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**SCHOOL ADMINISTRATION AND ACADEMIC PERFORMANCE OF STUDENTS
UNDER GOVERNMENT COST SHARING SYSTEM OF SECONDARY
EDUCATION ; A CASE STUDY OF SECONDARY SCHOOLS IN
HOMA BAY COUNTY IN KABUNDE ZONE, KENYA**

BY

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BES\2003\82\DF

**A RESEARCH PROPOSAL PRESENTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE BACHELOR OF ARTS WITH SPECIAL NEEDS EDUCATION
OF KAMPALA INTERNATIONAL
UNIVERSITY**

DECEMBER, 2011

DECLARATION

I, Binge Antony Zenga, BES/20003/82/DF do hereby declare that the study titled, “school administration and academic performance of students under cost-sharing system .is entirely my work, and it has never been submitted before any university or institution of higher learning for the award of degree.

Signed.....

Date.....06/12/2011.....

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APPROVAL

This research report has been submitted for examination with my approval as the candidate university supervisor.

Signed.......... Date..........

M.s Ivy Njeru

Supervisor

DEDICATION

This work is dedicated to my dear parents, Mr .Casmiel Onyukah Binge and my loving mother, Mrs. Onyukah Joyce, my brothers; Dedan Kimathi, Fredrick and Edward,(EDU) .for their support encouragement and endurance they have accorded to me that formed the courageous spirit in me for this tedious academic journey. Thanks to God for the care.

ACKNOWLEDGEMENTS

I wish to thank the almighty God for his wonderful plans for me. His mighty hand has been on my side in all my work.

I extend my gratitude to my supervisor M.s Ivy Njeru for her advice and wise counsel and the long time of endurance she had for me during the research time. And special thanks to all the lecturers who taught me.

In the vein, I wish to express my love and appreciation to my family for patience, endurance and cooperation received from them during the last three years of my stay in school.

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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

UDHR Universal Declaration of Human Rights

ABSTRACT

The research was concerned with administrative factors that affect the academic performance of students in government secondary school under cost -sharing system. Objectives of the study were ;one to establish administrative factors that affects students performance in school, to determine how teachers factors affects students academic performance and to identify possible measures for improving school administration in order to achieve excellence in academic performance.

Using cross –cross sectional survey research design, the sample employed in the study was from the secondary schools. The researcher made use of questionnaire technique to collect data. The data was categorized through the use of descriptive statics with aid of frequencies, percentage and central tendencies.

The major findings off the study were leading and managing change as stressing factor to school administrators, delegation of responsibilities, and lack of accountability of funds administrative and social relationships. Lack of motivation in terms of low payment of salaries, promotion to higher level ,low educational level.

In conclusion lack of accountability, stress and motivation emerge to be the major factors of administration that contributes to poor performance.

Recommendation included, the need for school administrators to be trained and equipped with management skills to be able to handle and address specific needs of school well in order for a better performance.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Background

A school is a bureaucratic organization which needs proper administration in order to prosper or achieve its objective. School administration is composed of Board of Governors B.OG, Parents Teachers Association, P.T.A, and teachers.

Administration and performance have a greater relationship, as administration is the leading motivation body to teachers. And the work of administration, greatly influence teachers effectiveness which consequently affects the performance of students.

Globally one of the Millennium Development goal as per the world Bank recommendation (2000) and United Nations (1999) universal declaration of human right, which states right to education for everyone. Since then most countries up the issue of providing education to all the citizens for example, Uganda introduced (U.P.E) in (2001), and Kenya government introduced cost- sharing system in secondary education, in a bid to meet the vision of free education millennium development goal.

The report of the government white paper on cost- sharing education system in secondary schools of Kenya, indicates that the introduction of this system and the free primary education. There has an increase in the number of students joining secondary school without increase in school facilities, and teachers being outweighed by the students' number, causing a decline, in student's performance.

The issue of poor academic performance of students in Kenya has been of much concern to all and sundry. The problem is so much that it has led to the widely acclaimed fallen standard of education in Homa Bay county and Kenya at large.

Quality of education depends on the teachers as reflected in the performance of their duties. Over time pupils 'academic performance in both internal and external examinations had been used to determine excellence in teachers and teaching.

(Ominde, 2001). Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy invocation and principles based on practice during interaction with the students (Kothari 2001). Both teaching and learning depends on teachers: no wonder an effective teacher has been conceptualized one who produces desired results in considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure.

