

**AN INVESTIGATION INTO ADMINISTRATIVE PROBLEMS  
MANIFESTING IN THE OPERATION OF  
PRIVATE PRIMARY SCHOOLS IN  
THIKA MUNICIPALITY  
THIKA DISTRICT,  
KENYA**

**BY**

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT  
FOR THE DEGREE OF MASTER OF  
EDUCATION IN EDUCATIONAL  
ADMINISTRATION  
AND PLANNING**

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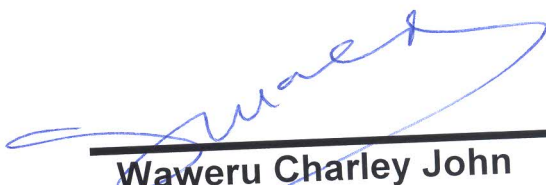
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## DECLARATION

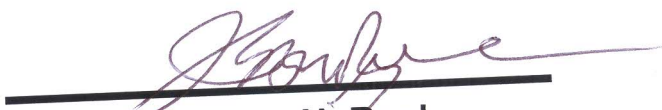
I declare that this report is my original work and has not been presented in any other University.



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This research report has been submitted for Examination with my approval as University Supervisor.



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Glory and Honour be to God!

## DEDICATION

I dedicate this work to my wife Jacinta Wanjiku and children; Nathan, Grace, Esther, Mary and Faith. Their love, prayers, support, patience, encouragement and understanding gave me the will and determination to complete my post graduate studies.

## **ABSTRACT**

The primary concern for this study was to investigate the administrative problems which manifested in the operation of private primary schools in Thika Municipality. The study identified the administrative problems which private primary school administrators faced in the course of their daily duties in their institutions. It was important also to find out the extent to which those constraints hindered the administrators in carrying out their roles. Therefore, the researcher investigated and sought to ascertain the leading problems in the operation of private primary schools.

A review of literature was done under various sub-headings. These were: global problems in private primary schools with major reference to Britain and United States of America; administrative problems of private primary schools in Kenya with a central focus on their establishment and operation; legislation and registration of private primary schools in Kenya, examining both pre-registration and post registration problems. In all these sub-headings the literature review focused on the problems which manifested in the course of the operation of those private primary schools.

In this research, two questionnaires were used as research instruments. Oral interview was used to supplement the questionnaire through

clarification or probing. The questionnaires targeted private primary school administrators in Thika Municipality as the respondents. The first questionnaire was the administrative task areas questionnaire. That questionnaire sought information on the six administrative task areas of an education administrator. Those areas were; curriculum and instruction, staff personnel, pupil personnel, school community relations; finance and business management and school plant. The general questionnaire sought demographic information of the respondents. The study was a survey design. The subjects of the study were eighteen private primary school administrators in Thika Municipality. It was a case study because the population size was small.

In the administrative task questionnaire, the respondents completed it using a scale of 1 - 5. The more the respondent scored on the scale in the questionnaire indicated the seriousness of the problem in that area as it was encountered by the administrator. The respondents put a circle around the score - none - scored 1, very little - scored 2, average - scored 3, considerable - scored 4, A lot - scored 5. In the last part of the questionnaire, respondents gave their comments in form of suggestions on how to deal with the encountered problem. The respondents were all the eighteen private primary school administrators in Thika Municipality. The return rate of the questionnaire was 100%. The data was obtained,

analyzed and interpreted using descriptive statistics. Frequency and percentages were used to do the analysis. The mean as a measure of central tendency was used to show comparison, the seriousness and the magnitude of the problem in each administrative task area. Graphic illustration was done to give a summary of the findings.

The study revealed that considerable administrative problems in private primary schools occurred in the administrative area of the school plant. This was especially in the area of acquisition of land for expansion of the schools. Land in Thika municipality was scarce and the demand was high and developers tended to favour putting up residential estates instead of social enterprises such as schools.

