to which the results obtained from the analysis of the data actually represents the phenomenon under the study. Validity according to *Borg* and *Gall* (1989) is the degree to which a test measures what it purports to measure.

To enhance validity of the instruments, a pre-test was conducted on a population similar to the target population. The reason behind pre-testing was to assess the clarity of the instrument items so that those found to be inadequate of measuring the variables could either be discarded or modified to improve the quality of the research instruments thus

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increasing its validity. During the pre-test, after each respondent had completed filling the questionnaire, each item was discussed with him/her to determine its suitability, clarity, and relevance for the purpose of the study. The pilot study was done in five schools out of the sixty public primary in the division.

The researcher sought assistance of research experts, experienced graduates, lecturers and experienced supervisors in order to improve validity of the instruments. The questionnaire was then administered to the head teachers who were expected to respond to the in one week after which they were collected.

3:6. Data Collection Procedure

Data collection began when the proposal was finally accepted by the supervisor, educational administration and planning department. The ministry of education issued an application form. The form was duly completed and was forwarded to the relevant authorities i.e. the ministry of education and the office of the president together with the research proposal, who after studying it carefully issued the research permit.

A copy of the research authorization was given to the D.E.O. Nzaui who also gave another copy to the D.O. Kalamba Division. Once all those copies were taken to the relevant offices, fieldwork began. Before actual fieldwork began, the researcher carried out piloting exercises in five primary schools within Kalamba Division.

Here, piloting meant pre-testing instruments with a few respondents to test their accuracy. After successful piloting, the researcher distributed the questionnaires to all selected participants (sample population) within the region under study. It took the researcher two weeks to distribute and collect the questionnaires. After receiving all the questionnaires back data analysis began immediately.

3:7. Data Analysis Technique

The data was collected from the fieldwork through the use of questionnaires. The data was further analyzed and interpreted to provide meaningful final results. Descriptive statistics to answer the research questions and objectives in relation to research topic was used. These are essentially for summary presentation. *Brinker* (1988) says the simplest way to present data is in frequency or percentage table, which summarizes data about single variable. Frequencies were converted to percentages so that they were easier to interpret. The work was presented according to the findings, collected from the field as follows:

(i)   Analysis of the demographic data of the respondents.

(ii)   Analysis of the professional qualification of the respondents.

(iii)   Analysis of the academic qualification of the respondents.

(iv)   Analysis of the administrative problems experienced by the head teachers

(v)   Summary, Conclusion and Suggestions for further reading.

CHAPTER FOUR

DATA ANALYSIS

The main focus of this chapter was to report the results of the data collected in the study. This chapter is divided into two parts. The first part presents information of the demographic data of the head teachers. The second part is concerned with the administrative problems encountered by publicprimary school head teachers.

Questionnaire Return Rate

A total number of Twenty questionnaire were administered to the public primary school head teachers in Kalamba division .A total of Twenty questionnaire were returned dully filled thus the questionnaire return rate was 100%.

4.1. Analysis of Demographic Data of the Respondents

The data presented in this section of the study was obtained from head teachers' questionnaire in public primary schools in Kalamba Division.

HEAD TEACHERS DEMOGRAPHIC DATA

The head teachers were asked to indicate their age .The findings are presented in table I

TABLE 1. Age cross tabulation

AGE	FREQUENCY	PERCENTAGE
30-40	9	45
Above 40	11	55
Total	20	100

The data concerned with age of the head teachers indicated that population sample was twenty head teachers. All the twenty head teachers were above 30 years with 11 (55 %) of them being above 40 years.

4.2. Head teachers Professional Qualifications

The head teachers were asked to indicate their professional qualifications and the findings are presented in table 2 below.

TABLE 2: PROFESSIONAL QUALIFICATIONS OF HEAD TEACHERS

	FREQUENCY	PERCENTAGE
S1/ATS	4	20
P1	16	80
Total	20	100

The data in table two indicated that 4 (20%) of the head teachers had S1/ATS status and the rest (80%) had p1 certificate.

