

**CHALLENGES FACING HEAD TEACHERS IN MANAGEMENT OF PUBLIC  
PRIMARY SCHOOLS IN MASABA SOUTH SUB- COUNTY KISII COUNTY  
KENYA**

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**DECLARATION**

I declare that this document is my original work and that it has not been presented in any other university for academic work

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## **DEDICATION**

I dedicate this study to my family members, my daughters Lucy Kemunto, Marian Nyang'ate and Fridah Bosibori. Their moral support and encouragement have elevated the spirit of pursuing this study and furthering my understanding of different approaches which made it possible to conclude this work.

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**LIST OF ABBREVIATION AND ACRONYMS**

<b>ATS</b>	Approved Teachers' Status grade
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>GPA</b>	General Purpose Account
<b>HRM</b>	Human Resource Management
<b>KACE</b>	Kenya Advanced Certificate of Education
<b>KCE</b>	Kenya Certificate of Education
<b>KSCE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNLS</b>	Kenya National Library Services
<b>MOEST</b>	Ministry of Educational Science and Technology
<b>SIMBA</b>	School Instructional Material Bank Account
<b>TSC</b>	Teachers Service Commission
<b>TAC</b>	Teachers Advisory Centre
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## OPERATIONAL DEFINITION OF TERMS

**Discipline:** This is enforcing of organizational standards and behavior codes which pupils must adhere to, this must be seen to take effect by the management.

**Effectiveness** Refers to the ability of a school head teacher to accomplish the goals and objectives of the school. It can be determined in terms of quality, quantity, equality of educational instruction given in a school. It mainly involves the procurement/acquisition of resources and their maximum utilization to achieve educational goals.

**Efficiency** refers to the cost-benefit analysis of the achievement of goals that is a head teacher is concerned with the least cost necessary for the attainment of maximum utilization of resources.

**Instructional supervision** refers to all activities which are undertaken to help teachers to maintain and improve their effectiveness in teaching.

**Leadership** refers to the process where a head teacher influences others to partake something or work enthusiastically towards certain set objectives.

**Management:** The work the administration does design, develop and effect objectives and resources so as to achieve the predetermine goals. This definition implies that educational manager is both a policy maker and policy executor. Manager may execute policies made by himself or herself.

**Management challenges:** These are difficulties experienced by school head teachers in the course of managing their schools.

## ABSTRACT

The proposed study aimed at establishing the challenges facing head teachers in managing public primary schools in Masaba South Sub- County, Kisii County, Kenya. The research objectives sought to establish the financial challenges, examine the teaching and learning resources challenges and assess pupils discipline management challenges facing the head teachers in public primary school in Masaba Sub-County, Kisii County, Kenya. The study was premised on classical Administrative Management theory by Henri Fayol and adopted descriptive survey research design. Further, it targeted all the 80 public primary schools in Masaba Sub County and sampled 66 head teachers, 66 senior teachers and 20 PTA chairpersons. Both qualitative and quantitative data were collected using, interview schedules and questionnaires. The study administered the questionnaires to 66 school head teachers and 66 senior teachers, while 20 PTA chairpersons were interviewed for qualitative data. The study found that 58% of the head teachers had never participated in workshops and seminars to be inducted into the new job upon their appointment as school administrations. Financial provision to the schools in form of CDF grants, free primary education capitation and alternative source of funds from well-wishers and parents were never enough for the school head teachers to run the school and effectively managed the pupils. School heads faced lack of adequate learning facilities which was critical for pupils' management in learning and that parents had a negative attitude of supporting school programs that require resources. Pupils committed various cases of indiscipline, majorly fighting, stealing, and sneaking out of school and failure to do the assignments. The study recommends that MOE should allocate adequate resources to schools, the teachers' service commission TSC should also train more teacher counselors in schools and that School Heads and The Boards of Management should employ policies that would promote counseling.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This thesis sought to find out administrative challenges facing public primary school head teachers in managing primary school in Masaba Sub County. This chapter covered the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, and the scope of the study, delimitations and limitations of the study, assumptions of the study, theoretical and conceptual frame work.

#### **1.2 Background to the Study**

School administration is key in administering the school and plays a crucial role in matters pertaining to the community, whereby its role is not only implementing educational policies and objectives but also raising, nurturing and mentoring the generations and making them fit to live in this rapidly changing era (Wanzare 2013). Therefore, understanding administrative challenges facing the head teachers would help in providing clear environment that would enable education stakeholders combine their synergies to address the challenges for the benefit of learners.

Learners' management has long been noted as a major factor in the effectiveness and improvement of school. Although teaching quality strongly influences level at which pupils can be motivated and perform constant arguments have come up that the quality of management is important in determining motivation of teachers and quality of classroom teaching (Muasya, 2014). Some studies on the effectiveness of school,

head teacher management ability has been identified as a significant factor in pupil achievement in schools. This implies that education is a way of creating awareness in people both socially and politically as well as bringing into forth quality and quantity manpower that is skilled and needed in developing the economy of a nation (Shultz, 2011).

During the 1960s there were series of meetings covenanted by UNESCO and their main aim was to achieve universal primary education (UPE) in different countries. The same goal which Asia, Africa and Latin America adopted in their education ministries when UNESCO held a major regional conference early 1960's which was meant to achieve universal Primary Education. Dawo and Simatwa, (2010) studied on the opportunities and challenges for mixed secondary school head teachers managing education in Kenya and found that there are various challenges that educational administrators face in their day to day running of schools. To start with, according to Everard, Morris and Wilson (2014), in addition to essential teaching skills, institutional leaders have to provide focused instructional leadership. They must exhibit exemplary and effective classroom practice so that they can make accurate judgment and give useful feedback to the teachers with whom they work. They also have to be result-oriented leaders since among the factors responsible for the failure of the educational policies and programmes is leadership that lack managerial and administrative skills required to succeed (Gichuri, 2013). These skills can only be acquired through learning and experience. In addition, they have to lead towards change where by school leaders are change agents. Systematic change is not well understood even by experts and school leaders have little training to prepare them for the challenge.

Ndana, (2011) states that, schools are put in place to facilitate achievement of set objectives by the society through the process of teaching and learning. That is why the schools need to be properly managed and each and every institution of learning needs a culture of proper administration so that there is effectiveness and efficiency towards the realization of its goals. Kamau, (2010) also emphasized on this when he documented that majority of Kenyan teachers have been given schools to head without preparing them fully. They have been found in roles and challenges which are new to them. To achieve efficiency and effectiveness in administration, adequate administrative skills are key to any head teacher as well as enough human and physical resources (Kamau, 2010).

Kenya Master Plan on Education and Training (2002 -2016), documented that since 1980s growing number of households could not meet the cost of educating their children. Major worries were particularly from the findings which point out that majority of households could not meet the educational requirements which was a demand in the extensive curriculum. The basic worry of the economies which are developing are based on promoting the growth of the economy with an aim that this could trickle down to those that are poor, though this did not seem to work out (Republic of Kenya, 2013). Prior to introduction of free primary education there was a large number of school drop outs consequence of poverty and so, Kenya was chosen as a signatory to the United Nations charter which was supposed to provide free and compulsory basic education to all school going age children (Gichuiri).

According to Children's Act, each and every child has a right to free education. In fact, Section 7 of the Act says that every child is entitled to education, the provision of which

is this could squarely be a responsibility of the government and the parents. In pursuance of education for all, as required by law the Kenyan government has provided Free Primary Education in all the public primary schools since January 2003. This has led to the enrolment in public primary schools going up and consequently, the current national pupil; teacher ratio at 40:1 (Republic of Kenya, 2015). In Masaba South sub-county, pupil's enrolment has also increased for the last five years as shown in Table 1.1.

**Table 1:1 Public Primary School Enrollment in Masaba South Sub-County 2012 — 2016**

<b>Year</b>	<b>Number of pupils</b>
2012	16,845
2013	16,741
2014	17,832
2015	17,992
2016	17,476

**Source:** Masaba South Sub-County Education Office, 2016

Table 1.1 shows Public primary school enrollment in Masaba South sub-county between 2012 — 2016. The total number of pupils enrolled shot up by 6.13% that is 16,741 in 2012 to 17,835 in 2016. With 83 teachers in total in the sub county, there was a change in teacher: pupil from 1:44 in 2012 to 47:1 in 2016. The provided ratios are far beyond the targets of the government of Kenya aimed to achieve, given that the government planned to achieve the national average pupil: teacher ratio of 1:40 in primary schools (Republic of Kenya, 2016).

Despite the increase in enrollment rate among the pupils in primary schools, the head

teachers are tasked with managing the school, which include being responsible for the pupils and providing adequate services which are required by pupils for the process of learning to effectively take place (Mbaabu, 2014). The head teacher has a responsibility of ensuring that proper care is taken for the learners as they are at the center of the school organization. It is the responsibility of the head teacher to ensure that pupils are well taught, this can be done by making sure that the school has enough and qualified teachers. It is his or her mandate to ensure provision of a functional learner friendly timetable. Proper orientation should be made to the new pupils to make them well adjusted to the school routine. Discipline in the school should also be the head teacher's responsibility (Gichuri, 2013). Discipline is crucial at school for it produces self-controlled, ordered behavior and harmony.

Head teacher should make it clear to teachers that formative evaluation in form of continues assessment is a routine in the school policy. Under him/her syllabus coverage should be done in time for it to be easy to prepare pupils for summative evaluation. Registration for National Examination (K.C.P.E) for all pupils should be done under his/her watch in line the Kenya National Examination Council) regulations (Mutheka, 2017). Rather than the said roles the head teacher should also maintain pupils records, ensure learners are safe and healthy, maintain welfare of pupils , motivate the teachers and ensure learners with special needs are catered for, involve learners in activities related with co-curricular and guide and counsel learners. Together with the staff he must create an environment which will enable learning and teaching to take place effectively (Ndana 2011).

Through this learners will be able to exploit their potential and their talents to their

fullest for them to become productive members of their society. It is the responsibility of the society to also offer security to the school and to help in curbing indiscipline in the school that will be possible when the relationship between the school and the society is that cordial one. Onyango (2011) concurs by saying that the head teachers major responsibility in the school is to avail the required resources and make sure the curriculum is properly implemented with the use of the available resources which include finance, human resource and material; they should be readily available in school and the surrounding. Muchira (2008) asserts that the Kenyan citizens and officers concur on the educational institutions effectiveness which they base on learners who do national exams and pass to join subsequent learning levels or seek employment based on their training.

Matheka (2017) notes that a head teacher is a key player in enabling teachers understand the community and learn to appreciate it. A school manager is a two way open communication between the community and the school so that suggestions and opinions from both sides can be infused into the programs of the school. Knowing the culture of the community and its economic status will guide the head teacher and the teachers to understand the best way to take care of their needs (Wekesa 2013).

### **1.3 Statement of the Problem**

Although head teachers are entrusted with management of school finance, teaching and learning resources and pupils' discipline, they are bound to encounter varying degree of challenges which may jeopardize the provision of quality education. However, the nature and magnitude of these challenges vary from one place to another. For instance, Ndana (2010) observes that though all public primary schools in Kenya are recipients

of the Free Primary Education (FPE) since 2003, schools in some counties are beneficiaries of various other sources of funding. Such sources include donations from various cooperate bodies in the region, tourism and other economic activities. Other regions are endowed with natural resources such as building materials. It has also been observed that pupils discipline is a function of the cultural beliefs, the level of parents' involvement in the child education and perception of education economic returns in the region among other factors (Sipitiet, 2017). According to the Kisii County schools census report of 2017, most of the schools performed dismally due to mostly challenges emanating from finance teaching and learning resources and pupils discipline management (MOE, 2017). Thus, in order to formulate appropriate strategies to tackle the various challenges encountered by head teachers in management of finance, teaching and learning resources, and pupils' discipline, in public primary schools in Masaba Sub County, this study sought to establish the nature of these challenges and their magnitude.

#### **1.4 Purpose of the Study**

The purpose of this study was to establish the nature of challenges faced by the head teachers in the management of public primary schools in Masaba Sub-county, Kisii County, Kenya.

#### **1.5 Objectives of the Study**

This study was guided by the following objectives:

- i. To establish the financial management challenges in management of public primary pupils in Masaba sub-county Kisii County, Kenya.

- ii. To examine the teaching and learning resources management challenges in public primary schools in Masaba sub-county, Kisii county,
- iii. To assess pupils discipline management in public primary school in Masaba Sub-County, Kisii County, Kenya.

### **1.6 Research Questions**

This study sought to find out the following:

- i. What are the financial management challenges faced by head teachers in public primary schools in Masaba Sub-County, Kisii County?
- ii. What are the teaching and learning resources in public primary school in Masaba Sub-County, Kisii County?
- iii. What are the pupils discipline management challenges in public primary schools in Masaba Sub-County, Kisii County, Kenya?

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

Significance of a study refers to the relevance of the study in terms of academic contributions and practical use that might be made of the findings. It is a rationale of the study that highlights the contributions of the research to other researchers, practitioners and policy makers (Oso & Onen, 2009). The study findings will bring to the fore, the specific challenges that head teachers encounter in management of financial, teaching and learning resources and pupils discipline in public primary schools in Masaba Sub County. The generated information will inform the mitigation strategies by Quality and Standards Officers and other Ministry of Education (MOE)

officials. Further, the findings may influence the content of the seminars and workshops meant for professional development of the head teachers in the sub county. The research findings may also assist the Teachers Parents Association in formulating school policies geared to restrain errant pupils and improve teachers, parents and pupils relationship. The study findings might also enable the school management; PTA and the other stakeholder develop a way of supplementing the meager free primary education funds.

The findings of the study may be beneficial to the primary school Head teachers who are the actual administrators of their schools that require proper skills and knowledge to make them effective and efficient administrators. These skills and knowledge must remain abreast of the emerging educational trends and needs of the society/ nation in a fast changing world.

### **1.8 Scope of the Study**

Scope of the study is regarded as the area within which the study will be conducted geographically and the methodology involved in the study (Marylin & Goes, 2013). The study will focus on the management challenges facing head teachers in public primary school. The Study will be conducted, in the sampled public primary schools in Masaba Sub-County in Kisii County.