In the task area of school plant, it was revealed that school administrators found it difficult to construct adequate and spacious classrooms. This was as a result of lack of land for expansion. In the same area, it was noted that school administrators faced problems during the registration of the schools by the Ministry of Education, Science and Technology.

In the administrative task area of curriculum and instruction it was revealed that administrators encountered problems in the area of selecting and acquiring learning materials. In this area administrators without a

teaching qualification faced more problems than those with teaching qualification.

In the administrative task area of finance and business management the respondents indicated that they faced considerable problems in the area of sourcing finance to undertake and sustain school programme. The researcher inferred that lack of adequate finance caused problems in the school plant area and also in curriculum and instruction area as finance was a key factor in developing the school plant as well as for the daily running of curriculum and instruction programmes. This was through the purchase of instructional material.

Finally, in the same area of finance and school management, it was also revealed that administrators also encountered problems in keeping up to date accounting records. This was possibly because they had little or no training in basic book-keeping and accounting which was very essential in financial management. Based on these findings, it was recommended that the Local Authorities intervene and either sell land at a subsidized rate or donate it to qualified and interested private school developers. There is need for the government to negotiate with commercial banks and request them to give long term soft loans to private primary school administrators. It should also encourage the registration of non-

governmental organizations which show educational support through funding private primary school initiatives particularly in the area of basic education.

On the area of registration, the researcher recommends that the government reduces bureaucracy in the private primary school registration process. It was also recommended that the government needs to consider removing all forms of tax on school instructional material and equipment for at least the first five years of the school operation. On school inspection, it was recommended that the Ministry of Education, Science and Technology intensifies inspection for advisory purposes in all private primary schools in the country.

The following suggestions were made on further research: That further research be carried out on; schools inspectors' attitudes towards private primary schools; the state of physical facilities in private primary schools; a comparative study in rural and urban academies and on administrative problems encountered by administrators in private primary schools using a larger sample and in a different province. Further research can also be carried out to investigate problems affecting learners in private primary schools as a comparative study of rural and urban private primary schools.

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## LIST OF ABBREVIATIONS

BA	-	Bachelor of Arts
B Ed.	-	Bachelor of Education
BOG	-	Board of Governors
B Sc	-	Bachelor of Science
M Ed	-	Master of Education
MOEST	-	Ministry of Education, Science and Technology
PGDE	-	Post Graduate Diploma in Education
PhD	-	Doctor of Philosophy
PTA	-	Parents Teachers Association
P1	-	Primary Teacher one
S1	-	Secondary Teacher one

# CHAPTER ONE

## THE PROBLEM AND ITS CLARIFYING COMPONENTS

### Background of the Study

The school system is a formalized method of transmission of educational goals and objectives. Today in Kenya schools are categorized as either public or private. A private school or the unaided school according to the Education Act Cap 211 (1980) means a school which does not receive grants out of the public funds while it is under the regulatory control of the state, it is under the immediate operational control of private individuals or organizations. Non-public (private) schools exist apart from the public school system of the state. It may be operated on profit basis as a Church related or non-sectarian institution. According to Beach (1958) a non-public school is generally supported by private funds as distinguished from public funds which are raised by taxation.

In contrast to the private school the public school is by Education Act (1980) the aided school. According to Beach (1958) it is a creature of the state and receives grants from the state, is subject to the state regulatory control and is under immediate operation control of a government agency or agent. It is supported and maintained at public expense. However, it is important to know that in Kenya, the two types of schools are the official providers of formal education from nursery school through to University.

Their existence, growth expansion or decline has far reaching implications on the citizenry of any country, Kenya being an example. The existence of the two sectors in the provision of education is important in development of human research in any country. According to Beach (1958) in most countries of the world Laws regulating private schools fall into two categories:- Laws that apply generally to all individuals and organizations conducting business and charitable organizations and Laws that apply explicitly to private schools as educational institutions.