4.3. Head teachers Academic Qualifications

The head teachers were asked to indicate their academic qualifications and the findings are presented in the table 3 below.

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TABLE 3: HEAD TEACHERS ACADEMIC QUALIFICATION

LEVEL	FREQUENCE	PERCENTAGE
KCPE	0	0
KJSE	2	10
KCSE	5	25
KCE	10	50
KACE	3	15
Total	**20**	**100**

The data in table 3 indicated that most of the primary school head teachers had K.C.E as their academic qualification, which represented (50%) of the total population.

4.4. Head teachers Administration Experience

The head teachers were asked to indicate their administrative experience and the findings have been presented in table 4 below.

TABLE 4. HEAD TEACHER ADMINISTRATION EXPERIENCE

NO OF YEARS	FREQUENCY	PERCENTAGE
2-5	6	30
6-10	8	40
11-15	4	20
OVER 15	2	10
TOTAL	20	100

The data in table 4 indicated that majority of head teachers had administrative experience ranging between 6-10 years which represented (50%) of the total population.

4.5. Analysis of the administrative problems encountered by female primary school head teachers in different task areas

In responding to the questionnaire the respondents identified the following types of problems under every administrative task area.

4.5.1. Staff-personnel

One of the major problems faced by head teachers in Kalamba Division was lack of adequate number of teachers.

Analysis of data indicted that there was inadequate number of teachers in all the schools the highest numbers of teacher was ten and this was only in one school.

TABLE 5

Respondents mentioned some problems experienced with staff personnel.

Problems	Number of respondents	Percentage
-Publicteachers' absenteeism due to family problems:	6	30
-Always complaining	1	5
-Gossiping around	4	20
-Petty rivalry	1	5
-Drunkenness	1	5
-Laziness and laxity	2	10
-Lack of dedication	2	15
-Lack of cooperation	3	
TOTAL	20	100

The highest percentage is publicteachers absenteeism due to family problems.

4.5.2 Physical facilities

Another problem faced by the head teachers in Kalamba Division is in the area of physical

facilities. This information is tabulated in table 6.

TABLE 6

RESPONNDENTS ANSWER AS TO WHETHER THEY HAVE SUFFICIENT

PHYSICAL FACILITIES

DO YOU HAVE SUFFICIENT PHYSICAL	NUMBER OF RESPONDENTS	PERCENTAGE
NO.	20	100
YES	0	0
TOTAL	20	100

4.5.3 Assessment of pupils

Another problem area is in pupils' assessment. The head teachers mentioned some

problems they and the teachers encounter in assessing pupils. The highest percentage 45%

is on absenteeism, followed by academic 25%, family and emotional problems both 15%.

The information is tabulated in table 7

TABLE 7

RESPONDENTS MENTIONED PROBLEM AREAS WHERE THEY AND

TEACHERS ENCOUNTER IN ASSESSING PUPILS

PROBLEM AREAS IN PUPILS ASSESSMENT	NUMBER OF RESPONDENTS	PERCENTAGES
Academic	5	25
Social	0	0
Absenteeism	9	45
Family	3	15
Emotional	3	15
TOTALS	**20**	**100**

4.5.4. School community relationship

Another area of problem is in the school community relationship. The head teachers stated that they experience the following problems with non-teaching staff absenteeism, lack of commitment to work, lateness, and laziness. They also indicated that they experienced problems with the Educational Administrators. The problems are tabulated in table 8.