### **1.9 Delimitations of the Study**

Delimitation refers to the information boundaries of the study that may have an effect on the generalizability of the study though can be controlled by the researcher (Mutai, 2001). There may be other challenges facing the head teachers in the management of public primary schools, but the study will only focus on financial, teaching and learning resources and pupils' discipline management issues.

### **1.10 Limitations of the Study**

Limitations are factors that cannot be controlled by the researcher. These are shortcomings that the researcher cannot control which places restrictions on the methodology and drawing conclusions (Kothari, 2015). Some respondents felt uneasy to open up and give correct information due to fear of being victimized or negative attitude towards the study. However, the researcher had to assure them on confidentiality of their information and explain to them the intent of the study. As Sharma (2008) noted respondents' tend to over-rate themselves on desirable traits and under-rate themselves on undesirable traits with self-assessment survey instrument. Some of the head teachers also tried to down play the challenges they were encountering when managing their schools management for fear of being victimized as a weak leader. In mitigation, the study employed more sources of information (source triangulation) and thus, reduced threats to internal validity. Besides, they were also assured of confidentiality of their information.

### **1.11 Assumptions of the Study**

Assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, it refers to realistic expectations believed to be true and out of the control of the researcher; they are believed to be facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research (Simon, 2011).

The study was based on the assumption that the head teachers, PTA chairpersons and teachers have sufficient information on the challenges encountered in the management of the schools finance, teaching and learning resources, and pupils' discipline. It also

assumed that management challenges do exist in all public primary schools. Further, the study also assumed that the challenges that the head teachers face in regard to pupils' discipline have become more complex due in the wake of global explosion of information communication technology and thus, warrants constant management review.

### **1.12 Theoretical Framework**

Kombo and Tromp (2006), explicate that a theoretical framework is a collection of interrelated ideas based on theories. They further observe that the set of ideas or prepositions in a theoretical framework are derived and supported by data or evidence. The study will be based on Administrative Management Theory by Henri Fayol as cited in Ukeje (1992). Fayol (1925) identified elements which he believed are the basis of management. He observed that the act of managing is a function that is universal that can be understood in terms a number of functions that can be performed by a manager. These include: planning, organizing, coordinating, controlling and commanding. Henry Fayol named principles of management which are fourteen in number and can be very helpful in managing a school. He came up with the division of labour principle where he says that when a person performs fewer tasks in his job he becomes more skilled, more effective and efficient in his tasks.

In an organization one need to subordinate individual interest to general interest. The organization's interest comes before the individual interest. School Head teachers should make sure that the school interests precede theirs. Fayol further went ahead and substantiated the principal of unity of command. He was for the idea that effort of a group on a given plan to be directed and led by an individual. Head teachers need to take responsibility as they lead. This will make co-ordination of individual effort to be effective and possible to fulfil the principles of unity of command which will bring work

uniformity in schools.

Fayol used authority in legal sense that is the power of compelling workers to do what you want them to do that is the right of giving orders. Making best use of authority is mandatory for an effective manager, not escaping from responsibilities; the subordinates are obliged to obey. Head teachers need to have moral standards which are high and are supposed to mentor their subordinates so that they can follow suit.

Agreement is required in obtaining discipline. It means being sincere about what you do, taking instructions and orders from your leaders and also believe in the programs and policies of the organization. The school head teacher should make sure discipline is maintained in school. He should work out a successful plan of action to bring out the principle of initiative concerns, from this principle the head teacher to succeed should provide opportunities to the subordinate, to express their experiences, suggest new ideas and bring effective methods of work. Learners should be given a chance to air their views in school and make sure there is success; good plans should be well laid out before they are implemented. Head teachers should ensure that there is equity.

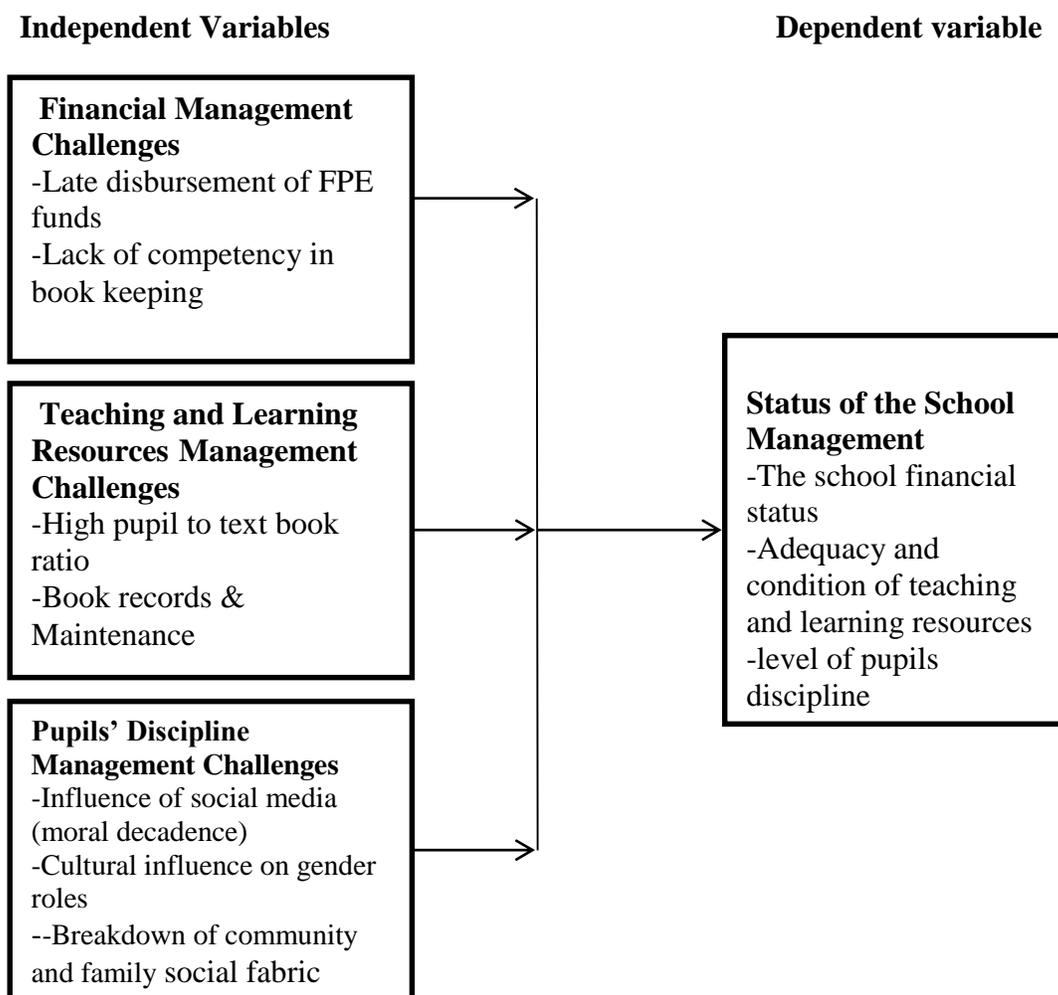
The chain of supervisors from the highest rank of supervisors to the lowest is known as scalar chain of command. It is the authority that has the responsibility of communicating using this scalar chain. In a school setting, it is the responsibility of the administrators to ensure that the chain of command has been respected by all. Wage rate that is logical and appropriate and method used for paying employees reduces possible tension and any conflicts that may exist between the workers and the management creating harmony and a working atmosphere that is pleasing. In a school setting such an environment facilitates management of teachers and pupils that is effective. The principle of order

states that there should be systematic, proper and an orderly arrangement of physical and social factors, such as land, raw materials, tools and equipment and employees.

From these principles we can say Henry Fayol really understood the complex nature of management. For the simple reason that this study looks into challenges facing head teachers in managing public primary school pupils, it is important that all head teachers understand this principle of management and appropriately applied. School managers are required to make sure that productivity is efficient in school. Kochar (1988) suggests that specific in-puts must be set up in school if the set goals have to be realized. The inputs include teachers, learners, resources for teaching and learning, finances, physical facilities and social relations between school and community. Given that the inputs are many and they are a variety they need proper coordination in order for them to properly fit into the system of the school and optimize their utility as they realize their set targets. Therefore it is the responsibility of the head teacher to put in place the management processes that have been identified as they have been guided by the fourteen principles of management.

### **1.13 Conceptual Framework**

A conceptual frame work was an illustration that shows association among variables of the study which are represented diagrammatically (Kamau & Njau, 2011). Figure 1.1 depicts the study's conceptual framework.



**Figure 1.1: Conceptual framework showing school Management Challenges**

According to Figure 1.1, the status of the school management is a function of how well the head teacher with the support of other stakeholders is able to mitigate challenges arising from the school finance, teaching and learning resources and pupils' discipline. It is envisaged that by applying the five elements of management advanced by administrative management theory namely: Planning, Organizing, Commanding, Coordinating and Control, the head teacher can make significant gains towards accomplishing the school mission and vision.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the review of the relevant literature in view of research problem. The chapter was organized according to the study objectives. Review of literature culminates with summary and research gaps.

#### **2.2 Concept of Primary School Management**

Leadership and management are fundamental in educational institutions, as they are a requirement in schools and basically educational institutions. Bush (2014) notes that definitions of management have had a shift in its definition during the 1980s (and most of the 1990s) whereby management was viewed a broad concept, although in the late 90s, the former embraced narrower definitions of management. The National College for School Leadership (NCSL) (2003), highlights management as a policy implementation and the running of the current activities. Leadership, whilst emphasizes creation of a clear aim for the school; which means a leader will look ahead towards the school's future rather than at the process of day to day activities . Alzaidi (2008), in his view, he said that the headship position in primary schools is surrounded by a variety of features, for example a structure of managerial that is flat, and a centralized educational system. This means, tasks of the head teacher would be perceived as more of an operational manager than actually a school leader. This affects the way they deal with their day-to-day challenges at their place of work.

One of the challenges presented is the school physical structures, for sure quality of the physical structures of the school is likely to determine the school environment quality.

According to Sanoff (2011), the physical environment is important because it may be considered as a second teacher, this is because space has power organize the process of education and promote the relationship that is there between the pupil and the classroom. Generally, a head teacher who is bound to be successful is able o develop a strong bond with the pupils, McGilchrist (2014) outlines four characteristics which are core for a head teacher to be effective: recognizing the pupils' rights, possessing high quality leadership that is professional, teaching of pupils effectively, and having a focus on organizing learning. With the view of how head teachers relate with their pupils. Blair and Bourne (2008) asserts that there is a strong link between head teacher and pupils in that a pupils should be listened to and learn from the head teacher. That relationship that is there between head teachers and teachers will be considered successful if there is it is fair treatment and mutual trust. But lacking justice, may lead to lack of confidence in the head teacher (Crawford, 2014).

Cooper and Forrest (2009) in their view assert that it is factual that the word supervision can be interpreted in different ways but this does not mean that one should be watched over every time. In working with other educational supervisors the head teacher may face a challenge such as, lack of coordination and support. The managers also need to be listened Boerema (2011); they should be affirmed and encouraged and people should show concern for their wellbeing. Because school are meant to educate children and offer services to the community, they are considered as social institutions, this explains why there should be a close link between the school and the community in which this school is situated. For a head teacher to be successful he needs to work closely and relate well with the community. Successful head teachers have established strong links with the local community.

### **2.3 Head teachers' Financial Management Challenges**

This refers to management of flow of cash in and out of the school. The money is usually earned through a variety of sources including but not limited to fee payments, donations, activities of farming undertaken in the school and grants from the government. Orlosky et.al (2014) in his view says that, management of finance is a determinant on how a school is managed and whether the school will meet its objectives or not. The authors said that management of finance is supposed to facilitate of proper use of funds as allocated for various activities and programmes in school, to ensure there is control over the financial management process to ascertain there exists purpose and integrity in the p spending process and to make sure personnel has been used well, facilities, equipment and all the rest of the factors that are involved in the accomplishment the educational objectives.

It is the head teacher's responsibility to is prepare the school budget and make sure the school accounts are audited. The budget should be made in line with school educational needs starting with the most pressing ones and ne must follow the school's financial regulations. Opondo (2016) and Inyiega (2017), made an observation that the head teachers incur a lot of financial constraints while updating the cash books. Shortage of personnel for accounting and head teachers lacking proper financial management skills find it very difficult to accomplish this work. Onyango (2011) observes that it is the responsibility of the head teacher to ensure proper administration of the budget especially in the process of incurring any form of expenditure. He argues that the head teacher must be held responsible for any financial accounting and auditing in the school. This accounting plays a vital role in controlling the already approved budget. He or she must properly document all the

financial transaction in different books of accounts for example, the ledger, journal, inventories, cashbook and other. With the aid of the school bursar or accounts clerk, the head teacher should make sure internal auditing of school accounts has been done. Expenditure and receipts conditions should be shown clearly.

Odali (2014) noted that, the head teacher plays a vital role to in co-coordinating Parents Teachers Association (PTA) in raising funds for the developments of the school he is bound to assisting in estimating the costs which are supposed to be incurred in electing new facilities. He further says that if the school head teacher is not aware of the budget and ways of collecting money for improving the physical structures and keeping proper records he/she will find himself in trouble. If he or she lacks training in managing finance, the head teacher has to experience problems when making the budget of the school and in accounting for the expenditure that can finance the programme of the school (Odali, 2014). This is an indication that parents may not be able to provide adequate, this may lead to constrains in management to the head teachers more so in situations when they need to purchase school supplies or put up new physical facilities This will mean the school is not able to sponsor the school programmes. Enos and Indeje (2014) observe that education cost determines whether or not a child will have the capability of attending school. They further assert that the costs that the parents have to incur often leads to pushing of children out of school especially children from families which are financially challenged. Njenga (2014) in her study found out that parents are the major source of revenue for financing and providing for public primary schools in West Pokot Sub County. She continues to reveal that, due to provision of low income, many schools in the Sub County had financial constraints which led to difficulties in

availing the required facilities and material. She found that it important to initiate income generating projects in schools order to subsidize the parent's contributions to the public schools. School fees payment by parents that is inadequate in the sub county in primary schools keep pupils away from schools for a lengthy period of time which leads to poor syllabus coverage. Mwasya (2014) also noted that the levies collected in these sub county schools do not cover the proper running of the programmes of the schools. This has led to low academic performance in these schools.