Consequent upon the observed deterioration in the academic achievement, attitude and values of secondary school students in public secondary schools one wonders if the high failure rates and the poor quality of the students is not a reflection of the instructional quality in the schools. In other words the ineffectiveness of teachers in classroom

Interaction with the students could be responsible for the observed poor performance of students and the widely acclaimed fallen standard of education in Kenya. This study was designed to determine if teacher's administrative duties significantly had influence on the academic performance of students in public secondary schools in Kenya. It was aimed at answering the question: "Does teachers' classroom effectiveness have significant influence on student academic performance?" In answering this question, the study determined and described the relationship between administration and the academic performance of students.

According to ministry of education Homa Bay county education office the data analysis of four years shows that performance has been unstable as shown by the table below. This is attributed to the imbalance of teachers and students number also the bureaucratic nature of the administration.

YEAR	PERFORMANCE OF STUDENTS IN KCSE
2010	72.45%
2009	62.90%
2008	75.75%
2007	80.55%

Source: ministry of education result analysis data. Homa Bay County.

1.1 Problem statement

According classical condition theory of learning by Ivan Parvlors learner's performance greatly depends on the effectiveness of teachers and administration. With the high influx of students in secondary school due government cost-system in secondary school, the facilities and teachers' number have been outweighed. Also the bureaucratic nature of administration, has consequently lead to poor performance of students. It is on this ground that the researcher attempted to investigate how administration factors affects the performance of students.

1.2 purpose of the study

This study intended to investigate the impact of school administration on academic performance of students. In Kabunde zone Homa Bay county Kenya.

1.3 General objectives

The general objective of this study is was to investigate the school administration challenges on managing secondary schools under cost sharing system in Kenya with particular emphasis to Homa Bay County, Kabunde zone.

1.4 Specific objectives

The researcher had a plan to do the following

- i) To establish administrative factors that affects student's performance in selected schools in Homa Bay County
- ii) To determine how teacher's factors affect student's academic performance in Homa Bay County,
- iii) To identify possible measures for improving school administration in order to achieve good results in student's performance in Homa Bay County.

1.5 Research Questions

- i) What are the administrative factors that affect performance of students in secondary schools in Homa Bay County, Kabunde zone.

ii) What are the teacher's factors that affect academic performance of students in secondary school in kabunde zone, Homa Bay County?

iii) What are the possible measures for improving school administration in order to achieve good results in student's performance of secondary school in Homa Bay County?

1.6 purpose of the study

This study was intended to investigate the factors that affect students performance, to establish whether it is the school administrators who lack the capacity to manage the schools or it is the increasing number of students that affects students performance or otherwise.

1.7 Scope of the study.

The scope of this study was divided into three namely; geographical, subject matter and time scope.

1.8 Geographical scope.

This entails the areas where the study was carried which are in Kenya Homa Bay County, Kabunde zone.

1.9 Subject matter

The study aimed at investigating the challenges that affect school administration in kabunde zone under cost sharing system. The center of attention was based on school administration and its impact on academic performance, and well being of secondary schools in kabunde zone Homa Bay County.

1.9.1 Significance of the study

The findings of this study is expected to provide concrete information to the ministry of education and sports and it will use its findings to design appropriate education strategies, curriculum and courses that can meet the needs of their subjects