TABLE 8

4.5.5 RESPONNDENTS STATEMENT ON PROBLEMS THEY ENCOUNTER WITH EDUCATIONAL ADMINISTRATORS.

ADMINISTRTOR	PROBLEMS WITH EDUCATIONAL ADMINSTRATORS	NUMBER OF RESPONDENTS	PERCENTAGE
A.E.O	-Poor communication	1	5
	-Information does not reach to school on time	3	15
	-Lack of supervision	2	10
D.E.O	-Slow to attend to our problems	3	25
	-Poor communication	3	15
	-No inspections of schools	2	10
	-Continuous transfers without replacement	3	15
	-Information does not reach schools in time	4	20
	-Poor or lack of supervision	1	5
P.D.E	0	0	0
MINISTRY OF EDUCATION HEAD QUATER	-Slow to respond to needs and problems	3	15
	-Poor communication	1	5

Presented in the table 8 above shows the problems respondents encounter with the

Education Administrators. In all cases the highest percentage is poor communication, slow

to respond, and lack of supervision. The respondents also indicated that they experience the

problem of transfers of teachers without replacement.

The respondents also indicated that they experienced problems with the School

Committees, five out of twenty have not experienced some difficulties with their school

committees. The highest problem experienced with the School Committees is lack of

commitment, need to swindle the school money, therefore they are in conflict with head

teacher who is the secretary of the school committee, and are therefore discouraged from

attending the meetings because of the lack of monetary benefits. The respondents

experience a number of the hardship with parents .The problems are tabulated in table 9 below.

TABLE 9

4.5.6. RESPONDENTS' KIND OF HARDSHIP THEY ENCOUNTER WITH

   PARENTS.

HARDSHIPS ENCOUNTERED WITH PARENTS	NUMBER OF THE RESPONDENTS	PERCENTAGE
-Lack cooperation from parents	2	10
-Dealing with illiterate and semi-illiterate parents	5	25
-Running the school with parents don't accept the head teacher	6	30
-Showing illiterate and semi illiterate parents the need and value of education.	2	10
-Religious differences within the community, which affect the running of the school.	3	15
-Providing sound communication system between the school and the community.	2	10
Total	**20**	**100**

Presented in table 9 above are the kinds of hardship head teachers experience with the parents. The highest is running of the school with parents who do not wholly accept the head teacher. The head teachers suggested that dialogue with the parents, where they can discuss the importance of giving Education to their children would be one way to solve these problems. Parents should co-operate with the school administration to discipline their children.

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4.5.7. Financial administration

Another area of problem is the financial administration. Respondents' answer as to whether they encounter financial problem showed that all the head teachers have financial difficulties.

Some of the problems are listed in table 10.

TABLE 10

4.5.7 RESPONDENTS STATEMENT OF FINANCIAL PROBLEMS THEY

EXPERIENCE

FINANCIAL PROBLEMS EXPERIENCED	NUMBER OF RESPONDENTS	PERCENTAGE
-Accounting and auditing for everything in the school	3	15
-Preparing a budget plan for any school program	4	20
-Keeping all cashbook in order.	4	20
-Failure of government money to reach school in time.	6	30
-The money allocated to the school is inadequate to finance all school programmes	3	15
Totals	20	100

Presented in table 10 above are some financial problems respondents encountered. The highest is that the money given by the Ministry of Education does not reach the school in time and also the money given by the Ministry is inadequate to finance all the school programmes.

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CURRICULUM AND INSTRUCTION

Another problem area is in the curriculum and instruction. The respondents stated that they experienced the following problems in the area of curriculum and instruction. The problems are listed in the table 11 below

4.5.8 RESPONDENTS STATEMENT ON THE PROBLEM OF CURRICULUM AND INSTRUCTION

TABLE 11

PROBLEM EXPERIENCED IN CURRICULUM AND INSTRUCTION	NUMBER OF RESPONDENTS	PERCENTAGES
-Lack of enough teachers	9	45
-Occasional change of curriculum	1	5
-Establishing means and ways for effective exchange of instruction	2	10
-Supervision of instruction	2	10
-Lack of cooperation from the teachers	2	10
-Obtaining adequate equipments	4	20
Total	20	100

Presented in table 11 above are some problems the respondents encounter in the area of curriculum and instruction. The highest being lack of enough teachers.