#### **2.4 Head teachers' Management of Teaching and Learning Resources Challenges**

Physical resources in a school include the land on which it is built, classrooms, laboratories, workshops laboratory equipment and text books that. Some of these facilities e.g science equipment have virtually been non-existent in most public primary schools. If the government were to provide science equipment in primary schools, it would for the first time in twenty five years. Lack of physical facilities has continued to adversely affect the implementation of 8-4-4 curriculum in primary schools. The management, maintenance and expansion of existing school facilities and the construction of new schools are a must for quality school environment (Eshiwani, 1993). A school environment that is quality is defined by more than just one characteristic which is associated with school readiness which includes reasonable time dedicated to learning, and provide enough learning resources like teaching aids, competent teachers and quality teaching UNICEF, (2009; 2012). Schools of quality give high quality environment to all pupils which nurture them at different teaching levels and are sensitive to individual needs of learners including effects of race, poverty, and disability.

Okumbe (2009) also defines efficiency of a head teacher/school as the cost – benefit analysis of achievement for example a head teacher should be concerned with the least cost necessary for the attainment of maximum output from a given level of input. However, it was clear that there are such financial challenges facing the head teacher as: poor/unpredictable budgeting leading to misappropriation of funds; they have no adequate knowledge of budgeting; they keep no accounting records and are very unfamiliar with auditing; and they are unable to make use of school farms to generate more income. According to the Koech Report (2009) lack of accountability and inadequate management training of officers assigned management responsibilities compromise their work quality.

The prevalent wave of wanton destruction in these institutions is because some of the heads have long forgotten their lesson of such organization and management; and may be some didn't learn them even. Referring to the NARC's government declaration of FPE, early this year the Ministry of Education-MOE, (2011) reported that thirty head teachers in Kenya were interdicted for not putting free education programme funds for the desired purpose. The primary school head teachers diverted the money to projects which they were not slotted for or outside the required programme, they were put on suspension by D.E.Os waiting for investigations by the TSC. They were getting half pay waiting for the determination of their cases, from there they could be sacked if guilty or reinstated if found innocent.

In addition, Ndana (2010) recommends that a quality school can promote attachment among administrators of the school and the pupils as a result improve the developing of social competencies. For children with special needs, ready schools have put in place

inclusive approaches rather than of exclusionary practices educationally and attitudes which are discriminatory. Generally, ready schools have overall environment of the school which is characterized enough time devoted for classroom learning, enough supply of materials for teaching and learning like books, teaching aids, effective teaching, and proper techniques of teaching and competent teachers. (UNESCO, 2012).

Organizations need enough resources so that they can function effectively. Both human physical and material resources have to be availed. This lies in the head teacher's docket to make sure that there are enough resources for the school curriculum to be implemented. The head teacher is supposed to delegate duties to the teachers, orient in case of new ones and motivate teachers to work to their best to contribute in the staff professional development. Mbamba (2012) in his definition of educational resources says that anything in the school or in the environment of the school that may be organized and used for the process of teaching and learning can be referred to that. The head teacher of the school should make sure diligent sighting of school facilities is his or her concern, to maintain and to repair facilities of the school and to enhance safety and health concerns.

Ifukho (2010) explains that in expanding primary education requires purchasing of learning materials, furniture, equipment .and providing supporting infrastructure, with the cost depending in specifications, design and criteria that may vary widely. Common characteristics of equipment in this part of the world perennially they are not to standard. They are not durable nor versatile. Such facilities last for a very short time which may not be more than a term. This may make the cost of maintaining and replacing them more. Educational managers who are not good the willingly incur

expenses twice in a year for the same facility. High levels of quality education may go down drastically when facilities and equipment are shoddily attended to. Shortage of teaching staff is one of the challenges in schools. When pupils sit for a long time in class without a teacher, react negatively. The quality of education offered in schools largely depend on the quality of teachers

Gunning (2013) carried out a study in Nigeria, and found out that instructional materials for example books, cards, charts and other materials were used to teach new words and concepts and that a teacher is supposed to introduce concepts then give learners time to discuss then later show them pictures which have their names to read. His target was 900 preschool learners who were sampled using random stratified design. The study took a descriptive paradigm. His view was also that as pupils learn about ideas and concepts on words, they build upon the foundations in developing progression in reading. The study discovered that most public primary schools did not get supply of adequate instructional materials, hence poor pupils' academic management. It was also found out that flashcards were being used to assist learners differentiate between the letters since many of them took a similar look for them. Flashcards were being used to distinguish letters with similar shapes such as, P/B, C/K, and L/J. They were also being put into practice to assist learners identify sounds in words at the same time match sounds with their corresponding letters.

Miller and Seller (2010) views instructional materials as critical ingredients in the learning process which means the process may not be implemented without their existence easily, teaching and learning materials inform and give learners opportunity to practice what they have learnt without them it may be difficult for the teacher to set

objectives that he would wish his learners to achieve. Teachers need to be innovative since in case of lack of resources and facilities they should be innovative enough for them to improvise and provide alternatives using locally available materials.

Many scholars have discovered that there is a relationship between qualification of teachers, their experience and learners' both academic and behavioral management. A study by Twoli (2016) on learners' performance revealed that, learners' academic and behavioral management has a relationship with the teachers' academic qualifications and competence in the teaching process. It is factual that, good teaching techniques lead to academic achievement which is high in schools. Related to that Nannyonjo (2007) looked at the factors influencing learning achievement in Uganda and revealed that characteristics of teachers that can improve the academic and behavioral management of learners were; qualifications of teachers, teachers in-service training, age, experience of teachers, tenure of leadership, teaching techniques and evaluation systems in a school. UNESCO reports of 2012 on government efforts to ensure "education for all" as a millennium development goal, Kenya faces challenges on shortage of qualified teachers which is negatively affecting the performance of schools. The report also revealed the shortage of financial and human resources as a challenge, more especially the physical facilities and teachers as factors affecting education of children.

The shortage of resources becomes a major factor that is stagnating the performance of learners at Kenya Certificate of Primary Education (KCSE) examination. Olembo (2016) emphasized that school discipline is a responsibility of the school administration. The school discipline is generally dependent on the head teachers' supervisory and administrative leadership styles. The school success greatly depends

on its head teacher. Accordingly, head teacher's leadership should be democratic a combination of self-confidence, firmness and friendly. It should not be merely giving orders. He highlights some strategies which tend to backfire for example using degrading, insulting, humiliating or embarrassing and attacking the character of the pupil, acting superior and giving a double standard. Were (2014) looked into the relationship between teachings and learning resources on preschool learners when transiting to class one in Rachuonyo South Sub County, this was a case study. The researcher quotes that teaching and learning materials when used well, stored well, increases transition rate of learners of preschool to class one. The researcher came into conclusion that teaching and learning resources are supposed to be used when teaching pre-school children. The researcher gave recommendations that teaching and learning resources be provided by the responsible stakeholders for the same for the enhancement of holistic development in children. Teachers should spear head the acquisition, good use and storing of the teaching and learning resources to aid in improving the academic life of the child.

The studies reviewed gave information on the relationship between teaching and learning resources on preschool learners as they transit to class one, but did not put a focus on the influence these resources had on children's readiness for class one education. The present study therefore fills this gap.

### **2.5 Head teachers' Management of Pupils' Discipline Challenges**

Discipline is derived from the word "disciplinaria" a latin word meaning instruction (Savage, 2009). It is has also been defined as the development of self-control, character orderliness and efficiency. Etesi (2010) has asserted that, its implication is not only

compliance and conformity but consists of a process of growing towards self-control, character development and learning both orderly and productive existence. Discipline is core for learners to do well academically. This is because in an environment that is orderly pupils are likely to put a lot of concentration in their academic work.

School discipline is supposed to be achieved by training the mind and the character so that a person is guided in making reasonable decisions in a manner that is responsible and to co-exist with others in society. Good discipline leads to obedience, self-control and developing a cooperation attitude and one becomes accountable for their behavior and action. The personality, appearance, behavior, conducts and mannerism of the head teacher determines the school discipline (Teklemariam, 2010). It is the head teachers' responsibility to ensure adequate discipline in their schools by assisting the staff and learners to become unique individuals considering cultural background and group consciousness. Gachagua (2005) discovered that poor guidance by parents is a factor contributing to pupils involving themselves in substance abuse. The drug addiction created an environment suitable for pupils to feel a sense of self greatness and power. This feeling brings about violence and it explains the reason for rebellious students wanting to cause destruction of property in schools. MOE (2001) quoted that abusing of drugs is the main cause of indiscipline in schools that eventually leads to a lot of destruction. Abdullahi (2006) discovered that poor upbringing of children also contributes to indiscipline in schools. He asserted that children who hail from families which are broken are more likely to be indiscipline than those hailing from more stable families.

Discipline is the controlling of behavior for the light of purpose. To be considered self-

disciplined one has to set goals for himself and sacrifice and make efforts to make sure they are achieved. These days we emphasize on educational values that are permanent than just to maintain order in school (Ukije et al., 2012). The major aim of discipline is to provide favorable conditions for teaching and learning and maintain them. Hoover (2015) supported this by giving an explanation that good discipline will guide the learners to be able to adjust their personal and social force of their experience which must be in line with the primary education objectives. The primary education goal is to give the learner opportunities for them to develop desirable behavior and social standards, moral and religious values. This is supposed to help one to develop into a self-discipline physically fit and healthy Republic of Kenya (2012). This gives a school a mandate to inculcate appropriate values, attitude and skills for it is a social institution.

Mugambi and Hongo (2012) assert that for one to achieve good discipline, one has to create a powerful positive school spirit because new learners learn desired behavior and attitude easily by observing those around them. to achieve this explanation has to be offered to parents and pupils the expected standards and why. Discipline cannot be obtained through punishment inform of pain and fear. Teachers are supposed to improvise teaching techniques that that make them spend more time on motivating their learners for achievement that is concrete than spending more of their time punishing learners. More focus should be made on end results, discipline should be as a result of reducing undesirable behavior at the same time making a strong and consistent reinforcement for desirable behavior Maundu (2016). For proper discipline to be maintained teachers need to be trained in alternative ways of disciplining children and motivating them.

Mbuvi (2011) conducted a study on administrative challenges encountered in public day schools in Kitui District. The study found that teachers' interactions with students and pupils' discipline had a great influence on learners' poor academic performance. Teachers were found to be less enthusiastic in assisting students through remedial work and appeared to be demotivated by the poor working conditions, inadequate salary. Because teaching profession is one of the lowly paid jobs, teachers are always in search of well-paying jobs.

Mary McCarthy & Linda Corbin (2002) argued that all schools should ensure that all students, from kindergarten through high school participated in quality-service learning activity every year as an integral part of their education experience. Over the past decade, about one third of all schools began using service-learning to enrich instruction, teach civic responsibilities and strengthen communities in Minnesota USA. In the Kenyan context, there is the view that the curriculum offered also causes indiscipline in schools (Dawo & Simatwa 2010). They argue that the syllabus is overloaded with knowledge above the level of many learners. This leads to student's frustration which could lead to violent behavior. The research advances the view that schools ought to address non – academic needs of the students so that the students could ease tension that goes with learning so that cases of indiscipline can be addressed.

Ndakwa (2001) observes that, worshipping nurtures the pupils' growth spiritually because that time when they reflect upon and think about their creator. Spiritual nourishment is important because its emphasis lie on human virtues and co-existing harmoniously. If we genuinely and purposefully commit ourselves to the teachings of religious values then human moral values which are key elements to self – discipline

can be fostered. They can assist in eradicating indiscipline cases in schools. Pupils should be involved in decisions which are related to discipline in for them to assist in making choices in life by being reasonable with minimum or no supervision after a proper guidance and counselling.

Onyango (2011) emphasizes that the responsibilities of the school on the head teachers do revolve around the organizing and accounting of the pupils, providing special services and also managing time and pupils behavior as far as discipline is concerned. The author also goes on to say that there is a reason for head teachers to familiarize themselves with admission procedures which facilitate the pupils' admission. He again notes that it is crucial for the heads teachers to organize the schools effectively for the process of teaching learning. The heads teachers should also identify the low achievers and those with negative influence from peers and lack of the sense of belonging to the school; which leads to school's poor attendance, wastage and stagnation in some of the pupils leading to performance poorly academically and deal with them. Mulwa (2014) asserts that head teachers of schools have to recognize techniques of involving pupils in decision making and develop them. It is important that this is done; if it is not done there is likelihood that his or her ideas and decisions will not be properly implemented.

## **2.5 Summary of Literature Review and Research Gaps**

Literature review is replete with studies on administrative and management challenges facing the head teachers in management of public secondary schools in Kenya (Kaungania, 2015; Matheka, 2017; Maundu, 2016; Mbaabu, 2014; Ndana, 2010). There were also a few studies that endeavoured to establish challenges encountered by head teachers in the management of primary schools (Gichuiri, 2013; Odali, 2014). Most of

the studies have found that financial factors, teaching and learning resources and management of pupils' discipline are among some of the common and crucial issues that derail the smooth running of educational institutions. However, while these management challenges seem universal, the nature and magnitude of these challenges vary from one region to another. These differences are occasioned by the fact that some regions have unique and useful natural resources, are in a region earmarked to benefit from local and international donor funds, have organized and economically capable benefactors and others. Thus, while all schools experience delay in receiving the FPE funds, the financial challenges encountered by head teachers vary. It follows that a study to specifically document the challenges encountered in a given County and in extension the Sub County is critical. The proposed study is set to establish the head teachers' management challenges in areas of finance, teaching and learning resources and pupils' discipline in Masaba South Sub County.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This chapter presents research design, the location of study, target population, sampling procedure and sample size, instruments of research, reliability and validity, procedures for data collection, data analysis and, legal and ethical considerations.