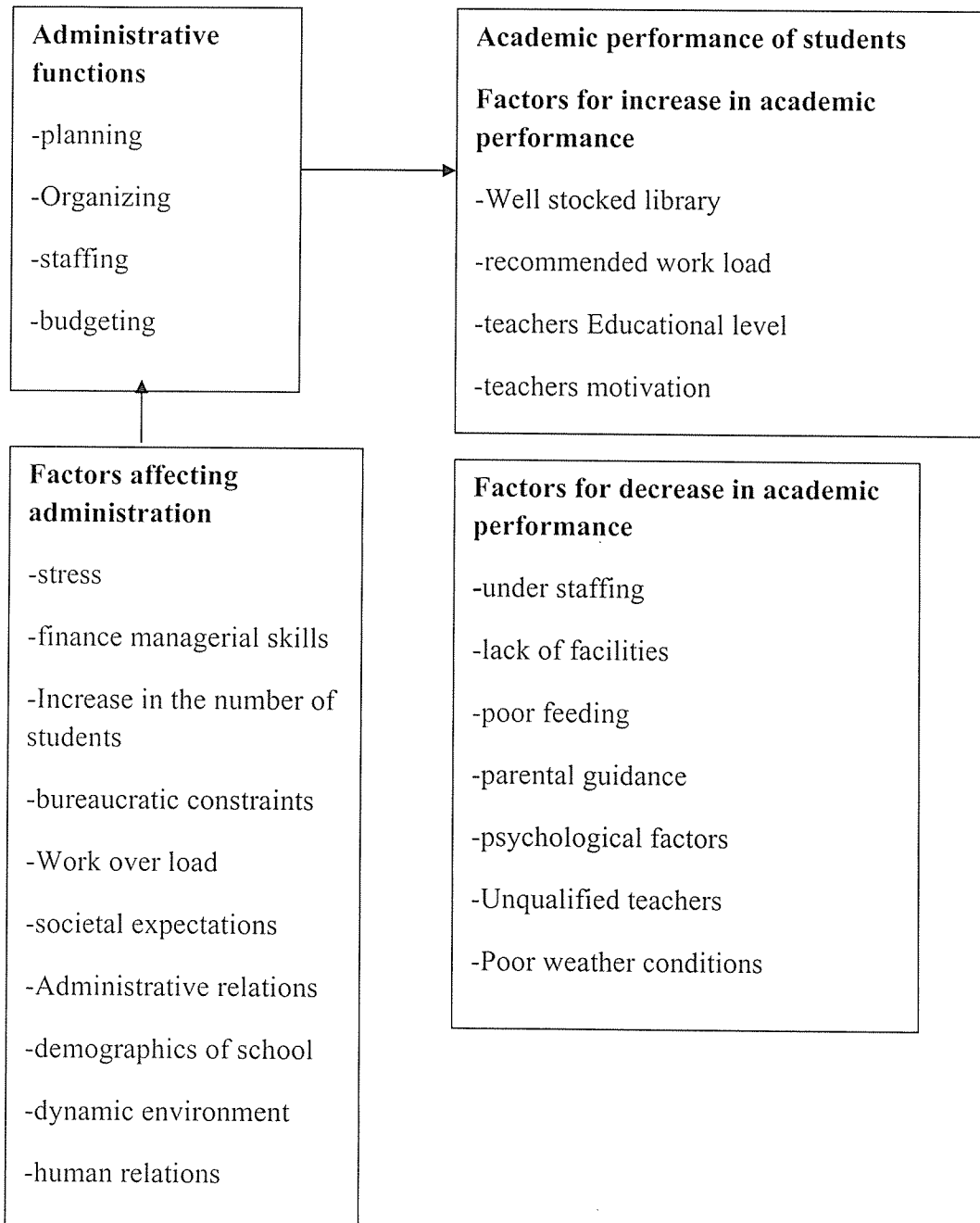
The researcher has been able to know more on the effects of school administration and their impacts on academic performance, management and well being of secondary schools. Increased

the awareness of board of governors' parents, teachers associations on the need to retrain teachers whose qualification do not march the standard that are set for teaching. So as, to have better performance in the secondary schools

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual frame work



Russian Psychologist Ivan Pavlov (1849-1936) classical condition theory of learning states the three elements of learning as one stimulus, which is the teacher, two organism, which is the recipient or student, and response which refers to the feedback, of performance of the learners. Pavlov also classify other factors as content/subject matter, process that is method of presentation and milieu (environment).the theory has several implications to teachers for it states that teachers should know that complex behaviors' are built from simple reflexes through conditioning and so the teacher should watch against the influence of negative conditioning.

Learning is characterized by competing and conflicting stimuli which might affect learning, and the teachers may serve as the conditioning stimulus which might be pleasant friendly interesting or unpleasant. Lastly there is need for teacher to create a conducive environment for learners

This entails that there is need for motivation which should begin with the administrators' to teachers then teachers to students and provision of good environment for better performance in academics.

The last fifty years there has been a dramatic change in the country's old system of school financing. According to Basheka (2005) as quoted in Kimbroughs & Nunnery (1998), two ardent writers on the discipline of educational administration from America perspective noted that schooling in America during the 1960s 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 district 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 students 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 school and superintendants (with staff) at hand-in other words a professional bureaucracy"

Today, we are in the era of cost sharing education system where 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 students perform. We believe that this system serves neither teachers nor students well. We see teachers as advocates for students, students who themselves are excluded/ from policy decisions. Teachers and students 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 students they teach. Common sense tells us that the amount of money spent in schools is directly related to how well a student learns, but everyone agrees according to Myra David,(2003).

The conceptual frame work 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, 1996).

The system theory reveals and emphasizes the consideration of relationship between the school and environment as well as what goes on within the school (Hall, 19970.this is as shown in the conceptual diagram as independent variable. School administration was characterized by planning, organizing, directing, reporting, budgeting and staffing.

2.2.0 Factors Affecting school Administration

2.2.1 Stress Experience of school administrators.

Despite the existence of many articles that report on research into the work places stress experienced by teachers, few deal with stress experience of school administrators. Given that administrators have been challenged with major structural changes with the introduction of cost sharing system in education by the government.