PUPIL PERSONNEL

The respondents reported that they experiences problems with the pupil's personnel.

Some of these problems are listed in the table 12 below.

TABLE 12

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4.5.9 RESPONDENTS REPORT ON THE PROBLEMS ENCOUNTERED WITH PUPIL PERSONNEL

PROBLEMS ENCOUNTERED WITH THE PUPIL PERSONNEL	NUMBER OF RESPONDENTS	PERCENTAGE
-Reporting pupils progress to parents	4	20
-Providing guidance and counseling to pupils	4	20
-Lack of cooperation from parents in disciplining pupils	7	35
-Lack of organizing programs in the school	3	15
-Showing the pupils the need of Education	2	10
TOTALS	**20**	**100**

The most serious problem the respondent encounter with pupil is the failure of the pupils to see the need and value of education. This lack of concern results in pupils attending classes for the sake of it or because the head teacher demands attendance from them. The use of force has not yielded any fruit. It is the duty therefore of every child to know it is his or her responsibility to learn.

Another problem area is reporting pupil's progress to parents who are illiterate or semi illiterate. Some of them believe that it is their duty to send their children to school and that is all.

To report to such parents the progress of their children does not make sense. To them extra coaching to supplement that given at school does not exist.

4.2. Special Problems

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The researcher observed that a few schools experienced some specific type of problems, which hinder any progress in the school. Those problem are listed below as; -

a)   Leadership differences

b)   Religion differences

LEADERSHIP DIFFERENCES

A number of respondents pointed out that there are number of people in the school community who spread malicious talks against the head teacher. This results to division and therefore lack of co-operation from the community. It was also reported that some parents rejected head teacher because she did not come from the community surrounding the school. It was also reported that some members of the community would go out to create disunity among the staff deliberately to make it difficult for the head teacher to run the school effectively. Others spoil the name of the head teacher in order to have him or her withdrawn from the school.

It is important to note that if a school is divided on political or social grounds, it is difficult for it to achieve its very main aim. For this reason it is therefore very important for members of the community to forget their r political differences for the development of the school, so that the children who are the leaders of tomorrow can get their education.

RELIGIOUS DIFFERENCES

The researcher observed that, where more than one religious denomination claimed affiliation over the school, the school experienced a lot of problems. This is because the parents and the entire school community would be divided in to various denominations.

In deed the researcher visited one school where two religious denominations existed i.e. S.D.A. and A.I.C. This meant that the parents were divided in to two camps. In this situation the S.D.A. parents could not allow their children to come to the school over Saturday even there was a serious function.

4.9. Administrative problems encountered by public primary school head teaches.

The graph below summarises the administrative problems encountered by the public primary school head teachers in Kalamba Division.