#### 3.2 Research Design

The study employed descriptive survey research design. Descriptive survey research seeks to establish factors associated with certain occurrences, outcomes or outcome conditions (Borg & Gall, 2006). As mentioned by Kothari (2015), descriptive survey research design is best adapted to obtain personal and social facts, beliefs and attitudes, it involves measurement classification, analysis, comparison and interpretation of data that results in the formation of important principles of knowledge and solution to significant problems. Descriptive survey design involves asking a sample population questions about a particular issue to explore their opinions, attitudes and knowledge about the issue in question (Creswell, 2012). Borg and Gall (2006) noted that descriptive survey research is intended to provide statistical information about aspects of education that interest policy makers and Educators. The proposed study sought to gather information from head teachers in regard to their experiences and challenges in management of school finance, teaching and learning resources and pupils' discipline.

#### 3.3 Research Site

The study was done in public primary schools in Masaba Sub-County which is one of the sub-counties in Kisii County. It lies between latitude 0 30' and 1 0' South and

longitude 34 38' and 35 0' East. The region is characterized by a hilly topography with several ridges and valleys. Kisii County exhibits a highland equatorial climate resulting into a bimodal rainfall pattern with average annual rainfall of 1500mm with the long rains between March and June while the short rains are received from September to November. The months of July and January are relatively dry. The maximum temperatures in the county range between 21°C – 30°C while the minimum temperatures range between 15°C – 20°C. The high and reliable rainfall coupled with moderate temperatures is suitable for growing crops like tea, coffee, pyrethrum, maize, beans and bananas as well dairy farming. Masaba Sub County targeted since according to the Kisii County schools census report of 2017, it had the highest incidences of parents/teachers conflicts over the school management (MOE, 2017).

### **3.4 Target Population**

According to Babbie (2014), population refers to all individuals or items with the characteristics that a researcher wishes to study. There were 80 public primary schools in the region, being headed by 80 head teachers and served by 1050 teachers (Masaba Sub County Education Office, 2018). The target population for this study was 80 head teachers, 80 PTA chairpersons and 80 senior teachers in 80 primary schools. The head teachers were targeted as the managers of the schools and who are the TSC agents at the school level. Moreover they are the school chief accounting officers. Senior teachers were targeted since being in the 3<sup>rd</sup> position in the school teachers' hierarchy, they are in a position to have deep insight on the head teachers' management challenges. Likewise PTA chairpersons are mostly involved in the school mobilization of funds, provision of the school teaching and learning resources and pupils' welfare and

discipline.

### 3.5 Sample Size and Sampling Procedures

Bhattacharjee (2012) defines sampling as a process or technique of selecting a representative sample of a population of interest with an aim of making inferences about it. To determine the sample size, Krejcie and Morgan (1970) table was used (see Appendix five). Using the table the study selected 66 head teachers, 66 senior teachers and 66 PTA chair persons. Orodho (2012) maintains that unlike questionnaires, interview schedules take more time and one should use a manageable number but which is representative of the population. Further, Gay, Mills and Airasian (2009) posit that a sample size of 10% to 30% of the population is sufficient for reliable findings. Thus, since the PTA chairpersons were expected to give information through interview, the study further sampled 30% of the selected 66 to get 20 persons. Therefore, the sample frame consisted of 152 respondents comprising of 66 head teachers, 66 senior teachers and 20 PTA chairpersons.

**Table 3:1 Study Sample Frame**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>Proportion</b>
<b>Head Teachers</b>	80	66	82.5%
<b>Senior Teachers</b>	80	66	82.5%
<b>PTA Chairpersons</b>	80	20	25%
<b>Total</b>	240	152	63.3%

The sampled 66 schools were selected through simple random sampling. Having identified the head teachers, their senior teachers and PTA chairpersons were

purposively sampled.

### **3.6 Description of Data Collection Instruments**

The proposed study used head teachers' questionnaire, senior teachers' questionnaire and PTA chairpersons' questionnaire. Creswell (2012) posit that the use of several research instruments or source triangulation is the surest way of minimizing threat to both internal and external validity. Further, triangulation gives a more detailed and balanced picture of the situation.

#### **3.6.1 Head Teachers' Questionnaire**

Kothari (2015) considers questionnaires as the heart of a survey operation. Use of questionnaires allows greater uniformity in the way questions are asked and hence ensuring greater comparability in the process. The head teachers' questionnaire is a semi-structured questionnaire in which respondents were allowed to express their views in their own words while the Likert type statements section captured factual responses (Creswell, 2012). The questionnaire consists of four sections A, B, C and D (see Appendix I). Section A captured demographic data, section B dwelt on the financial management challenges encountered by head teachers, section C collected data on the challenges encountered in the management of teaching and learning resources while section D collected data on the challenges encountered by head teachers in pupils' discipline management.

#### **3.6.2 Senior Teachers' Questionnaire**

The senior teachers' questionnaire was also semi structured and contains similar items as the head teachers' questionnaire. Section A seeks to collect the biographic data, section B collected data on the head teachers' financial management challenges, section C, teaching and learning management challenges, while section D sought to gather information on

challenges encountered by the head teachers in pupils' discipline management.

### **3.6.3 Interview Schedule for PTA Chairpersons**

According to Orodho (2012), to interview is to collect information in the form of oral-verbal responses and answers regarding oral-verbal questions. The advantage of the interview method is that it allows an in-depth response from the respondent and enables the interviewer to probe the respondents. Kombo and Tromp (2006) proffer that, interview method of collecting data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. The study used unstructured interview schedule to gather views from PTA chairpersons in regard to challenges encountered by head teachers in management of public primary schools. The interview schedule items have been arranged in accordance to the research objectives.

### **3.7 Pilot Testing of Research Instruments**

A pilot study refers to a trial administration of an instrument to identify flaws. Cooper and Schindler (2008) state that a good measurement tool should be an accurate indicator of what the study intends to measure, and in addition, easy and efficient to use. A pilot survey was conducted in the neighboring Nyamira Sub County in order to ascertain and detect any ambiguities, questions that would not be easily understood or poorly constructed and even those that were irrelevant. Babbie (2014), recommends a pilot study sample of 10% to 30% which was a projection for the parent study. Thus, ten head teachers (15%), ten teachers (15%) and two PTA chairpersons (10%) took part in the pilot survey.

### **3.8 Validity of the Instruments**

Validity refers to the extent to which an instrument measures what it is intended to

measure (Orodho, 2012). Content validity refers to the extent to which an instrument represents the objectives under study (Gay, Mills & Airasian (2009). To establish the content validity of research instruments, expert review was sought. The instruments' content was scrutinized by two university supervisors attached to the researcher. The supervisors' views, comments and suggestions was taken into consideration and the instruments revised. Additionally, content validity was enhanced through piloting of instruments. Through piloting, items in the research instrument that were found ambiguous in eliciting relevant information were duly modified. Questionnaire and interview questions were modeled against the research objectives to ensure that all the variables of the study were covered.

### **3.9 Reliability of the Instruments**

Bhattacharjee (2012) considers reliability as when an instrument yields similar results when used and reused using the same procedures by researchers. In this study, reliability of data instruments were arrived at by estimating how well the items that reflect the same construct yield the same results. To determine the reliability of the instruments, the split-half method was applied using Statistical Package for Social Sciences (SPSS) version 22. According to Creswell (2012) a correlation of above 0.6 is deemed reliable. Qualitative response reliability involved the bringing out objectivity of qualitative data, credibility and truthfulness. The main objective of trustworthiness is to ensure that the argument is supported and the study is worthy paying attention to (Lincoln & Guba, 2000). Random sampling was done on individuals who served as informants and interactive questioning in dialogues of data collection to ensure credibility. For transferability to be ensured, sufficient contextual information was provided by the researcher on the fieldwork sites, this made it possible for the readers to compare and

try to trace the positions as similar to those described in the study to the actual ones (Lincoln & Guba, 2000). Dependability was ensured by the researcher through applying in depth methodological description to make it possible for the study to be repeated.

### **3.10 Data Processing and Analysis**

The process involves making a summary of large amounts of raw data, reorganizing, ordering and categorizing it. First data collected should be edited to eliminate what is irrelevant (Babbie, 2014). Then coding of data was done and was organized according to the study objectives guiding the study. Analytical technique which included quick impressionistic summary, content and thematic analysis was done on qualitative data. Descriptive statistics were used to analyze raw quantitative data. First coding was done on quantitative data, then it was typed into the computer and then analyzed with the aid of Statistical Package for Social Sciences (SPSS) version 22.0. In descriptive statistics, frequency counts and percentages were used. Thematic content analysis was done on qualitative data. Suggested procedures were followed to ensure rigor in analysing data which was grouped in 6 phases as presented the table 3.2

**Table 3:2 Qualitative Data Analysis Process**

<b>Phase</b>	<b>Description of process</b>
<b>1.Familiarising yourself with data</b>	Reading and re-reading to transcribe data and highlighting major ideas.
<b>2.Generalizing initial codes</b>	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
<b>3.Searching for themes</b>	Collect and combine interesting data features potential themes, collecting all the relevant information to each potential theme.
<b>4.Reviewing themes</b>	Ensuring that the themes work in line with the code extract and the whole set of data in level 2 and generate a thematic map of analysis.
<b>5.Defining and naming themes</b>	On-going analysis specifically tunes each theme, and the overall picture the analysis gives, clearly defining each theme.
<b>6.Producing the report</b>	Finally extract examples, final analysis of selected extracts, relating back the analysis to the research question and literature, producing scholarly report of the analysis

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**Source: Braun and Clarke (2006)**

### **3.11 Legal and Ethical Considerations**

According to Obwatho (2013), research process is a collaborative work, as researchers have to work closely with different individuals and institutions. Ethical standards are therefore absolutely inevitable. The researcher got an introductory letter from Africa Nazarene University which assisted in securing a research permit from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to the Kisii County Commissioner and County Director of education to seek permission to conduct the study in the county. Additionally, permission was sought from the administrative personnel of the participating schools. The participants were informed of the nature and procedures of the study. Respondents were informed that their participation being voluntary they have the right to withdraw from the study at any stage. Through the letter of transmittal, the researcher assured the respondents of confidentiality and anonymity of their responses. Guiding principles of research such as acknowledgement of sources of published information to avoid plagiarism was also observed.

## CHAPTER FOUR

### RESULTS AND ANALYSIS

#### 4.1 Introduction

This section underscores the study findings and their interpretation. The findings of the study are based on the research questions as provided in chapter one, which were to; find out financial management challenges faced by head teachers in public primary schools in Masaba Sub-County, Kisii County, what the teaching and learning resources management challenges facing head teachers in public primary school in Masaba Sub-County, Kisii County are, and what the pupils discipline management challenges facing head teachers in public primary schools in Masaba Sub-County, Kisii County, Kenya are. The data was analyzed using descriptive statistics which was used to describe and summarize the data inform of frequency distribution tables. Statistical Package for Social Sciences (SSPS) version 22 was used to analyze the data.

#### 4.2 Response Return Rate

The study administered the questionnaires to 66 school head teachers and 66 senior teachers, while 20 PTA chairpersons were interviewed for qualitative data. Table 4.1 shows the comprehensive return rate for different categories of respondents and sample target.

Table 4:1Response Return Rate

<b>Respondent category</b>	<b>Sample size</b>	<b>Response</b>	<b>Percentage response rate</b>
Head teachers	66	60	90.9%
Senior teachers	66	64	97.0%
PTA chairpersons	20	20	100%
<b>Total</b>	<b>152</b>	<b>144</b>	

*Source: Researcher's data, 2019*

Out of the targeted 66 school head teachers and 66 senior teachers, 60 and 64 respondents duly filled the questionnaires respectively. This shows that the study achieved response return rate 90.9% for head teachers and 97.0% for senior teachers. This was achieved because the researcher visited all the sampled schools during data collection and administered the instruments to each respondent in person to ensure that each took part in the study. However, only 6 head teachers and 2 senior teachers did not accordingly complete the questionnaire, because of lack of time out of their busy schedule. As for PTA chairpersons, the study achieved (100%) response return rate since all the 20 respondents participated in the interview. This was also achieved because the researcher made call backs, visited the respondents to arrange for the appropriate time for the interviews. According to Saunders (2003), a response return rate of at least 60% is acceptable in social sciences research.

#### **4.3 Demographic Information of the head teachers**

The secondary school head teachers were targeted in this study since they are the mediators and administrators in charge of the running of the school and so, the study revolved around them.

**Table 4:2: Demographic Characteristics of School heads**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	42	70
Female	18	30
<b>Total</b>	<b>60</b>	<b>100</b>
<b>Age</b>		
Less than 30	0	0
30-50 years	49	81.7
Above 50 years	11	18.3
<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Educational Qualification</b>		
Masters/PhD	6	10
BED	51	85.0
P1 certificate	3	5.0
<b>Total</b>	<b>60</b>	<b>100.0</b>
<b>Experience in the Office as Head of school</b>		
0-3 years	3	5
3-5 years	26	43.3
Above 5 years	31	51.7
<b>Total</b>	<b>60</b>	<b>100.0</b>

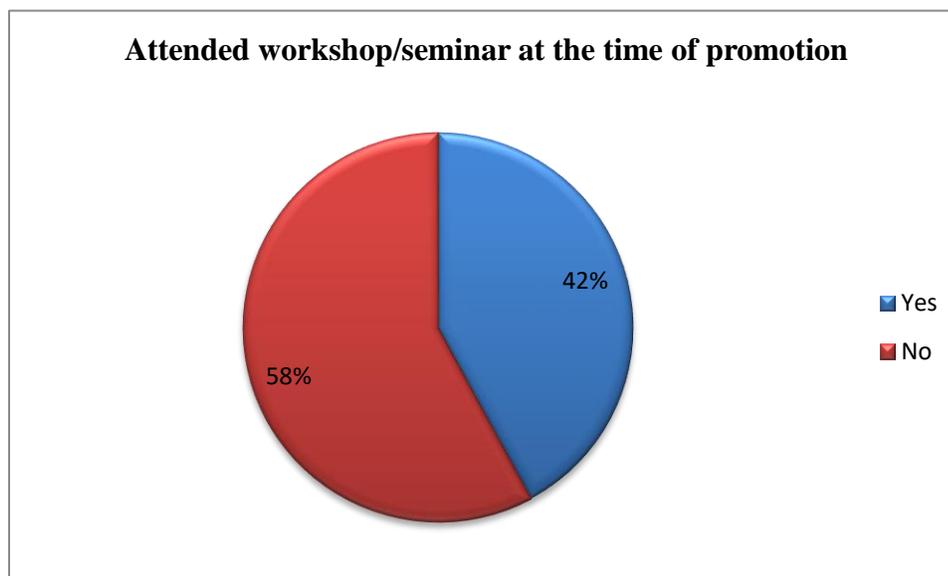
As shown in Table 4.3, out of the 60 school head teachers that participated in the study, 70.0% were male while only 30.0% were females. This implies that the gender balance in leadership in government primary schools in Masaba sub-county had not yet been addressed. Gender of the respondents would also inform the study since some indiscipline cases among the pupils could be gender sensitive and hence are best solved by head teachers or teachers of the same gender. The study also found that most of the head teachers were between 30-50 years as shown by 81.7% of the respondents. None was less than 30 years, while above 50 years were only 18.3%.