Occupational stress is a universal problem faced by increasing number of people in the work place Forarity, Machin, Albion, Sutherland and Revitt(1999) report that a20% annual increase in

stress related workers compensation claims accepted by compare Australia for the period 1989\90to 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 experience of stress in the workplace, four major sources of stress among the professionals were identified being environmental 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 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 cost -sharing government system in secondary schools has been associated with accost of head teachers time and effort. Campbell and Neill (1994) report of secondary principles work, 56-63 hours weeks and experiencing 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 has become more complicated in schools today. Though many still, define the core school finance as the differences in spending across school districts caused by varying levels of property wealth per students. According to Odden andClune (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&Associates1994).

Distribution Dollars to districts in equitable ways is a first step in providing educational resources for the purpose of educating students.Inter district resource allocation has dominated

school finances since the cost sharing system Programmers 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 money. Former Un Secretary of education, William Bennet and many others have implied that too much money is used for administration, popularizing them the term “administrative blob”. Quotted by Odden and Picus and 2000. Despite methodological challenges, there is a considerable production function research. Such research has taken two approaches, the first focus on defining outcomes as students achievements, usually measured through state or local assessment system and usually in form of Kenya Certificate of Secondary Education (KCSE). Other measures of student performance sometimes used include school attendance, drop outs 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 students use data aggregated to the state level are far more likely to find statistically significant and positive relationships than studies that focus on classroom or school level. What is not clear from this 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 Hanuskek’s and concluded that shown money does not make difference. Hedges, Laine and Greenworld (1994 a, 1994 b) concluded that, money can make a difference. They also point out that one would expect the statically insignificant studies to be evenly divided between positive and negative effects, yet as many as 70% of the relationship between per student expenditure and student performance are positive. Relying on this and other evidence, Hedges Laine and Greenworld 1999 concluded that school spending and achievement are related.

With the implementation of government cost sharing of education in secondary schools in Kenya, there has been unprecedented upsurge of secondary school enrollment of more girls and boys accessing schools than before and a reduction in inequality between boys and girls, the number of schools, classrooms, teachers and books increased insignificantly while the teachers–students ratio improved in higher 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 funds meant for education system. (Nsimbambi 2006) administrators are now being challenged to administratively address how the government cost sharing system in secondary school funds are being used and allocated on the ground level to achieve the aims and objectives of fulfilling government missions 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, cut out roles in 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 asset of behaviors that are finally related to one another and lead to desired performance of skills, these are the technical skills, which reflects both the understanding of and proficiency in specialized field. Human skills are skills associated with administrator's ability to work well with others, both as member of a group and a leader who gets things done through others. Conceptual skills. The ability to visualize the organization as whole, discern inters relationship among organizational parts and understands how the organization fits into the wider context of industry, community, and the world.

In the literature of educational administration there has been another harmful effects to think of educational administrators as managers rather 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 maintained 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 school as teaching and learning. These are 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 students to maximize learning rather than forcing the teaching and learning task into some preordained organizational structures. Thus the subject of school administration should centre on teaching and learning and above all the relevance of 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 cost sharing education systems 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 social process. Chandy (2005) quoted Nwankwo (1982), who observed that a school administrator spends about 75 percent of this time with people, trying to influence them. These people have individual need exceptions, backgrounds teachings, emotions, interest. He tries to influence them to do things towards achieving set objectives. as well 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 asocial process. Education on the other hand, involves socialization. Therefore an administrator of education cannot avoid having good administrative relation of a head teacher is manifested in the elements of the structure of the school which included 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 subordinating staff and teaching staff .these sections or units which are considered as departments constitute the administrative linkages throughout the secondary school administration. The head of school relates to these departments through heads of departments. The sub heads (head 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 delegate. 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 head teacher. When authority is being delegated, all the necessary materials are provided to the delegate. 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 school may be in the form of class teachers, depending upon the size of the school. Those who teach candidate classes 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' students. 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 departments 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 above 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 school involve relationship with staff, staff with students, students with students, administration with staff and school with community. An Administrator should be the person of people, making himself and his school available to the students and teachers. Group activities should be encouraged in school. School members should seize the opportunity of this 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 interact with each other. They should see themselves as member 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 .students learn how to prepare particular food, how to change the behaviors of truant students or how to prevent lateness in school.

2.2.5 Stress and school administration

According to Connell (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 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 discussion 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 common (normal) type 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&Fastenau1990) .historically ,the duties and responsibilities of classroom teachers have viewed as demanding .Duties such as instructional planning, managing student behavior, interacting with other teachers, administrators professional, and ensuring that the programs produce students who compass state-required proficiency tests.

Accompanying stressors such as meeting with parents, writing new curriculum, grading and evaluating students, and students, 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 amount of negative stress can result in decisions to leave teaching for work that has less perceived negative stress.

2.2.6 Finance as a hindering factor to school administration

In ordering more equitable spending among school, thin 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 problems, as district with high student-student spending receive more funding than lower spending districts.