Graph 1

Types of administrative problems encountered by femaleprimary school head teachers in Mbooni Division
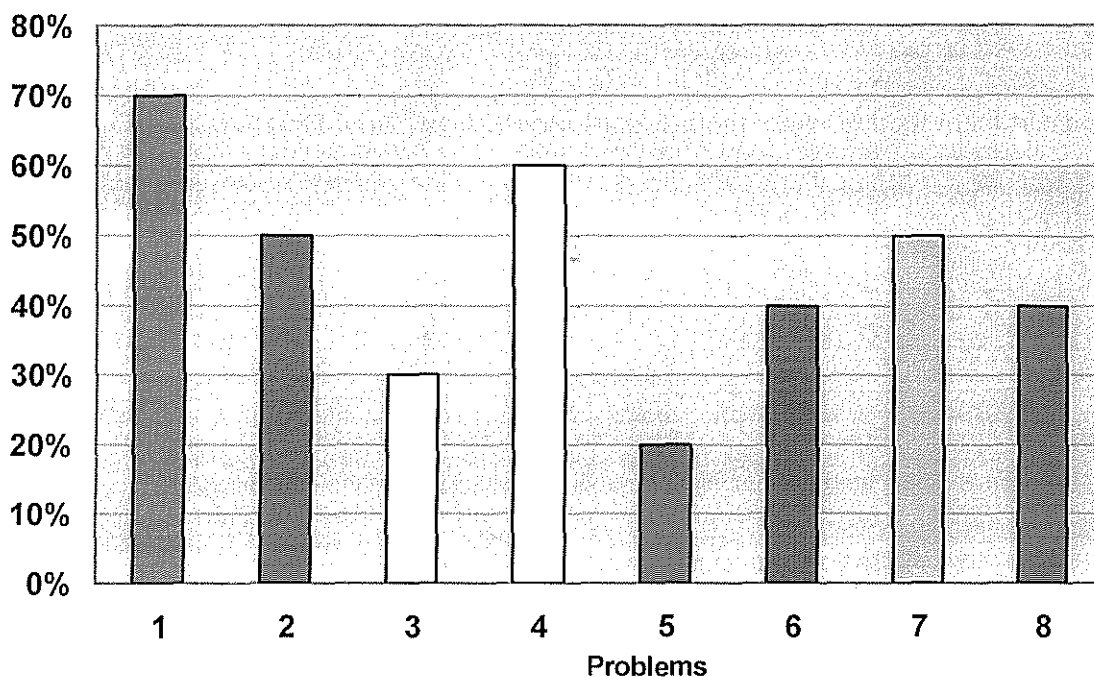
Key:

1. Inadequate finance
2. Lack of teachers
3. Lack of physical facilities
4. Illiterate and semi-literate parents
5. Uncooperative community
6. Lack of supervision and inspection of schools

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7. Frequent transfer of teachers

8. Leadership differences

Graph 1 indicate that inadequate finance as the most common problem encountered by the public primary school headteachers with 70% .

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Study

The concern of this study was to survey the administrative problems encountered by the public Primary School head teaches in Kalamba Division. Random sampling was done in twenty out of sixty schools in the Division. Twenty head teachers were randomly selected from the sixty public primary schools. They completed a questionnaire for data analysis.

Chapter one dealt with the problem and its clarifying components. It was organized under the following sub-headings; background of the study, statement of the study, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, basic assumption of the study, definition of the significant terms in the study and organization of the study.

Chapter two of the study reviewed the literature related to the subject area. The importance of the head teacher as an administrator was discussed, administrative processes such as goal setting, planning, budgeting, staffing, communicating, co-ordinating, evaluation and delegation were also discussed. Administrative tasks such as curriculum and instruction, staff-personnel management, physical facilities management and finance and business management were also discussed.

Chapter three dealt with the research methodology. It was organized under the following sub-headings; research design, target population, sample size and sampling procedure, research instruments, instrument validity, reliability of the instruments, data collection procedure and data analysis technique.

Chapter four dealt with data analysis. It was organized under, analysis of the demographic data of the respondents, professional and academic qualifications of the respondents and analysis of the administrative problems encountered by the headteachers.

Chapter five dealt with summary, conclusion, and recommendations. It was organized under the following sub-heading; summary of the study, summary of the research findings, conclusion of the study, recommendations and suggestions for further research.

Summary of the research findings

A summary of the main findings from the study according to the study objectives is;-

1. All primary school head teachers in Kalamba division encounter administrative problems the most frequent occuring being finance and business management.

2. All primary school head teachers in Kalamba division encounter the problem of frequent transfers of teachers without replacement.

3. No significant relationship existed between the gender of the head teachers and the administrative problems they encounter.

4. No significant relationship existed between the head teachers professional grade and the administrative problems the encounter.

5. No significant relationship existed between the age of the headteachers and the administrative problems they encounter.

6. No significant relationship existed between the administrative experience of the headteachers and the administrative problems they encounter.

7   Lack of enough teachers in the primary schools was another major problem facing

    the headteachers. This has resulted to work overload among the teachers.

8   Another problem reported by the headteachers was lack of physical facilities. These

    included buildings, and land for expansion.