On education, the study found that majority of the respondents at 85.0% had Bachelor in education; only 10.0% had Masters/PhD. Academic qualification was crucial for the study

because it shows the level of training on administration and management, which was important for head teachers for management of school. The study also established that most of the school head teachers at 51.0% had taken more than 5 years in management and leadership position, implying that they had rich knowledge on school management and challenges that comes with it.

#### 4.3.1 Attended workshop/seminar on school administration

The study sought to find out whether the head teachers had attended any workshop/seminar on school administration at the time of their appointment as a head teacher. The results are as shown in figure 4.1 below



**Figure 4:1** Attended workshop/seminar on school administration

Figure 4.1 indicates that majority of the head teachers (58%) had not attended any workshop/seminar on school administration since their appointment as head teachers. Only 42% of the head teachers attended workshop/seminar on school administration since their appointment as a head teacher. This implies that significant number of head teachers may have lacked important managerial skills on school management as they managed their institutions based on their own knowledge. The results concur with that of Newton, (1985)

which also shows that inadequate formal or other training in managerial skills among the school administration is largely responsible for the great deal of inefficiency observed in the performance of many educational systems in Africa.

During the interview sessions with the PTA chairpersons it was established the lack of training on management skills compromise effective school administration. One of them had this to say

*Due to inadequate training on management, head teachers may encounter a lot of challenges as they carry out their duties in schools. Cases of indiscipline in schools will be on the rise, school mismanagement of resources and management of teacher (PTA chairperson 10).*

Training of educational managers is crucial for effective and efficient administration of schools (Newton, 1985). The study findings also corroborate with Kamunge (1998) who documented that head teachers are central to successful management of educational institutions. The report points out that despite their performance, head teachers were appointed from among serving teachers most of whom had no prior training in institutional management.

#### **4.4 Demographic Information of the senior teachers**

The senior teachers were also targeted in this study since they also take part in management of the school hence would also give information on challenges facing school head teachers in school management.

**Table 4:3 Demographic Characteristics of senior teachers**

<b>Variables</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>		
Male	45	70.3
Female	19	29.7
<b>Total</b>	<b>64</b>	<b>100.0</b>
<b>Age</b>		
Less than 30	1	1.6
30-50 years	53	82.8
Above 50 years	10	15.6
<b>Total</b>	<b>64</b>	<b>100.0</b>
<b>Educational Qualification</b>		
Masters/PhD	0	0
BED	47	73.4
P1 certificate	17	26.6
<b>Total</b>	<b>64</b>	<b>0.0</b>
<b>Experience in the Office as Head of school</b>		
0-3 years	3	4.7
3-5 years	28	43.8
Above 5 years	33	51.6
<b>Total</b>	<b>64</b>	<b>100.0</b>

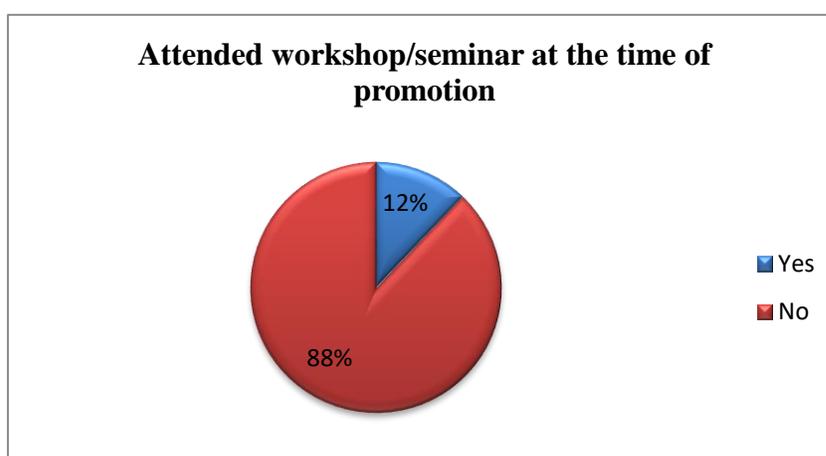
As shown in Table 4.4, out of the 64 senior teachers that participated in the study, 70.3% were male while only 29.7% were females. This implies that there were still gender disparities in leadership position in most of the government primary schools in Masaba sub-county. The study also found that most of the senior teachers between 30-50 years as shown by 82.8% of the respondents. Only 16% were less than 30 years, while above 50 years were only 15.6%.

On education, the study found that majority of the respondents at 73.4% had Bachelor in education; none had Masters/PhD while significant number at 26.6% had P1 certificate. Academic qualification was crucial for the study because it shows the level of training on administration and management, which was important for head teachers for management

of school. The study also established that most of the senior teachers at 51.6% had taken more than 5 years in management and leadership position, implying that they had rich knowledge on school management and challenges that comes with it.

#### **4.4.1 Senior Teachers attended workshop/seminar on school administration**

The study sought to find out whether the senior teachers had attended any workshop/seminar on school administration at the time of their appointment as the senior teacher. The results are as shown in figure 4.2 below



**Figure 4:2 Senior Teachers attended workshop/seminar on school administration**

Figure 4.2 indicates that majority of the senior teachers (82%) had not attended any workshop/seminar on school administration since their appointment as senior teachers. Only 12% of the senior teachers attended workshop/seminar on school administration since their appointment as a head teacher. This implies that most of senior teachers may have lacked important managerial skills on school management as they managed their institutions based on their own knowledge hence may not offer the much needed support to the head teachers on school management. The results concur with that of Newton, (1985) which also shows that inadequate formal or other training in managerial skills among the school administration is largely responsible for the great deal of inefficiency observed in

the performance of many educational systems in Africa. Kamunge (1998) also documented that school administrators are central to successful management of educational institutions. The report points out that despite their performance, head teachers were appointed from among serving teachers most of whom had no prior training in institutional management.

#### **4.5 Financial challenges facing head teachers in management of public primary**

The first study objective sought to establish the nature of financial challenges facing head teachers in management of public primary pupils in Masaba sub-county Kisii County, Kenya. Respondents were therefore asked to indicate the adequacy of finance from different sources. Table 4.4 shows the response.

**Table 4:4 Adequacy of school Finances**

<b>Statement</b>	<b>Adequate</b>	<b>Can't tell</b>	<b>Not adequate</b>
Provision of CDF grant	12(9.7%)	23(18.5%)	89(71.8%)
Alternative funds for the school to meet the needs	7(5.6%)	18(14.5%)	99(79.8%)
Free primary education capitation	17(13.7%)	10(8.1%)	97(78.2%)

According to the study findings, majority of the respondents at 71.8% revealed that the money offered to the in form of CDF grants was never enough to cater for their needs. Only 18.5% could not tell whether it was enough or not, as 9.7% agreed that the money was adequate. This shows that most of the schools in Masaba Sub County were not adequately funded in terms of CDF disbursement, hence making the school operations and infrastructural building difficult for the head teachers. The study also found that alternative findings either from the parents or we wishers was never enough, as indicated by 79.8% of the respondents. In fact, only 5.6% indicated that alternative funding was enough. On free primary education capitation, over three quarters of the respondents at 78.2% revealed that this funding was never adequate, with only 13.7% indicating otherwise. These findings illustrates that most of the head teachers in Masaba Sub County did not have adequate financial

resources to operate the institutions as government was one of the main sponsor of public schools through funding. This concurs with the findings of Njenga (2014) who also found out most of the public primary schools in West Pokot Sub County had limited financial resources and because of this, many schools in the Sub County had financial constraints which led to difficulties in availing the required facilities and material.

Respondents opinion on financial challenges facing head teachers in management of public primary was also sought and measured using a 5- item 5-point Likert scale as on scale of 1 to 5 where 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral (N), 4 = agree (A) and 5 = strongly agree (SA). The data obtained was analyzed to show frequency of each response as well as percentage per item. The results were as shown in Table 4.5

**Table 4:5 Financial challenges facing head teachers in management of public primary**

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
There is lack of financial assistance from parents	115(92.7%) )	4(3.2%)	1(0.8%)	3(2.4%)	1(0.8%) )
Because of lack of funds the school has not been able to purchase enough teaching and learning resources which is a contributing factor in poor performance.	112(90.3%) )	2(1.6%)	7(5.6%)	2(1.6%)	1(0.8%) )
The government delays in the disbursement of funds have led to incurring of debts by the school which makes teaching and learning ineffective.	119(96.0%) )	2(1.6%)	1(0.8%)	0(0.0%)	2(1.6%) )
Teachers are not adequately compensated for teaching during remedial hours hence miss out on academic work	100(80.6%) )	7(5.6%)	3(2.4%)	8(6.5%)	6(4.8%) )
There is lack of qualified accountants who handle school finances which has led to misallocation of funds.	117(94.4%) )	3(2.4%)	1(0.8%)	0(0.0%)	3(2.4%) )

The study findings revealed that majority of the respondents at 92.7% strongly agreed that they lacked financial assistance from the parents. Only 3.2% cumulatively disagreed with the statement while 0.8% remained neutral. This shows that parents were not readily offering financial assistance for the schools. Majority of the respondents at 90.3% also strongly supported the statement that because of lack of funds their schools have not been able to purchase enough teaching and learning resources which was a contributing factor in poor performance. Only 2.4% disputed this statement, while 5.6% remained neutral. On

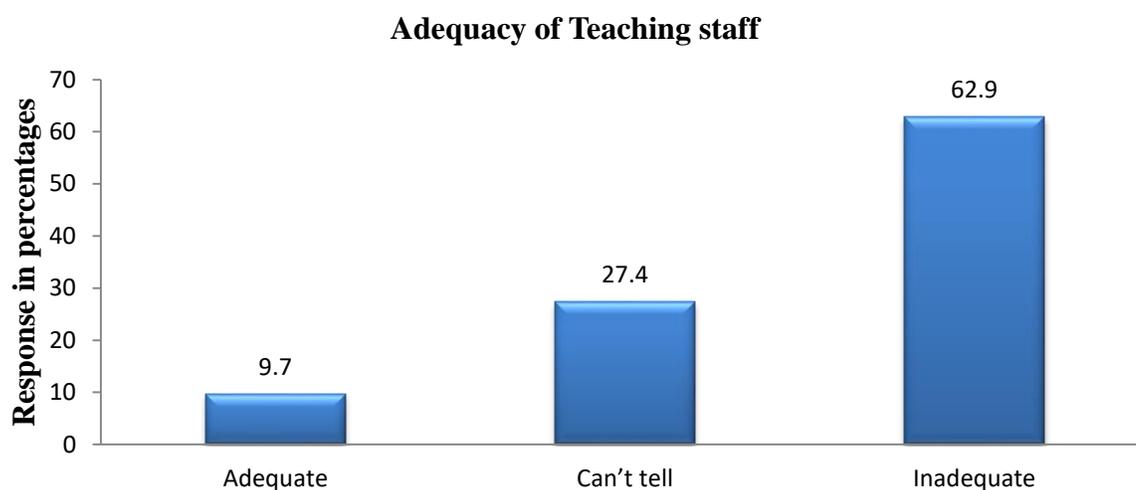
timey disbursement of funds, almost all the respondents at 96.0% strongly confirmed that the government delays in the disbursement of funds and this had led to incurring of debts by the school which makes teaching and learning ineffective. Majority of the respondents at 80.6% also strongly supported the statement that teachers were not adequately compensated for teaching during remedial and holidays hence students missed out on academic work. Only 11.3% refuted the statement, while 2.4% remained neutral. The study also found that there were no qualified financial officers or accountants in most of the schools, who would handle school finances and this could lead to misallocation of funds. Similarly, Opondo (2016) and Inyiega (2017), made an observation that the head teachers incur a lot of financial constraints while updating the cash books, due to shortage of personnel for accounting, while most of the head teachers lacked proper financial management skills finds.

#### **4.6 Teaching and learning resources management challenges**

The second study objective sought to establish the teaching and learning resources management challenges facing head teachers in management of public primary pupils in Masaba Sub-County, Kisii County, Kenya. Head teachers and senior teachers were probed on adequacy of teaching and learning resources. The results were as shown in subsequent tables and figures.

##### **4.6.1 Adequacy of teaching staff.**

The study sought to investigate the adequacy of teaching staff as this would influence the quality of teaching in public primary schools. Figure 4.3 shows the response.



**Figure 4:3 Adequacy of teaching staff**

Majority of the respondents at 62.9% revealed that teaching staff of their schools was inadequate, while 27.4% could not tell whether there were enough teachers in their schools or not. Only 9.7% of the respondents indicated that they had enough teachers in their schools.

#### 4.6.2 Teacher weekly workload

Head teachers and senior teachers were also asked to describe the workload of teachers.

Table 4.6 shows the response

**Table 4:6 Teacher weekly workloads**

	Frequency	Percentages
Below 10 lessons	7	5.6
10-15 lessons	10	8.1
16-20 lessons	28	22.6
Above 21 lessons	79	63.7

The study revealed that over two thirds of the public primary schools in Masaba South Sub-County had their teachers teaching over 21 lessons per week, 22.6% indicated 16-20 lessons, 8.1% indicated 10-15 lessons while only 5.6% indicated below 10 lessons. These findings revealed that teaching load for the teachers in this area was too high which

compromised the quality of education offered to the pupils as this implies that they did not have enough time to adequately prepare for their lessons. This could be hinged to the high teacher: pupil ratio in most of the public primary schools. Thus teachers could developed fatigue and demoralized in carrying out their teaching roles and consequently cause administrative challenges to the head teachers. Heavy workload to teachers could also affect the performance of pupils and therefore pose another challenge to the administrators.