Monk (1990) sees equalization of per student-student spending among schools a unique and necessary district education office role, despite the investable political ramifications. Any subsidization plan for low spending districts, however, would have to consider relative purchasing power among the parent 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 cost 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 –finances reforms and the standards movement. New –found budgeting freedom for principals and teachers is being eroded by academicians and legislators demanding for heightened oversight.
- Using categorical funds and “adequacy” funding creatively and responsibly to reallocate educational resources to benefit the most disadvantaged and needy students (Odden&Picus2000).

2.3 Teachers factors affecting academic performance

2.3.0 Individual characteristics

Arthur pell (1998) believes that money like working condition is a satisfier: you might assume that offering more generates high productivity for most people but not for everyone. Incentive programs, in which people are given more chance to earn more by producing more, are part of many company compensation plans they work for some people but not others. Aswathapa (2002) further concludes that, money can motivate all people under all circumstances.

Linda James (1998) argues that employees are not motivated solely by money but are linked to their attitudes. the need for employees motivation is the primary focused of managers, but of all the functions a manager performs it is arguably the most complex due to the fact that motivates employee s is dynamic.

2.3.1 Teachers' salaries and performance

Salary and performance have a greater relationship ,according to Kochar(2000).payment was seen as the compensation of employees with wages for their time worked as well as more indirect or direct benefits received as part of their relationship with the organization, according to Kathryn, Bartol and Martin(1998).this means that payments improves the relationship of the employees with the organization, in the same magnitude the employees attitude, behavior ,and love for the organization. However with the complicities in the organization particularly large ones, it is difficult to implement compensations and employments in the right line and order.

2.4. Measures to the factors affecting school administration

2.4.1 How to cope with stress

Garnezy (1983) argues that, the cause of stress, responses, and the 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

regular basis helps to return 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 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 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 for stress.

Avoid people who stress you out-if someone consistently causes stress in your life and you cannot 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 getting you tense, take a longer but less travelled route. If going to the market is an unpleasant chore, do your grocery shopping online.

Avoid hot button topics-if you get 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 task. if 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.

Alter the situation

If you cannot avoid a stressful situation, try to later 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 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 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 a 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 butntout.try to find a balance between work and family life, social activities and solitary pursuits, daily responsibilities and downtime.

Do 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 things will take.

Prioritize tasks, make a list of task you have do, and tackle them in order of performance. 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 more pleasant 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 time, rather than taking on everything at once.

Delegate responsibility, you do 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.yuo will be letting go of unnecessary stress in the process.

2.4.2 Finance Management in schools.

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) not that, state 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.

2.4.3 Timing and promptness

According to Maicibi(2003) promptness of payment is important because the workers need to meet responsibilities.He argued that once is paid on time then the workers can do their work diligently reducing worker stress. This study investgates the promtnes of with which secondary school teachers are paid in.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design.

The researcher used a cross sectional survey design which is to adopt both quantitative and qualitative methods triangulation techniques is to be also involved in collection and analyzing the data from the qualitative and quantitative research methods which is to investigate the factors affecting school administration in Kabunde zone Homa Bay County.

3.2 Research population

The study population comprised of head teachers and teachers of Government aided secondary schools in Kabunde zone .the population will include 08 Head teachers and 56 secondary school teachers. The characteristic of the sample is in relation to age, sex, marital status, educational qualification and working experience. The sex characteristic was represented by both male and female teachers.

Table 1: 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	Purposive sampling
Teachers absent	07	07	Absent
Total	64	64	

3.3 Sample and sampling procedure

Purposive sampling was employed in this study. The researchers considered the heterogeneous nature of the population to be sampled such as head teachers and teachers. Thus, the population is divided into strata such that elements within each stratum are homogeneous.. Purposive sampling is used to select the head teachers of secondary schools in the sub county As researcher

visited all secondary school in the sub county which are government aided raffle method sampling was employed to choose respondents among the teachers.

3.4 Instruments

3.4.1 The researcher used questionnaires.

The open ended questions was be used to help the respondents to express their in depth views about administrative factors affecting performance of students and to obtain supplements from the respondents on views the researcher had about the factors affecting academic performance. The questionnaire instrument was used for those respondents who were busy to answer at their free time. Structured questionnaires were preferred because of the cost and nature of the topic which had to do with qualitative and quantitative data as held by Kothari (2005). Two sets of questions to be administered to teachers and head teachers. This will consist of six sections. Section one will consist of the items of back ground nature with boxes to indicate the profile of the respondent. The first set of questions is to gather information about the difficulties in administrative duties the third section was to solicit information on the teaching skills used in the schools. Finally within this section it will look at the impact of the school administration measures and challenges.