9   Disciplinary problems were reported by most of the head teachers which included,

    absenteeism, truancy, vernacular and early pregnancies.

10 There was no headteacher with special training on finance management.

11 Majority of the headteachers reported lack of supervision and inspection of the

    schools by the field officers.

12 There was also a problem in the community relationship, the major being dealing

    with illiterate and semi-illiterate parents who do not see the importance of education.

13 In some schools the headteachers faced special problems such as leadership

    differences, religious differences, and conflict between the Parent Teachers

    Association and   the School Committees.

5.3. Conclusion of the Study

This study has helped the researcher to arrive at certain conclusion about the nature of the

administrative problem encountered by the public primary headteachers.

From the data analysis it is clear that the major problem facing public primary school

headteachers lies in the area of finance. This because the grant-in-aid given by the Ministry

of Education Science and Technology to the schools is not coming in time and also is inadequate for all the school programmes.

Improvement of supervision and instruction, ensuring sound communication relation, making sure that teachers are fully committed and dedicated to their work are serious problems facing public primary school headteachers.

Although the qualification of headteachers differ, it does not follow that the highly qualified primary school headteachers experience fewer problems compared to those who are not highly qualified. Also the age of the headteachers has no effect on the administrative problems they encounter. This therefore, calls for the headteachers to deal with problems as they come. To be able to do this one requires a lot of co-operation from her staff and pupils, school community, parents, leaders within the community and from field Officers of the Ministry of Education Science and Technology.

5.4 Recommendations

Drawing from the findings of this study and conclusions, the following recommendations were pointed out which may work in Primary Schools.

1. More teachers should be employed by the Ministry of Education Science and Technology in order to ease the problem of lack of enough teachers.

2. There should be intensification of seminars, workshops, and refresher courses on financial management for headteachers and their deputies. This will help in solving the problem of financial management.

3. The field officers such as the inspectors of schools should be provided with government vehicles to enable them visit the schools for inspection.

4. There should be clear supervision and inspection schedule in all primary schools. The main purpose should be to advice the head teachers and teachers on how to improve performance in the schools.

5. The Ministry of Education Science and Technology should ensure that the grant-in-aid given to the primary schools reach in time. This will help in solving the problem of unnecessary delay to buy materials for the schools.

6. The role and duties of the Parent Teachers Associations and the School Committees should be well defined to avoid unnecessary conflicts which hinder development and growth of the schools. Lack of understanding of the responsibilities of this two groups create unnecessary difficulties to the headteachers.

7. Parents should be enlightened on the importance of Education in this country. This can be done through the mass media, or chiefs barazas.

8. Head teachers should strive to get support from the community and parents in the area where the school is built. They should attempt to establish good relationship between the school and the community.

9. Head teachers should strive to establish good public relations between themselves, teachers, parents, and pupils. This will help in reducing conflicts in the schools.

5.5 Suggestions for Further Research.

The Following research areas are suggested for further research.

1.   There is need to carry out research on the relationship between the qualifications of the head teachers and their leadership ability.

2.   This research can be repeated in urban setup because it was carried out in a rural environment.

3.   There is need to carry out research on the administrative problems encountered by publicprimary school head teachers.

4.   There is need to carry out a comparative study on the problems experienced by primary school head teachers and secondary school head teachers.

5.   There is need to carry out research on the problems experienced by primary school pupils.

6.   There is need to carry out a research on the effects of the withdrawal of corporal punishment in primary schools.

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Appendix I

KAMPALA INTERNATIONAL UNIVERSITY
EXPLORING THE HEIGHTS

Ggaba Road - Kansanι
P.O. Box 20000, Kampι
Tel. +256- 41- 266813 / ι₂ ₙ ₁ .ნ7ᵦ
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: . . . .

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . . . .

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:

. . . .

. . . .

Case Study:. . . . .