National governments allow the setting up of both public and private schools in order to ensure an educated citizenry. The last two decades have witnessed a tremendous growth of private institutions mainly private primary schools in all parts of this country. According to the Ministry of Education Science and Technology private primary school enrolment returns as at December, 2002, there are one thousand eight hundred and fourteen private primary schools in Kenya with a total enrolment of one hundred and eighteen thousand five hundred and sixty eight pupils. This is contrary to the trend before and immediately after independence. After independence the country needed more manpower to steer the country ahead. As an answer to this demand, low cost unaided secondary schools were opened mainly by Asian businessmen.

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The quality of education in these schools was low but the demand for manpower surpassed the need to examine the quality of their graduates. The private primary schools that existed then were high cost catering for the children of ambassadors, remnants of colonial administrators and expatriates working for various organizations within the country. These types of schools were outrightly out of reach of the Kenyan African parents.

Forty years after independence few social institutions in Kenya exemplify the grand optimism of the people of this country than do the academies. They provide education from nursery to secondary level. They are the outgrowth of enthusiasm for quality formal education on the part of educationists, businessmen, philanthropists, local leaders and church organizations. The period of awakening on this zeal spans from mid 1970s to the present day - with their greatest development being experienced in the last decade. Academies of very low quality and those of very high quality have been established. The two contrasts have caused the government authorities, educationists, politicians and parents to condemn certain aspects of both these institutions at different times.

Those criticisms have many times been highlighted in local dailies and have put these education institutions into bad light in the public eye

(Kenya Times July 21, 1988, p.28, Kenya Times February 9, 1988, p.6).

Is there justification for that wholesale condemnation of these schools? At times some of them have been threatened with closure while others have been closed (Daily Nation, January 24, 2002; p.4). This negative publicity has consequently brought enrolment down. When a school in operation closes, the implication is vast. Whatever goal may be achieved through its closure or de-registration, the loss is colossal. Any serious education system needs to examine the administrative problems that manifest in these schools as they are established and developed. As the school develops there are problems of administrative nature that manifest.

The private primary school being a formal organization has resources to help it achieve goals and objectives of its existence. If problems show up and are not attended, they thwart the achievement of the organizational goals and objectives and the already scarce resources become wasted.

Gray (1980) cites that organization theory as applied in school is based on some major contributions from industry, economic and voluntary organizations. Contributions from these areas have an immense impact on theories to explain the nature of organizations and how they operate. One such theory is the system theory model. It basically views organizations as open or closed. In this study, it is important to examine

on how closed or open the private primary school system is in this country. It is important to note that there is no totally open or closed system.

A school that is extremely open may find it difficult to initiate changes in the curriculum because it would be hampered by many forces from the outside. On the reverse if the school is extremely closed it would collapse. Commenting on this Gray (1980) suggests that members in the school community need to observe the necessary exchanges within the environment if the school is to keep in harmony with the environment. Therefore, it is clear that the school, and in particular, the 'private primary school' cannot be isolated from its community where it is located. However, the extent to which it can utilize the information that comes from its relationship with other bodies sharing the same interest as in education must be monitored carefully. Should the private primary school take in all suggestions the parents put across because they are paying fees? Should the proprietor reject and/or ignore all such suggestions because he owns the school? Adopting any of the two extremes may lead to far reaching consequences.

It has been recognized that all organizations are in a state of change. In school change is generally referred to as innovation which essentially means changes in the curriculum and changes in organizational structure

or management technique. For these changes to be adopted smoothly, the administrator's role is crucial. The administrator can enhance or be a stumbling block as far as changes are concerned. Like in any other organization conflict is bound to occur in private primary schools. In essence if identified with immediacy and resolved in light of the school goals such conflict genders life to the school.

The major task of the private school managers or administrators is to facilitate the development of the organization. Managers are required to identify the problems and make decisions by virtue of their position. How they make decisions is a matter of choice.