3.5 Research procedure

The researcher is to obtain an introduction letter from the faculty of education dean's office before going to the field. This will introduce the researcher as a student on academic research then the researcher will seek permission from the concerned authority from the county where schools of research are.

3.6 Data analysis

The data is to be categorized by use of descriptive statistics such as frequency distribution, percentages and central tendencies. The frequency and percentages will indicate the distribution response on the independent variable and the dependent variables.

3.7 Ethical consideration

The study is to primarily engage all sorts of target people in government cost sharing secondary schools system of schools in Homa Bay County who are viewed to be the source of data collection. Accordingly during the course of study, the researcher is to provide personal or commercially valuable information to the respondents. Before an individual becomes a respondent of the study, the researcher must notify the person of the aims, methods and anticipated benefits of the study. Secondly it will be respondent's right to abstain from participation in the study. The confidential nature of the replies is to be kept.

3.8 limitations of the study

The first limitation that was encountered was lack of adequate finance. Weather conditions were also not favorable, some responded failed to respond as expected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRENTATION

Research Question one. What are the administrative factors that affect students' performance?

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: secondary data (2009)

Table2 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

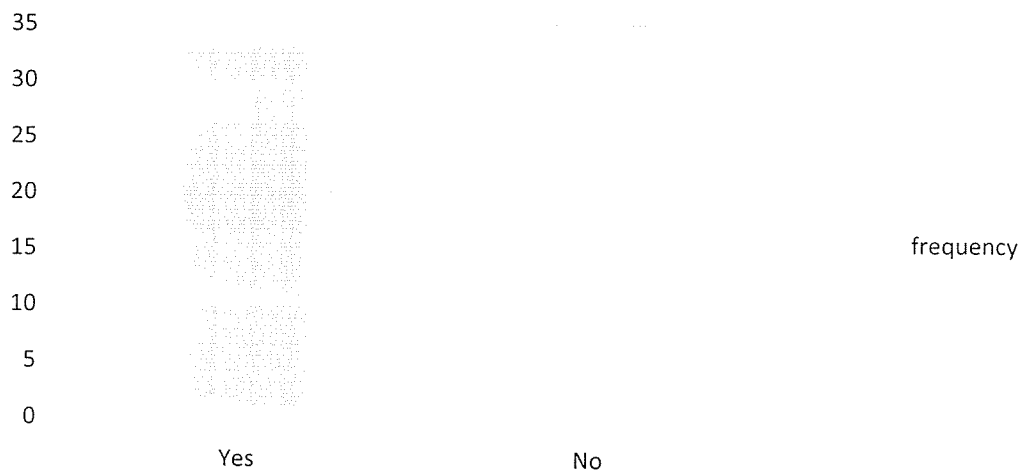
The researcher intended to find out from the teachers whether the finances for running the school programs are being allocated to their b y the local government and Table 3 shows the responses

Table 3 Scores of the Respondents

	frequency	percentage
Yes	33	100%
No	00	00%

Source: primary data (2009)

The respondents respond 100 percent that the cost sharing system of secondary education is allocated to their schools by the MOES through the local Government. This was also represented on bar graph in figure 1



4.1.3 Management skills

Educational administration is seen as an evolving profession. Key understanding of concept of a profession or professionalism is important ingredient in readers understanding of educational administration as 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 objective of 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 researcher that were 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 (%)
Management skills	A	9	27.27
	B	4	12.12
	C	14	42.42
	D	2	06.06
		4	12.12
	Total	33	100
Critical Components Towards Smooth running of the school	A&D	10	30.30
	B&E	7	21.21
	C&D	13	39.30
	B&A	3	09.09
	total	33	100

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 Delegations 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 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 percentage as shown in table 4 as reflected in Table 4, Delegation of responsibilities' and structures and process 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, fairly effective, ineffective to Inefficient as they were tallied.

Table 5 Respondents Views on Management of Finance as per the components

N	Very effective	Effective	Fairly effective	Ineffective	Inefficient
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 respondent's 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 where necessary.

Roles of school administrators

Successful operation of an educational institution requires component 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

Table 6 Respondents Views to Roles Performed by the school Administrators' and the Most Crucial Components towards successful school Management.

	Item	Frequency	Percentage
Roles performed by the school administrators	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%
	total	33	100%
Most crucial components towards successful school management	A&D	12	36.4%
	F&C	04	12.1%
	B&G	08	24.2%
	C&E	09	27.3%
	TOTAL	33	100

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 component 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 protecting 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, 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 respondent's 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 teacher's factors that affect student's performance?

4.2. Motivation

The researcher in his questionnaire, asked the respondents their personal factors that affects school performance of students and most of them ticked motivation as they claimed that in many times when they are not motivated they lose the moral of work or its low. Motivation was looked at in terms salary payment which delays, and promotion to higher ranks this greatly affected the performance as teachers who were not motivated developed low spirits of work.