During the interview sessions with the PTA chairpersons, one of them had this to offer,

*Inadequate teaching and non-teaching staff is a major challenge to head teachers and the general school administration as they manage pupils in schools. This is because some crucial duties are left unattended to compromising pupils' academic performance and discipline (PTA chairperson 2)*

This concurs with that of Onwu (1995) who reports that heavy workload to teachers affect the learning. Due to high class population there are a lot of distractions among the learners during the lessons. The large classes may also make a heavy demand on facilities and instructional materials and as a result, pose a challenge to head teachers or the administrations. Moreover, the giving of assignments by the teachers and follow up is difficult due to their heavy workload (Glass and Smiths, 1978:1).

#### **4.6.3 Adequacy of school resources**

Respondents were asked to indicate whether they disagree or agree with the following statements related to adequacy of school resources. Table 4.7 shows the response.

**Table 4:7 Adequacies of school resources**

	Yes		Don't know		No	
Teaching and Learning resources are adequate	12	9.7	08	6.5	104	83.9
All classroom are spacious fall all learners	09	7.3	13	10.5	102	82.3
Desks and chairs are enough for every pupil in school	04	3.2	05	4.0	115	92.7
Toilets are adequate for all learners	07	5.6	03	2.4	114	91.9
ICT facilities are adequate for the school	00	0.0	01	0.8	123	99.2

According to the findings, the majority of the respondents at 83.9% revealed that their teaching and learning resources such as textbooks were not adequate for their schools. Only 9.7% indicated otherwise as 6.5% could not tell the adequacy of their resources. This illustrates that majority of the public primary schools in Masaba South Sub-County lacked essential learning resources like text books, hence compromising their academic performance. The findings support Kariuki (1988), Ifukho (1992) and Eshiwani (1983) all of whom reported that most of the government owned primary schools in Kenya lacked teaching and learning resources. Similarly, the World Bank study reported by Onwu (1995) found that textbooks and other instructional media contribute to 66 percent to positive learning and academic performance in Africa. Inadequate learning resources thus are a major administrative challenge facing the primary school head teachers in management of their learning institutions.

Similarly, Ball & Cohen, (1996) observed in their study that for curriculum to be effectively implemented schools should have adequate learning materials such as textbooks, teaching aids and stationery to help teachers and learners execute their role satisfactorily in the curriculum implementation process. Other studies such as Lockheed *et al.*, (1991) and Mungai, (1992) also found that no meaningful teaching and learning, which is a component of curriculum

implementation, takes place without adequate teaching and learning materials.

Majority of the respondents at 82.3% disagreed that they had specious classrooms for the learners, while only 7.3% indicated otherwise. Moreover, almost all the respondents at 92.7% also disputed that desks and chairs were enough for every pupil in their schools. This implies that classroom was not adequate for the high number of pupils and also the classroom furniture in their schools were not inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management learning as most of the classes faced congestion and the available furniture being inadequate for the pupils.

The study also found that toilets and latrines were not adequate for the school community as shown by 91.9% of the respondents. Only 5.6% supported the statement, while 2.4% remained neutral. The findings reveal that most of the public primary schools in the study area had poor sanitation as the number of toilets and latrines in majority of these schools was inadequate. The findings concur with California Department of Education (2005) who argue that inadequate toilets in schools makes the elementary schools non conducive for learning. Inadequate toilets and latrines are mainly due to lack of adequate financial resources by the school administrations.

#### **4.6.4 Parent's attitude towards provision of resources**

The research sought to establish the parent's attitude towards provision of resources (financial assistance to the school). The results are as shown in Table 4.8 below.

**Table 4:8 Parents' attitude towards provision of resources**

	<b>Freq.</b>	<b>Percentages</b>
Positive	23	18.5
Neither positive nor negative	34	27.4
Negative	67	54.0

From the findings, the majority of the respondents at 54.0% indicated that the parents had a negative attitude towards supporting their schools with financial resources while only 18.5% of the parents had a positive attitude towards provision of supporting resources as 27.4% indicated parents were neutral in providing assistance in resources to the schools. From the findings, it can be deduced that most parents were not cooperative in helping the administration in running the school. This poses a serious challenge to head teachers in offering their duties as school administrators. The findings are in line with Sherrington (1993) who pointed out that: “Involving parents is not just informing them about their children, progress in school or the education system; it is about increasing understanding of the potential that might otherwise remain hidden. The parents need to understand why the school has a given program, requires certain equipment and also carries out certain activities.

#### **4.7 Pupils discipline management Challenges facing primary school head teachers**

The third study objective sought to assess pupils discipline management challenges encountered by head teachers in public primary school in Masaba Sub-County, Kisii County, Kenya.

**Table 4:9 Forms of indiscipline among pupils**

<b>Forms of indiscipline</b>	<b>Frequency</b>	<b>Percentages</b>
Fighting	78	62.9
Stealing	81	65.3
Coupling	62	50.0
Bullying	34	27.4
On decent dressing	52	41.9
Drug abuse	61	49.2
Sneaking from school	76	61.3
Failure to do assignments	88	71.0

The study found that pupils committed various cases of indiscipline, with majority being fighting at 62.9% stealing at 65.3% and sneaking at 61.3%. Of all the indiscipline cases failure to do the assignments tops the list with 71.0%. This shows that pupils committed various indiscipline cases and this could be a challenge to head teachers in proper handling

of the schools. This concurs with the findings of Mbuvi (2011) who conducted a study on administrative challenges encountered in public day schools in Kitui District and also found that pupils' discipline had a great influence on their academic performance and the head teachers together with their deputies have a task in ensuring that pupil's behaviors are monitored.

Respondents opinion on Pupils discipline management Challenges facing head teachers in management of public primary was also sought and measured using a 5- item 5-point Likert scale as on scale of 1 to 5 where 1 = strongly disagree (SD), 2 = disagree (D), 3 = neutral (N), 4 = agree (A) and 5 = strongly agree (SA). The data obtained was analyzed to show frequency of each response as well as percentage per item. The results were as shown in Table 4.10

**Table 4:10 Pupils discipline management Challenges facing Primary School Head**

**teachers**

Statements	SA	A	N	D	SD
Because of drug abuse academic performance has been impacted negatively.	90(72.6%)	10(8.1%)	19(15.3%)	4(3.2%)	1(0.8%)
Truancy and absenteeism has led to pupils failing in examinations because of poor syllabus coverage	82(66.1%)	20(16.1%)	14(11.3%)	5(4.0%)	3(2.4%)
Failing to do school assignments has led to poor performance because of lack of subject content mastery.	89(71.8%)	17(13.7%)	16(12.9%)	0(0.0%)	2(1.6%)
Many pupils jeopardize their studies because they sneak out of school and end up missing vital study time.	88(71.0%)	12(9.7%)	10(8.1%)	8(6.5%)	6(4.8%)
Coupling of pupils has led to poor academic performance because of poor time management leading to lack of time to revise.	87(70.2%)	16(12.9%)	18(14.5%)	0(0.0%)	3(2.4%)
Low self-esteem caused by bullying makes pupils too afraid to concentrate fully on their class work leading to poor performance.	91(73.4%)	15(12.1%)	11(8.9%)	3(2.4%)	4(3.2%)

The study found that majority of the respondents at 72.6% strongly agreed with the statement that due to drug abuse menace among the students; their academic performance was impacted negatively. Over two thirds of the respondents at 66.1% also strongly agreed that cases of truancy and absenteeism had led to pupils failing in examinations because of poor syllabus coverage. Only 6.4% cumulatively disputed this, while 11.3% remained neutral. On school assignments, majority of the respondents at 71.8% strongly supported that failing to do school assignments led to poor performance because of lack of subject content mastery. Another 71.0% of the respondents strongly agreed that many pupils jeopardize their studies because they sneak out of school and end up missing vital study time. On coupling cases and boy girl relationship, 70.2% strongly agreed with the statement that coupling of pupils led to poor academic performance because of poor time management among the victims. Majority of the respondents at 85.5% cumulatively also agreed that low self-esteem caused by bullying makes pupils too afraid to concentrate fully on their class work leading to poor performance.

## CHAPTER FIVE

### DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This section provides a discussion of the findings on the previous chapter gives a summary of this study and provides both a conclusion and both policy and academic recommendations based on the study findings. The purpose of this study was to find out the challenges facing head teachers in management of public primary schools in Masaba South Sub- County, Kisii County, Kenya

#### 5.2 Discussion

The discussions are based on the findings of chapter four. They are presented according to the objectives of the study.

##### 5.2.1 Financial Challenges Facing Head teachers in Management of Public Primary Pupils

The first study objective sought to establish the financial challenges facing head teachers in management of public primary pupils in Masaba sub-county Kisii County, Kenya. Majority of the respondents (71.8%) revealed that the money offered to the in form of CDF grants was never enough to cater for their needs. Only 18.5% could not tell whether it was enough or not, while 9.7% agreed that the money was adequate. This implies that owing to risen enrolment rate in primary schools after introduction of free primary education, the money disbursed to schools by the government in form national government CDF grants was less than what the schools required to cater for its needs. As a result, physical facilities like classrooms, toilets and offices in existence are already overcrowded, and the furniture, is not adequate. This is in line with Saitoti's (2004) assertion that the major challenges

facing the implementation of free primary Education were inadequate financial resources that would ensure enough learning and teaching resources in schools.

The study also found that alternative findings either from the parents or well-wishers were never enough, as indicated by 79.8% of the respondents. In addition, only 5.6% indicated that alternative funding was enough. On free primary education capitation, over three quarters of the respondents at 78.2% revealed that this funding was never adequate, with only 13.7% indicating otherwise.

Majority (92.7%) of the respondents strongly agreed that they lacked financial assistance from the parents. Only 3.2% cumulatively disagreed with the statement while 0.8% remained neutral. This shows that parents were not readily offering financial assistance for the schools through prompt payment of school fees or examination fees.

Majority of the respondents at 90.3% also strongly supported the statement that because of lack of funds their schools have not been able to purchase enough teaching and learning resources which was a contributing factor in poor performance. Only 2.4% disputed this statement, while 5.6% remained neutral. On timely disbursement of funds, the results on table 4.5 reveal almost all the respondents at 96.0% strongly confirmed that the government delays in the disbursement of funds and this had led to incurring of debts by the school which makes teaching and learning ineffective. Majority of the respondents at 80.6% also strongly supported the statement that teachers were not adequately compensated for teaching during remedial and holidays hence students missed out on academic work. Only 11.3% refuted the statement, while 2.4% remained neutral. The study also found that there were no qualified financial officers or accountants in most of the schools, who would handle school finances and this could lead to misallocation of funds. This implies that there were problems with financial control practices, which were major threat and should be a concern

to school management team. This is so because irresponsible spending of available funds by school head teachers is hazardous to the entire school system therefore school head teachers must practice relative control over how school funds is spent on recurrent and capital projects. This is in support with Ogbonnaya, (2015) findings who also found that to ensure effective financial control both internally and externally, the financial controlling body of the school must establish a system of financial administration which safeguards the assets of the public authorities, ensures that the complete financial consequences of all policies and schemes are considered at the appropriate decision level and that all authority optimum value for money from the services provided. Ogbonnaya, (2015) also reiterated that the school financial controller, who is mostly the accountant ensures that the money is spent wisely, ensures that the most required services are made available both economically and efficiently, that the objectives set are actually attained, that the organization is effective, and that the school practice a multidisciplinary or corporate approach to problem solving and exercise general financial supervision and oversight.

### **5.2.2 Teaching and learning resources management challenges facing head teachers in management of public primary pupils.**

The second study objective sought to examine the teaching and learning resources management challenges facing head teachers in public primary schools in Masaba sub-county, Kisii County. Majority of the respondents at 62.9% revealed that teaching staff of their schools was inadequate, while 27.4% could not tell whether there were enough teachers in their schools or not (See Fig. 4:3). Only 9.7% of the respondents indicated that they had enough teachers in their schools. The study revealed that over two thirds of the public primary schools in Masaba South Sub-County had their teachers teaching over 21 lessons per week, 22.6% indicated 16-20 lessons, and 8.1% indicated 10-15 lessons while only 5.6% indicated below 10 lessons. This implies that as a result of inadequate number of teachers in public primary schools in Masaba sub-county most teachers

were overworked, teaching many lessons in a week. Ingersoll (2013) also did a study on the teachers' shortage and similarly found that too many learners were being taught by few teachers. This was due to the class-size reduction and pupils' population growth, most of the public primary schools had experienced a severe shortage of full prepared teachers to implement school curriculum. Ingersoll (2013) further indicated that over the last two decades, shortage of teachers, have occurred as a consequence of increased pupils enrollment due to free primary education policy. Moreover, Cramer and Spalding (2016) reported that shortage of qualified teachers was due to lack of fully trained teachers who could measure up with the increased birth rate that have brought floods of new children into the school.

Majority of the respondents at 83.9% revealed that their teaching and learning resources such as textbooks were not adequate for their schools. Only 9.7% indicated otherwise as 6.5% could not tell the adequacy of their resources. It was also found that 82.3% disagreed that they had spacious classrooms for the learners, while only 7.3% indicated otherwise. Moreover, almost all the respondents at 92.7% also disputed that desks and chairs were enough for every pupil in their schools. This implies that classroom was not adequate for the high number of pupils and also the classroom furniture in their schools were not inadequate to cater for the high enrollment of the pupils in the recent years. The findings further augment the fact that the school heads faced lack of adequate learning facilities which is critical for pupils' management learning as most of the classes faced congestion and the available furniture being inadequate for the pupils. Lack of adequate facilities such as science equipment, classes, playground and other teaching and learning resources is likely to affect teaching and in most cases can stir up rebellion which is likely to lead to poor performance. Douglas (1964) notes that effective teachers keep in mind what they teach and what they teach with. Learning would therefore be passive and boring if learning

resources are not incorporated in the learning process. It is proper organization of learning resources and the use of appropriate teaching and learning strategies which is likely to enhance the acquisition of the subject matter and content.