The role of the manager or private school administrator must be emphasized. The administrator must aim at mediating or harmonizing the various kinds of commitment which members and clients will give. In a private school setting, members are teachers, students, non-teaching staff while the clients are parents who have learners in the school.

In private primary school administration, the administrator operates under certain areas. These are referred to as task areas of school administration. According to Campbell (1974), Elsebree, W.S., McNally

and Wynn, R. (1967) and Nwagu (1978) there are six administrative tasks or operational areas of school administration. These are:-

- (i) Staff personnel Management;
- (ii) Pupil/Student personnel Management;
- (iii) Curriculum and instruction ;
- (iv) Physical facilities (the school plant) Management;
- (v) Finance and business management;
- (vi) School community relations.

In view of these task areas, the government, parents and the community have either commended or questioned administrative efficiency in private primary schools institutions. At times the condemnation darkens the commendation. This does not augur well for the longevity of these well intended institutions.

In local dailies, private schools have at times been ordered closed by different authorities due to alleged deficiency in diverse areas of their operation. According to Kenya Times July 12, 1988, p.28; a private school in Ngong' was closed by health authorities allegedly due to its poor health standards. According to Kenya Times April 13, 2000; p.23; the then Malindi District Commissioner ordered a crackdown on substandard private primary schools which had allegedly mushroomed in the area without registration. A caption in Kenya Times, July 13, 1988, p.1;

reported that a group of parents had claimed that a private primary school in Kibera within Nairobi Municipality endangered the health and safety of its five hundred pupils. They cited the various grounds to support their complaints. The classrooms were made of mud and they slanted precariously and had gaping windows and doors. Children scrambled for two crumbling pit latrines whose floor was wet with urine and human waste. They cast doubt on the teacher qualification as no child has ever passed Kenya Certificate of Primary Education though the school was established in 1978. The pupils spent more time playing or doing manual jobs within the school instead of learning. The manager was accused by the pupils and parents of charging exorbitant fees. They also accused the manager of changing the school from a self-help project to an individually owned private primary school.

The criticisms, complaints and allegations cited are examples of some private primary school's insensitivity to the institutional needs in various tasks areas such as provision of proper and adequate physical facilities, high quality curricula, qualified staff and gross insensitivity to pupils needs such as health and safety. Though such a school had grounds for its closure, if that is done its five hundred pupils' hope for learning would be interrupted. Is it prudent to allow it to continue in such a mess? Pupils safety in such institution is at risk.

May be what is needed is regular inspection, and advisory services from the Ministry of Education's Inspectorate arm so that schools are gradually guided and areas of weakness strengthened. That kind of approach would ward off periodical closures of sub-standard schools. The Ministry of Education Science and Technology should organize an educational quality map to guide schools forward without wanting to administer punitive measures at the eleventh hour.

There have been criticisms on private primary schools on the question of many unethical practices within the system. According to Daily Nation, January 10, 2002; p.10; - a parent visited his son in a school in Kikuyu Division, Kiambu District on the eve of Kenya Certificate of Primary Education (KCPE) only to be told that he had been taken to Nyandarua where he had been booked for the examination. It was a shock, disbelief and anger from the parent. Some private primary schools refuse to register weak students for national examinations in their schools and register them in public schools. This is to avoid the lowering of the mean score and thus affect their ranking and marketing strategy. The fees charged in some private schools is very high while the services are very low (Daily Nation July 14, 1988, p.7). The Provincial Administration through the Mathare Chief in Nairobi City asked the Ministry of Education to close down all unregistered schools in all city estates as they were

exploiting parents while academic standards suffered (Kenya Times February 9, 1998; p.6; The East African Standard April 20, 1999; p.3). Some private schools force weak pupils to repeat or expel them when they fail to attain required marks. They act as institutions of the gifted few a category of school that is non-existent in Kenya (The East African Standard February 5, 1991; p.3).