Work load is another teacher's factor that affects the performance of students; most teachers complained that they are overloaded as result of the large influx of students in the school, without new recruitment of more staff.

4.2.2 Educational level

The response from the research, showed that there are few teachers with the degree level, most teachers were diploma holders, they claimed that the administration is so rigid that they are not given time for further studies, even the finance is not enough to cater for further studies as the payment is low.

Research questions three; possible measures, for improving school administration in order to achieve good results in student's performance

4.3 Measures to the factors hindering school administration

Besides the impacts of 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 objective set for education. However the most frequently occurring measures to deal with included Resourcing, Professional development, Professional support, self evaluation.

Summary of Result/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 process 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 leading to better change management 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 cost sharing system in Homa Bay County 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) to identify the various factors affecting secondary schools administration...2) The impact of some of factors on secondary 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 key stressor that affected the school administrators in their attempt to execute their duties, as evidence 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 task to completion. They are skilled at managing the task associated with what is about to be different. They are good at managing change task 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.

Table3 reveals that school funds always provided to the schools for the implementation of objectives set for education. from the respondents views they lamented that cost sharing-system funds are provided in form of Capitation Grants (CG) and school facilities grant (SFG).The overall goal of Kenyan government secondary school cost sharing system is to increase access, equality of secondary education with specif objective of providing the minimum necessary facilities and resources to enable every child to enter and remain in school until the secondary cycle education is complete.

According to the response are 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 t that cost sharing system 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 me was to be implemented by the local government that designed it with components that included; Infrastructure provision, of Capitation grant (C.G) provision of qualified teachers, secondary 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 o funds on school sites by administrators. This implies that funds are embezzled as earlier stated by Nsimbambi (2006).

Based on findings from the study as indicated in table4, delegation of responsibilities was ranked to be the most instrumental skill that school administrators ought to posses. 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 behaviors enables them to lead their team effectively.

Attendant accountability and organized meetings scored 21.2% however, to the researcher's 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 is no wise spending and proper accountability on the part of the head teachers.

Research findings as indicated in table4 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 school which included; 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 scoring30.30%and 21.21% respectively ,however participants responded to B&A with the least percentage of09.09% 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,table8,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 common types of resources mentioned were adequate financial and human resource. Almost all participants believed their schools received inadequate funding and were under staffed 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 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 task 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 school can help themselves re view the quality of education, improve continuously and develop themselves into effective schools. Evidence –based organizational change is very recent trend in the school reformed improvement movement. It is important that school organizational change should be based on objective and reliable evidence of school performance. School 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 school as an organization, and (2) the role of Administration in 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 occupied and imposed from outside. The leader has to understand the current situation, including strengths and weakness, 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 teachers 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 theoretical framework and concept of school self-evaluation, (2) develop and acquire the necessary skills attitudes in self-evaluation and manipulation of performance indicators, (3) think through the leadership role as 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 schools present performance? (2) how do we know about the schools performance? (3) What will we do after knowing the performance? These seem to be simple questions, but it may be very difficult task to produce a full picture or through understanding of the school through systematic and objective evaluation of the school performance.

The basic steps in school self-evaluation

There are several identifiable stages in school self-evaluation, such as problem recognitions, prioritizing, defining important questions, data collection, data analysis, reporting and communicating, school developing important questions data collection, data analysis reporting and communicating school developing planning team building, and feedback and evaluation. All these need to be change in organization. It needs to be emphasized that the leader should have a good understanding of concepts of school self-evaluation or self-renewal process. its major steps and the sequences of events should be;

Problem identification school becomes aware of existence of 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 talking these problems according to the teachers will and 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 schools performance.

Data analysis; on the basis of data collected, attempts should be made to clarify, verify or redefine 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 .

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 in determine 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, team building, skills in problem solving and developing, and develop cooperation between and amongst different subsystems of organization.

Feedback and evaluation; feedback should be provided to staff at the completion of a school self –evaluation cycle. The cyclical proceeds need to be contained 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 Conclusions.

All respondents in the study, Head teachers and teachers indicated that the quality of administration was still a far cry. The problem is that is a gap between what Head teachers are supposed to do and their knowledge\skills of practice.this is supported by Bankundana (2003),who confirms that Head teachers tend to work as chief executives rather than educational leaders” they seem to be more in 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 administration had not been prepared for. Cost sharing secondary education system. Has changed the focus and content 0f administrators job .however, those affected have not been equipped to meet the challenges. it is not surprising then 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 expectation, in order to survive in such changing environment. In order to facilitate change in school, administrators should have enhanced leadership that clarifies the schools 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 fearful action. Not only do good team spirit, high staff morale and strong sense of proffessionalism form the crucial basis of the change, but they also help reduce the resistance to change.