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

Appendix II

QUESTIONNAIRE TO THE HEADTEACHER

Part I. Background of the participant

Please tick in the appropriate box as it applies to you

1. Gender:

    Male ( )

    Public ( )

2. Age:

    Below 30 years ( )

    31-40 years ( )

    41-50 years( )

    51years and above ( )

3. How long have you been a headteacher?

    Below 5 years ( )

    5-10years ( )

    11-15 years ( )

    16 years and above( )

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

    Below 5years( )

    5-10 years( )

    11-15 years ( )

    16years and above ( )

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

    Below 5 years ( )

    6-10 years ( )

    11-15 years ( )

    16 and above ( )

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

   1   ( )
   2   ( )
   3   ( )
   4   and above

7.   What is your academic qualification?

   K.C.E   ( )
   K.C.S.E ( )
   K.A.C.E ( )
   Diploma ( )
   Degree ( )
   Others (specify)----------------------------

8.   What is your professional qualification?

   P3 ( )
   P2 ( )
   P1 ( )
   Diploma ( )
   Others (specify)--

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

Part II: Administrative problems encountered by public primary school headteachers

STAFF-PERSONNEL MANAGEMENT

1.   How many teachers do you have including yourself?
   Male----------------------------
   Female--------------------------
   Total----------------------------

2.   Do you have enough teacher (According to the size of your school)

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Yes ( )

No( )

3. Do you agree or disagree that the of teachers report late to the school?

    a). Agree ( )

    b). Agree strongly ( )

    c). Disagree ( )

    d). Disagree strongly ( )

4. Are all your teachers trained?

Yes ( )

No ( )

5. If not what are some of their qualification?

    1. Form four leavers ( )

    2. Form six leavers

    3. Others specify-----------------------------------

CURRICULUM AND INSTRUCTION

6. In your own opinion, are you satisfied with the instructional work every teacher is

doing?

Yes ( )

No ( )

7. If not give two reasons

    a). ---

    b). ---

    c). ---

    d). ---

8. What would you suggest to improve the situation in question 6 above

    a). ---

    b). ---

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c). ---

d). ---

9.   Do you have some problems with your teachers?

       Yes ( )

       No ( )

10.   If so what are some of these problems?

       a). ---

       b). ---

       c). ---

       d). ---

       e). ---

11.   Do all the teachers participate in out of class activities?

       Yes ( )

       No ( )

12.   If not give the reasons

       a). ---

       b). ---

       c). ---

       d). ---

PHYISICAL FACILITIES MANAGEMENT

13.   Do you have sufficient physical facilities in your school?

       Yes ( )

       No ( )

14.   If not, is there any hope for improvement in future?

       Yes ( )

       No ( )

15.   Please mention at least some necessary physical facilities missing in your school.

a). --

b). --

c). --

d). --

PUPIL PERSONNEL MANAGEMENT

16. How do you assess pupil's academic progress?

Continuous assessment tests ( )

Mid-term assessment ( )

Weekly assessment ( )

17. What problems, if any do you and the teaching staff find in assessing the academic progress of the pupils?

a). Academic ( )

b). Social ( )

c) Absenteeism ( )

d) Family ( )

e).Emotional( )

18. What are some of the main complaints raised by your pupils, if any

a)   Ineffective teaching ( )

b)   Inadequate facilities ( )

c)   Others (specify)---

19. What are the most common disciplinary problems among the pupils in your school?

a)   --

b)   --

c)   --

d)   --

e)   --

20. Could you suggest some causes of these problems mentioned in question 19 above?

a). --

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b). --

c). --

d). --

21.   How do you communicate with the pupils on the matters that affect their welfare?

    a)   Written notice ( )

    b)   Teacher on duty ( )

    c)   Deputy head teacher ( )

    d)   Prefect ( )

    e)   Personal deliverance ( )

    f)   Others (specify)--------------------------

SCHOOL COMMUNITY RELATION SHIP

22.   Do you agree or disagree that the male teachers are more responsive to your instructions?

    a)   I don't agree ( )

    b)   I don't agree totally ( )

    c)   I agree ( )

    d)   I agree completely ( )