Ethical issues on the operation of private primary schools is very crucial. It affects pupils, parents and teachers of schools that disregard acceptable ethical practices. Fees in schools should be commensurate with the service offered. School administrators should not advertise falsely for services that are non-existent in schools. School fees charges in private schools is left to market forces. The question of fees moderation may be researched further. When a pupil is expelled from school after Standard Seven because the pupil cannot move to Standard Eight it is traumatic both to the pupil and the parents.

Registration of a weak pupil in other centres for Kenya Certificate of Primary Education Examination so as not to lower the mean grade is unethical and the Ministry of Education should step in and protect the pupils. It is possible then that the mean scores attributed to some schools are totally misleading because it might be that half of the students never

sat the examination in their official school (learning) centre but were registered in public schools. Is it possible for the public school head teacher to allow alien pupils to sit exams in his school for free? Most probably this is done at a fee. Such unethical administrative practices add into the list of corrupt deals in the country. It is dehumanizing to transfer a pupil to a new examination centre a day before the examination. Can primary school pupils bear the shock and trauma of a new environment on a national examination day?

Why do so many private schools operate for a long time without being registered? Could there be bottlenecks? Is it that the registration process is too cumbersome to handle due to bureaucracy? Is the registration free and fair? Why do we have some schools conspicuously operating in small sized plots and yet they operate with least interference from the registering authorities? According to Kenya Times, July 16, 1999; p.14 all unregistered private primary schools in Kitale Municipality were threatened with closure by the Municipal Education Officer citing incompetent staff, lack of adequate land and offering sub-standard education. Some schools operate for a long time without being duly registered. When the owners make quick money they close them and change to other businesses (Kenya Times, March 10, 2002; p.8). Addressing a meeting in Kisii at St. Vincent Hostel the then District Commissioner pointed out that eighty per

cent of the schools in the district were not registered (Kenya Times, March 27, 2002; p.3). In Busia District, the Busia Education Board closed thirty six schools which were operating illegally (Kenya Times, March 21, 2002; p.48).

### **Statement of the problem**

This Study was an investigation into administrative problems manifesting in the operation of private primary schools in Thika Municipality. Administration is essentially any process or way of working with people to accomplish a purpose of an enterprise. It deals with individuals and groups to accomplish goals and objectives of an organization. Education administration is therefore an art and a science of management of education. According to Walford (1990), in Britain the basic requirement for the membership of the hierarchy is the past attendance of a private school. This makes private education a source of power and influence which ushers an individual to the class of the ruling elite whose wealth gives them power and whose power gives them wealth. This creation of elitism within the state has aroused a lot of criticism. This ensures that merit can be bought through education. The British private school system has received a lot of criticism and objection from the Labour Party citing 'Private school fees therefore buy more than examination success ... and is the main means of transferring economic status, social position and influence from generation to generation. (Labour Party 1980; p.10).

Walford, 1990 p.38). The British private school system has to deal with the problem of public criticism on the existence of these elite schools. They are seen as agents of stratification of the society. Boyd and Cibulka (1989) cite that private schools in Britain and United States use a lot of resources to provide for service. They tend to be academically and examination oriented in order to justify their charges. Boyd and Cibulka argue that private schools at times deliberately put off the children from benefiting from the entire curriculum as they over emphasize on academic success of the learners.

The issue of teacher recruitment was cited by Walford (1989) as a problem because private schools in the United States were allowed to hire teaching staff without restriction. Some schools could engage highly qualified staff while others could employ those with low qualifications consequently affecting the quality of teaching and learning.

According to Grigg (1985) most private schools in Britain are closed societies and only those who are involved with them are informed of their activities. According to Ominde Report, (Republic of Kenya, 1964) it is pointed out that because private schools are run as business enterprises, lack of proper monitoring by the inspectorate may cause them to yield more to the proprietor wishes than offering of quality education according

to Ominde Report, (Republic of Kenya) 1964; p.88). On fees the Report noted:

**It is our strong conviction that the collection of large profits from the provision of educational services is intolerable in a country in which there is a large unsatisfied demand for such services and that the state should intervene where necessary.**

The problem of either too high or too low fees affect administrative practices in private schools. Too high fees genders public criticism while too low fees affect the provision of learning materials.