5.3 Recommendation

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 administration 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 drive n

towards building the capacities of school administrators in areas of overcoming challenges inherent in their day today 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 skill and techniques of overcoming challenges. The National Policy Board of Education Administration,(1989) also argues for a closer tie between theory and practice and for student application of critical thinking and inquiry skills to actual school situations “it is this and, translating 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 heavy for the government, more external 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 a teacher and school administrator. According to Smith (1989) “mentor must themselves grow during this process encouraging and learning in terms constructive criticism of current school practices.

Suggestions for Further Research

Having identified some factors affecting school administration under the secondary school cost-sharing system program the following suggestions have been made for the further research

- i) In regard to further research, the researcher recommends that 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 teacher's performance in regard to teacher's 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 I
RESEARCH QUESTIONNAIRE

Dear Respondent

I am a student pursuing a Bachelors of Education with special needs Education at Kampala International University. Following the requirements for finalizing my studies, am required to conduct research study. thus have to conduct a research study with the title” the relationship between school admini9stration and secondary school under cost sharing system of government program me” so as to come up with 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.

To filled by the administrators.

School administrator

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

I 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 schools location

Urban

rural

4. What is your academic qualification?

a) Degree

b) Trained in management skills

YES

NO

b) Diploma

Specify others if any.....

5. Are assistant head teachers employed at your school?

Yes

no

If yes how many.....

6. Are you a teaching head teacher?

Non teaching head teacher

Teaching assistant head teacher

Non teaching assistant head teacher

7. How many years have served as?

Head teacher years

Assistant head teacher years

8. please outline your teaching history

Years as classroom teacher

Years as assistant head teacher

Years as head teacher

If others(please
specify).....
.....

9. The following are identified as key stressors, school administrators face in their professional
lives (please rank from the stressing factor to the least starting with 5to1)

Lack of time

Behavior management/special

Heavy workload

Leading and managing change

Professional identity issues

9. List at least professional need how you could be assisted above

Motivation

Training

Supervision

RESEARCH QUESTIONNAIRE TWO

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY TEACHERS

PLEASE TICK APPROPRIATELY

1. Age: 18-25 ☐ 26-35 ☐ 40+ ☐

2. Gender: male ☐ female ☐

3. Marital Status: single ☐ married ☐

Divorced ☐ widow ☐

4. Educational qualifications

Masters ☐

Bachelor's ☐ diploma ☐

Others (please specify).....

5. i) does the ministry of education allocate funds to your school?

YES ☐ NO ☐

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

6. Can you please specify in what form they are provided.....

7. I) How are the funds allocated accounted for, write any two ways

.....

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

.....

8. What recommendation can you give to ensure proper allocation and use of funds in your school?

.....

9. Are there some obstacles that hinder financial accountability of cost sharing government funds to schools that you are aware of?

Yes

No

If YES mention some of them

.....

10 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 process

E Organized meetings

F Any other please
specify.....

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

A and B

B and E

C and D

B and A

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

Very effective

Effective

Fairly effective

Ineffective

13.. What roles do school administrators perform in school?

A Planning

B Leading

C Organizing

D Budgeting

E Controlling and coordinating

F Staffing

G Reporting

H Others (please specify).....

14.In terms of percentage how would you rank your school administrative functions?

Very good 100%

Good 70%

Fair 50%

Poor 30%

What is the number of streams in your school

Single steam

double stream

three streams

What is the number of students per stream or class?

A 20-30

B 30-40

C 40-50

D 50-60

E 60-70

F 70-80

ABOVE 80

What is the number of teachers in your school

10-20

20-30

30-40

40 and above

RESEARCH QUESTIONNAIRE THREE

THE FOLOWING QUESTIONS ARE TO BE ANSWEREWD BY THE LEARNERS

Personal information

1. How old are you?

10-13 ☐

13-16 ☐

Above this specify.....

2. Gender

Male ☐

Female ☐

Use a tick and brief explanations

3. What problems do you encounter in your school?

a. Lack of adequate classes ☐

b. lack of text books ☐

c .both a and b ☐

Others, specify.....

4. Do your teachers miss lessons?

YES ☐

NO ☐

5. What are the methods used by the teachers while teaching?

Discussion

Explanation

Giving out note

Others specify.....

Appendix II

Budget for the study

No	Items	Rate	Amount ugx
1	Transport services	8 weeks 8 x 5,000	80,000
2	Lunch	5000 x8	40,000
3	Typing and printing	60 pages 500 x60	30,000
4	photocopying	60pages 100 x60	6,000
5	stationary		50,000
6	miscellaneous		34,000
	TOTAL		240,000