In reference to table 4.7, the study also found that toilets and latrines were not adequate for the school community as shown by 91.9% of the respondents. Only 5.6% supported the statement, while 2.4% remained neutral. The findings reveal that most of the public primary schools in the study area had poor sanitation as the number of toilets and latrines in majority of these schools was inadequate. Over half of respondents at 54.0% indicated that the parents had a negative attitude towards provision of resources (financial assistance to the school) while only 18.5% of the parents had a negative attitude towards provision of resources as 27.4% indicated parents were neutral in providing assistance in resources to the schools. This was in agreement with the findings of Dudek (2010), who also observed that uncomfortable and unsuitable classrooms cause problems such as poor concentration span, writing difficulties and illness thus reduces the learning opportunities. Earthman, & Lemasters, (2016) also echoed these findings when he observed that; when cleanliness in schools is maintained, students get attracted and motivated and will contribute to good academic performance of the students.

### **5.2.3 Pupils Discipline Management Challenges Encountered by Head Teachers**

The third study objective sought to assess pupils discipline management challenges encountered by head teachers in public primary school in Masaba Sub-County, Kisii County, Kenya. In reference to table 4.9, the study found that pupils committed various cases of indiscipline, with majority being fighting at 62.9% stealing at 65.3% and sneaking at 61.3%. Of all the indiscipline cases failure to do the assignments tops the list with 71.0%.

This shows that pupils committed various indiscipline cases and this could be a challenge to head teachers in proper handling of the schools. In fact, a study by Gachagua (2005) discovered that poor guidance by parents is a factor contributing to pupils involving themselves in various indiscipline behaviors. Indiscipline pupils pose a great challenge to head teachers because these children become unruly and ungovernable. Moreover, Abdullahi (2006) cited that lack of support from parents as a factor has led to persistence of indiscipline in schools with many parents being overprotective of their children, hence giving head-teachers difficult time when administering punishment to these children. Abdullahi (2006) further noted that most of the parents failed to show up for parents' meetings and those who did rarely got to get in touch with teachers to enquire on their children's performance and behavior.

The study also found that majority of the respondents at 72.6%, in table 4.10, strongly agreed with the statement that due to drug abuse menace among the students; their academic performance was impacted negatively. Over two thirds of the respondents at 66.1% also strongly agreed that cases of truancy and absenteeism had led to pupils failing in examinations because of poor syllabus coverage. Only 6.4% cumulatively disputed this, while 11.3% remained neutral. These findings support that of Azizi (2010) in a longitudinal study of African-American males. Azizi, found that absenteeism is detrimental to student's achievement, promotion, graduation, self-esteem and employment potential Robins. Retcliff (2018) also found that of those students who were often truant in high school and primary 75% failed to graduate. Failure to graduate, in turn, is associated with diminished earning potential in adulthood and other poor outcome. These findings were consistent with those of Crede, Roch and Kieszczynka (2010) who further indicated that absenteeism could also lead to poorer retention of knowledge leading to poor performance

in class. Indeed, the classroom-based teachings are capable to enhance skills related to cognitive, affective and psychomotor) (Arthur *et al.*, 2003). Students who choose to skip class -based teachings and rely solely on other modes of learning with the class subject are less likely to retain relevant knowledge related to the subject as compared to those who attend the class; subsequently those who absent perform poorly on the examinations (Crede *et al.*, 2010).

On school assignments, majority of the respondents at 71.8% strongly supported that failing to do school assignments led to poor performance because of lack of subject content mastery. Another 71.0% of the respondents strongly agreed that many pupils jeopardize their studies because they sneak out of school and end up missing vital study time. On coupling cases and boy girl relationship, 70.2% strongly agreed with the statement that coupling of pupils led to poor academic performance because of poor time management among the victims. Majority of the respondents at 85.5% cumulatively also agreed that low self-esteem caused by bullying makes pupils too afraid to concentrate fully on their class work leading to poor performance.

### **5.3 Conclusions**

Major conclusions drawn from the first objective were that majority of the head teachers and senior teachers had never participated in workshops and seminars to be inducted into the new job upon their appointment as school administrations. Moreover, money offered to them in form of CDF grants, free primary education capitation and alternative source of funds from well-wishers and parents were never enough for the school head teachers to run the school and effectively managed the pupils. Parents were not readily willing to offer financial support to the school because of the notion that primary education was free as directed by the government. Most of the head teachers had no financial accounting background neither did their school had accounting personnel, hence

the schools could have faced a challenge of proper accountability of funds.

In the second objective of the study, the study concluded that teaching staffs, learning and teaching resources were inadequate. Meaning, the school heads faced lack of adequate learning facilities which was critical for pupils' management in learning. This also concludes there was inadequate learning as resources were inadequate. Most of the public primary schools in the study area also had poor sanitation as the number of toilets and latrines in majority of these schools was inadequate uncomfortable or non-conducive learning environment pose a great challenge to head teachers in managing pupils, given that pupils will tend to develop unruly behavior or negative attitude about schooling.

In the third research objective, the study concluded that pupils committed various cases of indiscipline, with majority being fighting, stealing and sneaking out of school. However, of all the indiscipline cases failure to do the assignments tops the list with. This shows that pupils committed various indiscipline cases and this could be a challenge to head teachers in proper handling of the schools. Cases such as drug abuse menace among the students; truancy and absenteeism bullying, coupling or boy-girl relationship impacted negatively on pupils' academic performance, which then pose as a challenge to head teachers in management of these pupils.

#### **5.4. Recommendations**

This section stipulates the recommendations to be implemented for practice and policy for good management of the pupils by the head teachers for their academic performance.

The Ministry Of Education should allocate adequate funds to schools for infrastructure development to address the shortage of physical and material resources. The Ministry Of Education through Teachers Service Commission should also address the perennial problem of understaffing by employing more teachers. Schools should also be encouraged

to employ qualified accounting personnel for proper management of school's financial transactions, to avert cases of funds misappropriations.

The study also recommends that the government should offer continuous training to the head teachers on pupil management to keep them up-to date with skills that will assist them to run their schools effectively.

The Teachers' Service Commission should also train more teacher counselors in schools to cope with the large number of indiscipline cases in lieu of the corporal punishment. The head teachers and the Boards of Management of schools should come up with policies that would ensure that thorough counseling is done to pupils especially victims of crimes. The counseling should also be aimed at character mentorship so as to discourage deviance among the students.

#### **5.5. Suggestion for further study**

This study contributed significantly to the body of literature on the challenges Facing Head Teachers in Management of Public Primary Schools in Masaba South Sub- County Kisii County Kenya. From the study findings, the researcher suggested that the study should be done on;

- i. Similar study should be done in other sub-counties for comparison purposes and to allow for generalization of findings on the administrative challenges faced by primary school head teachers in management of pupils in Kenya
- ii. A study should be carried out on the strategies being employed by head teachers to cope with the challenges faced in the management of student personnel in secondary schools.

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**APPENDICES**  
**APPENDIX I: LETTER OF TRANSMITTAL**

**Dear Respondent,**

I am a Post-Graduate Student in the Africa Nazarene University, pursuing a master's degree in Education. I am currently carrying out a research on: "**CHALLENGES FACING HEAD TEACHERS IN MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN MASABA SOUTH SUB- COUNTY KISII COUNTY KENYA**", as part of the course requirement. For this reason, therefore, your school has been sampled for the study and you have been selected as a respondent. Kindly answer the questions as truthful as possible. Do not write your name on the questionnaire. The results of this study will be used for academic purposes only and the information gathered will remain confidential. Thanks

Yours Faithfully,

**REBECCA NYABOKE PETER**

**CELL PHONE: 0718154316**

## APPENDIX II: HEADTEACHER'S QUESTIONNAIRE

Dear Sir/Madam,

I am a Master of Education (M.ED) student at Africa Nazarene University, carrying out an educational research to find out the administrative challenges which head teachers of public primary schools face in the managing of pupils in Masaba Sub-County in Kisii County. Utmost confidentiality and will be given to all the information you give will not be used against you in any way. Thank you.

### Section A: Background Information

**Please put a tick (√) where applicable**

#### 1. Your age bracket

Less than 30 years     [   ]

30 – 50                     [   ]

Above 50                    [   ]

#### 2. Your gender

Male [   ]            Female [   ]

#### 3. The number of years you have served as a head teacher

Less than 3 years     [   ]

3 – 5years                [   ]

Over 5 years              [   ]

#### 4. What is your highest professional certificate?

P1 Certificate [   ] Diploma in Education [   ]     B.Ed [   ]     M.Ed [   ]

Specify if there is any other\_\_\_\_\_

5. Since you were appointed as a head teacher have you ever attended any workshop or seminar on school administration?

Yes [ ] No [ ]

a) If yes, was the area of pupil personnel management covered?

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6. After the ban of corporal punishment in all schools was there any in-service or retraining of head on counselling of pupils teachers and teachers?

Yes [ ] No [ ]

7. What is the total number of learners in each class? \_\_\_\_\_

8. What is the total number of girls and boys? \_\_\_\_\_

9. When admitting pupils, do you face any challenges?

Yes [ ] No [ ]

10. Do you face the challenges or cases of school dropout in your school

Yes [ ] No [ ]

### **SECTION B: Management of Teaching and Learning Resources**

11. What is the situation of the number of teachers in your school?

Adequate [ ] Inadequate [ ]

**12.** Averagely what is each teacher's workload per week?

Below 10 [ ]    10-15 [ ]    16-20 [ ]    over 21 [ ]

**13.** (a) How do you acquire text books and other learning resources for your school?\_

\_\_\_\_\_

(b) Do you have adequate learning resources?

Yes [ ]    No [ ]

**14.** (a) Are classrooms enough in school?

Yes [ ]    No [ ]

(b) Are the desks and chairs enough for every pupil in school?

(c) Are the toilets enough in your school?

**15.** How do parents perceive provisional of resources or financial assistance to the

school?    Negatively [ ]    positively [ ]

Can you please explain\_\_\_\_\_

**16.** Do you have enough curricular activities equipment or facilities?

Yes [ ]    No [ ]

**17.** What is the situation of government allocated funds for the school?

Adequate [ ]    Inadequate [ ]

**18.** Can you please indicate other challenges you encounter associated with resources on the process of managing pupils? \_

\_\_\_\_\_

19. How can you rate the situation of the following facilities in school?

	Adequate	Inadequate
Classroom		
Furniture		
Toilet, urinals and bathrooms		
Resources for teaching and learning		
Equipment for co-curricular activities		
Facilities for ICT		

### SECTION C: Challenges in Financial Management

1. What is the provision of CDF for the school?

Adequate [ ] Inadequate [ ]

2. Is the school able to get adequate alternative funding to meet the prioritized needs of the school?

Adequate [ ] Inadequate [ ]

3. What is the situation of government funding in school?

Adequate [ ] Inadequate [ ]

9. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding effects of management of finances as a challenge in managing pupils. Use the following scale while responding.

Statement	SA	A	D	SD
There is lack of financial assistance from parents				
Because of lack of funds the school has not been able to purchase enough teaching and learning resources which is a contributing factor in poor performance.				
The government delays in the disbursement of funds has led to incurring of debts by the school which makes teaching and learning ineffective.				
Teachers are not adequately compensated for teaching during remedial and holidays hence students miss out on academic work				
There is lack of qualified accountants who handle school finances which has led to misallocation of funds.				

*SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree*

#### **SECTION D: Challenges in Pupils' Discipline Management**

(a) In the spaces provided below identify by crossing (x) disciplinary problems experienced in your school. Multiple answers are allowed.

- fighting
- stealing
- coupling
- bullying
- in decent dressing
- drug abuse
- sneaking from school
- failure to do assignments

a) A part from the ones written above which other discipline cases do you experience in school?

b) Explain \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

c) In the table below, Indicate the extent to which you agree or disagree with the following statements regarding effects of discipline management as a challenge in managing pupils. Use the following scale while responding. *SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree*

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Because of drug abuse academic performance has been impacted negatively.				
Truancy and absenteeism has led to pupils failing in examinations because of poor syllabus.				
Failing to do school assignments has led to poor performance because of lack of subject content mastery.				
Many pupils jeopardize their studies because they sneak out of school and end up missing vital study time.				
Coupling of pupils has led to poor academic performance because of poor time management leading to lack of time to revise.				
Low self-esteem caused by bullying makes pupils too afraid to concentrate fully on their class work leading to poor performance.				

## APPENDIX III: TEACHERS' QUESTIONNAIRE

### Section A: Background Information

Please put a tick (✓) where applicable

#### 1. Your age bracket

Less than 30 years [ ]      30 – 50 [ ]      Above 50 [ ]

#### 2. Your gender

Male [ ]      Female [ ]

#### 3. The number of years you have served as a teacher

Less than 3 years [ ]

3 – 5years [ ]

Over 5 years [ ]

#### 4. What is your highest professional certificate?

Certificate [ ]      Diploma [ ]      Bachelors [ ]      Masters [ ]

Specify if there is any other \_\_\_\_\_

a) Do you attend seminars and workshop on management of pupils?

Yes [ ]      No [ ].

b) If yes, was the area of pupil management did you cover?

\_\_\_\_\_

c) After the ban of corporal punishment in all schools was there any in-service or retraining of teachers on counselling of pupils and teachers?

Yes  No

d) What is the total number of girls and boys in school? \_

e) When admitting pupils, which challenges do you face?

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f) Do you face the challenges or cases of school dropout in

your school Yes  No

**SECTION B: Shortage of Teaching and Learning Resources and management of public primary school pupils**

10. What is the situation of the number of teachers in your school?

Adequate  Inadequate

11. Averagely what is each teacher's workload per week?

Below 10  10-15  16-20  over 21

12. (a) How do you acquire text books and other learning resources for your school?

---

13. (b) Do you have adequate learning resources?

Yes  No

14. (a) Are classrooms enough in school?

Yes  No

(b) Are the desks and chairs enough for every pupil in school?

Yes  No

(c) Are the toilets enough in school?