23.   Do you agree or disagree that the publicteachers are more responsive to your instructions?

    a)   I don't agree ( )

    b)   I don't agree totally ( )

    c)   I agree ( )

    d)   I agree completely ( )

24.   What in your own opinion makes teachers ignore power/ authority of some head teachers?

a). ---

b). ---

c). ---

d). ---

25.   What is the total number of your non-teaching staff?

Male --------------

Public------------

Total --------------

26.   What are the most common kinds of problems you encounter with the non- teaching
-staff if any?

a.   ---

b.   ---

c.   ---

d.   ---

27.   Do you experience some difficulties with the ministry of education administrators?

Yes ( )

No ( )

28.   If so, what are some of these problems you encounter with

i.   Area Education Officer

a.   ---

b.   ---

c.   ---

d.   ---

ii.   District Education Officer

a. ---

b. ---

c. ---

d. --
iii. Provincial Director of Education

    a.   --

    b.   --

    c.   --

    d.   --

iv. Teachers Service Commission

    a.   --

    b.   --

    c.   --

    d.   --

SCHOOL COMMITTEE

29. How strong is the influence of the school committee in your school?

    a.   Not strong ( )

    b.   Less strong ( )

    c.   Strong ( )

    d.   Very strong ( )

30. Have you ever experienced some difficulties with the school committee?

No ( )

Yes ( )

31.A). If so, list some of these problems

    a.   --

    b.   --

    c.   --

    d.   --

  B). Please suggest some ways in which the problems mentioned in question 31 above can be reduced.

PARENTS RELATIONSHIP

31 A. Do you encounter some problems with the parents in your school?

  Yes ( )

  No ( )

  B. Please indicate some kind of hardship you encounter with parents

  a. ---

  b. ---

  c. ---

  d. ---

33. Suggest some ways that can be used to solve these hardships?

  a. ---

  b. ---

  c. ---

  d. ---

SCHOOL COMMUNITY RELATIONSHIP

34. Does your school community have problems with the surrounding community?

  Yes ( )

  No ( )

35. If so, what are some of these problems?

  a. ---

  b. ---

  c. ---

  d. ---

36(i). Do these problems experienced in question 35 above affect you?

  a. Yes ( )

  b. No ( )

  (ii) Do these problems affect the teacher?

Yes ( )

No ( )

(iii) Do these problems affect the learners?

Yes ( )

No ( )

37.   If so, in (i), (ii), (iii) above how you solved them?

      a.   ---

      b.   ---

      c.   ---

      d.   ---

      e.   ---

38.(i). Does the political wave in the area affect your school?

      Yes   ( )

      No ( )

  (ii). If so, how does it affect your school?

FINANCE AND BUSINESS MANAGEMENT

39.   Do you encounter problems with school finances?

      Yes ( )

      No ( )

40.(i). In case you encounter problems with the school finances, please mention some of these problems

      a.   ---

      b.   ---

c. --

d. --

e. --

(ii).   Please suggest some ways in which the problems you experience in question 40 (i) above can be solved.

_____

_____

Appendix III

BUDGET FOR THE STUDY

ITEM	AMOUNT
Stationery	
a). Writing Materials	700.00
b). Duplicating Paper	350.00
c). Pens	100.00
Secretarial Services	
a). Typing the Proposal	3000.00
b). Typing the Final Report	2500.00
c).Photocopying Questionnaire	1000.00
Travelling costs	2000.00
Binding Expenses	
a). Binding the Proposal	150.00
b). Binding the Final Report	1500.00
Computer Services	3000.00
TOTAL COST	14,300.00

Appendix   IV

Time Schedule.

Jan-August 2008	Preparing and presentation of the proposal.
August-September 2008	Collection of data
September –December 2008	Data analysis and report writing
April, 2009	submitting the project.