Yes  No

15. How do parents perceive provisional of resources or financial assistance to the school? Negatively  positively

Can you please explain\_

---

16. Do you have enough curricular activities equipment or facilities?

Yes  No

17. What is the situation of government allocated funds for the school?

Adequate  Inadequate

18. Can you please indicate other challenges you encounter associated with resources on the process of managing pupils? \_

19. How can you rate the situation of the following facilities in school?

	<b>Adequate</b>	<b>Inadequate</b>
Classroom		
Furniture		
Toilet, urinals and bathrooms		
Resources for teaching and learning		
Equipment for co-curricular activities		
Facilities for ICT		

### **SECTION C: Challenges Facing Head teacher in Financial Management**

1. What is the provision of CDF for the school?

Adequate [ ] Inadequate [ ]

2. Is the school able to get adequate alternative funding to meet the prioritized needs of the school?

Adequate [ ] Inadequate [ ]

3. What is the situation of government funding in school?

Adequate [ ] Inadequate [ ]

2. In the table below, Indicate the extent to which you agree or disagree with the following statements regarding effects of management of finances as a challenge in managing pupils. Use the following scale while responding.

	Statement	SA	A	D	SD
	There is lack of financial assistance from Parents				
	Because of lack of funds the school has not been able to purchase enough teaching and learning resources which is a contributing factor in poor performance.				
	The government delays in the disbursement of funds has led to incurring of debts by the school which makes teaching and learning ineffective.				
	Teachers are not adequately compensated for teaching during remedial hours hence pupils miss out on academic work				
	There is lack of qualified accountants who handle school finances which has led to misallocation of funds.				

*SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree*

#### **SECTION D: Challenges faced by Head teacher in Pupils' Discipline Management**

a) In the spaces provided below identify by crossing (x) disciplinary problems experienced in your school. Multiple answers are allowed.

fighting

stealing

coupling

bullying

in decent dressing

drug abuse

sneaking from school

failure to do assignments

b) A part from the ones written above which other discipline cases do you

experience in school?

c) Explain

---



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---



---



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d) In the table below, Indicate the extent to which you agree or disagree with the following statements regarding effects of discipline management as a challenge in managing pupils. Use the following scale while responding. *SA-Strongly Agree A – Agree D- Disagree SD – Strongly Disagree*

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Because of drug abuse academic performance has been impacted negatively.				
Truancy and absenteeism has led to pupils failing in examinations because of poor syllabus.				
Failing to do school assignments has led to poor performance because of lack of subject content mastery.				
Many pupils jeopardize their studies because they sneak out of school and end up missing vital study time.				
Coupling of pupils has led to poor academic performance because of poor time management leading to lack of time to revise.				
Low self-esteem caused by bullying makes pupils too afraid to concentrate fully on their class work leading to poor performance.				

**APPENDIX IV: INTERVIEW SCHEDULE FOR PTA CHAIRPERSONS**

- i. How do challenges of teaching and learning resources affect head teachers in management of public primary school pupils in Masaba Sub-County, Kisii County, Kenya?
- ii. How do financial challenges affect head teachers in management of public primary school pupils in Masaba Sub-County, Kisii County, Kenya?
- iii. How do discipline management affect head teachers in management of public primary school pupils in Masaba Sub-County, Kisii County, Kenya?
- iv. What are the strategies for effective management of public primary school pupils in Masaba Sub-County, Kisii County, Kenya?

**APPENDIX V: MASABA SOUTH SUB COUNTY PUBLIC PRIMARY SCHOOLS**

Serial number	School	Zone
1.	AMABUKO	KEROKA
2.	AMASEGE	KEROKA
3.	BOGECHE	KEROKA
4.	BOKIBARORI	RAMASHA
5.	BONGONTA	RAMASHA
6.	BONYAKONI DOK	MASIMBA
7.	CHIRONGE	KIAMOKAMA
8.	CHITAGO	IBACHO
9.	EBACHWA	NYAMASIBI
10.	EKWARE	NYAMASIBI
11.	EMBOROGO SDA	RAMASHA
12.	EMEANGARA	NYAMASIBI
13.	EMEROKA	IBACHO
14.	EMONGA	IBACHO
15.	ENGORWA DEB	MASIMBA
16.	GEKONGE DEB	RAMASHA
17.	GESABAKWA	IBACHO
18.	GESICHO	ASIMBA
19.	GESUSU CHIBWOBI	GESUSU
20.	GETACHO	GESUSU
21.	GETERI	GESUSU
22.	GIENSEMBE	KEROKA

23.	GOTINYANGO	NYAMABACHOSIBI
24.	IBACHO	IBACHO
25.	IBANCHORE DEB	MASIMBA
26.	ICHUNI BOYS	KEROKA
27.	ICHUNI GIRLS	KEROKA
28.	IKENYE	MASIMBA
29.	IKORONGO DEB	RAMASHA
30.	KEGOGI	IBACHO
31.	KEMUGA	KEROKA
32.	KENYORO	IBACHO
33.	KEREMA	MASIMBA
34.	KEROKA	KEROKA
35.	KIAMIREGA	IBACHO
36.	KIAMOKAMA DEB	KIAMOKAMA
37.	KIAMOKAMA FAM	KIAMOKAMA
38.	KIOMITI	GESUSU
39.	MACHEACHUMBI	IBACH
40.	MASABO	KIAMOKAMA
41.	MASIMBA DEB	MASIMBA
42.	MATIBO DOK	RAMASHA
43.	MESABISABI	GESUSU
44.	MESOCHO	GESUSU
45.	METEMBE DEB	RAMASHA
46.	MOBAMBA	KIAMOKAMA
47.	MOCHENGO	KIAMOKAMA

48.	MOGWEKO	IBACHO
49.	MOI KISII	IBACHO
50.	MOKOBOKOBO	IBACHO
51.	MOKOROINWA DOK	MASIMBA
52.	MOREREMI	NYAMASIBI
53.	MOSISA	NYAMASIBI
54.	MOTONYONI DOK	MASIMBA
55.	NYAGACHI DEB	RAMASHA
56.	NYAMAGESA COG	IBACHO
57.	NYAMAGESA DEB	IBACHO
58.	NYAMAGESA SDA	IBACHO
59.	NYAMASIBI	NYAMASIBI
60.	NYAMBOGO	IBACHO
61.	NYAMOISEKEMUYA	IBACHO
62.	NYANKOBA COMM	KEROKA
63.	NYANKONONI	IBACHO
64.	NYANTURAGO	NYAMASIBI
65.	NYASIKE SDA	RAMASHA
66.	OBWARI	IBACHO
67.	OMOGOGO	NYAMASIBI
68.	RAMASHA DOK	RAMASHA
69.	RIABIGUTU PAG	MASIMBA
70.	RIAISOE	GESUSU
71.	RIAMAKANDA	IBACHO
72.	RIAMICHOKO DOK	RAMASHA
73.	RIANYOKA	IBACHO
74.	RIASIBO	GESUSU

75.	RIOIRA DEB	MASIMBA
76.	RISA DEB	RAMASHA
77.	RIURI	NYAMASIBI
78.	SIROKWE DEB	MASIMBA
79.	SOSERA DEB	RAMASHA
80.	SUGUTA COG	MASIMBA

**APPENDIX VI: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION**

<b>N</b>	<b>S</b>								
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	1500	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**Note: “N” is population size, while “S” is sample size Source: Krejcie and Morgan (1970)**

**APPENDIX VII: LETTER OF INTRODUCTION FROM ANU**

**AFRICA NAZARENE**  
UNIVERSITY

11<sup>th</sup> March, 2019

**RE: TO WHOM IT MAY CONCERN**

Rebecca Nyaboke (1A104CMLD024) is a bonafide student of Africa Nazarene University. He/She has finished his/her course work and has defended his/her thesis proposal *entitled "Challenges Facing Headteachers in Management of Public Primary Schools in Masaba South Sub-County Kisii County, Kenya."*

Any assistance accorded to him/her to facilitate data collection and finish his/her thesis is highly welcomed.

**Prof. Rodney Reed**  
Deputy Vice Chancellor, Academic Affairs

## APPENDIX VIII: RESEACH AUTHORISATION LETTER FROM NACOSTI



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 3219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/91097/29644**

Date: **15<sup>th</sup> May, 2019**

Rebecca Nyaboke Peter  
Africa Nazarene University  
P.O. Box 53067-00200  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Challenges facing head teachers in management of public primary schools in Masaba South Sub-County Kisii County Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kisii County** for the period ending **14<sup>th</sup> May, 2020**.

You are advised to report to **the County Commissioner and the County Director of Education, Kisii County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**DR. MOSES RUGUTT, PHD, OGW**  
**DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Kisii County.

The County Director of Education  
Kisii County.

**APPENDIX IX: RESEACH PERMIT FROM NACOSTI**

**THIS IS TO CERTIFY THAT:**  
**MS. REBECCA NYABOKE PETER**  
**of AFRICA NAZARENE UNIVERSITY,**  
**0-40202 KEROKA, has been permitted to**  
**conduct research in Kisii County**  
**on the topic: CHALLENGES FACING**  
**HEAD TEACHERS IN MANAGEMENT OF**  
**PUBLIC PRIMARY SCHOOLS IN MASABA**  
**SOUTH SUB- COUNTY KISII COUNTY**  
**KENYA**  
**for the period ending:**  
**14th May,2020**

**Permit No : NACOSTI/P/19/91097/29644**  
**Date Of Issue : 15th May,2019**  
**Fee Received :Ksh 1000**



*[Signature]*  
**Applicant's**  
**Signature**

*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**APPENDIX X: RESEARCH AUTHORIZATION LETTER FROM MASABA  
SOUTH COUNTY EDUCATION OFFICE**

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION**



Telephone: .....  
FAX .....

**SUB COUNTY OFFICE  
MASABA SOUTH  
P.O. BOX 757  
KEROKA**

**REPUBLIC OF KENYA**

REF: ED/MS/16/22 (3)

DATE: 22-03-2019

THE HEADTEACHERS  
PUBLIC PRIMARY SCHOOLS  
MASABA SOUTH

**RE: RESEARCH AUTHORIZATION: REBECCA NYABOKE PETER  
13JO4CMED024-AFRICAN NAZARENE UNIVERSITY**

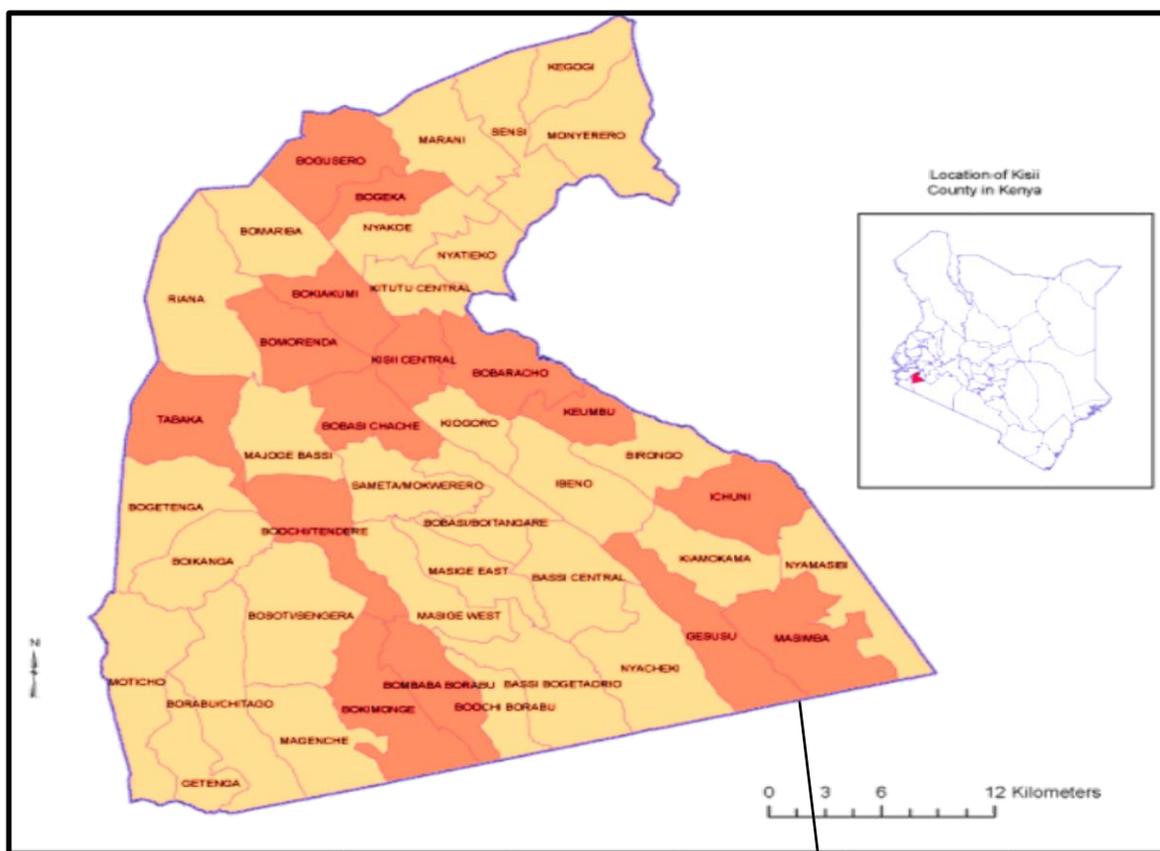
The above is a post-graduate student at African Nazarene University. She is authorized to carry out Research in Masaba South public primary schools between 26<sup>th</sup> March and 3<sup>rd</sup> April 2019 on "challenges facing head teachers in management of public primary schools".

Please accord her the necessary assistance.

**SUB-COUNTY DIRECTOR OF EDUCATION  
MASABA SOUTH SUB-COUNTY  
P.O. Box 757 - 40202, KEROKA**  
Date: ..... Sign: .....

**DAVID A. SANGAKA  
SUB COUNTY DIRECTOR OF EDUCATION  
MASABA SOUTH**

**APPENDIX XI: MAP OF KISII SHOWING MASABA SOUTH SUB COUNTY**



**Map showing entire Kisii County.**