According to Gachathi Report, (Republic of Kenya, 1976) the public should be kept informed of what goes on in private schools, particularly the quality of their education, physical facilities, equipment and teachers promote quality education in school. One of the recommendations of Kamunge Report, (Republic of Kenya, 1988) was that private schools should provide adequate physical facilities, equipment and teachers in order to facilitate quality learning in private institutions. Most of the private schools at the time of Kamunge Report were of low standard and lacked facilities and equipment. They were criticized due to their poor performance in national examinations. The issue of sub-standard physical facilities continued to manifest in many private primary schools. On finance, Koech Report, (Republic of Kenya, 1999) concurred that

procurement of finances can be a problem in private education sector. The Koech Report, (Republic of Kenya), said that because setting up quality education and training institutions is an expensive undertaking, many private developers borrow expensive bank loans (p.214).

Most of the education reports had noted that private schools never followed the regulations set by the Ministry of Education according to Kamunge Report, (Republic of Kenya, 1988; p.31). Private primary schools must operate under the control of the Ministry of Education Science and Technology. Ominde Report, (Republic of Kenya, 1964), cited the need of simplification of the procedure of future educational legislation. Many schools run without following laid down legislation process and later they are closed by the District Education Board. Could there be mere bureaucracy that hinder school developers to register their schools? In an article titled '**Nyanza Provincial Director of Education (PDE) orders Closure of Schools,**' It was cited, "The PDE directed Gucha District Education Officer, Charles Odongo, to put the necessary machinery in place and mobilize the Gucha District Education Board (DEB) to go round the district and shut down all academies that do not meet registration conditions as set by the **Ministry of Education.** (Kenya Times, March 10, 2002; p.4).

According to an article in Kenya Times, March 21, 2002; p.48, the Busia District Commissioner being the Chairman of the District Education Board ordered the closure of thirty six private academies giving the reason that they were operating illegally. Where do the children go after such closure? The response of the Busia District Commissioner to such question was:

**It is up to the owners of these schools and parents of the affected pupils to decide where they will enrol the pupils next term.** (Kenya Times 21<sup>st</sup> March, 2002; p.48).

A lot of implications manifest after such pronouncements. Parents become hostile to school administrators and under-enrolment results in the schools. Financial instability follows the institution if it is not finally closed. In an article in the Daily Nation (February 11, 2002; p.20) addressing the issue of Learners safety, the Central Provincial Director of Education further pointed out that;

**A major problem noted with the private academies is that the transport they offer is not always safe.**

(Daily Nation, February 11, 2002; p.20).

He cited a case where twenty three pupils from a private academy had been injured in Kirinyaga District when the van they were travelling in overturned.

Discipline has been cited as a problem encountered by private school administrators. In an article "Expel indiscipined girls - call" in Sunday Standard 7<sup>th</sup> August, 1988; p.3, the then Thika Mayor noted:

**That a group of unruly girls usually sneaked out of the school in the evening. He said they were usually brought back on the following morning in taxis.**

**He told parents that it was difficult to educate an indiscipined child and warned students that the school would in future deal mercilessly with disobedient students.** (Sunday Standard, August 7, 1988; p.3).

Indiscipline affects both learning and the reputation of the school. Pupils from indiscipined private schools perform poorly in national examinations and consequently decreases the pupil enrolment in the school which eventually affects the financial stability of the institution. The private primary school administrators have to deal with discipline problems which manifest in the daily operation of the school.

According to an article in Kenya Times, June 5, 2000; p.5, headed: 'Leaders want private schools closed', there was an outcry against a private school in Thika Municipality.

**Leaders in Thika District have called for the immediate**

closure of the ... school in Thika Municipality's industrial area due to what the leaders alleged was rampant drug abuse and promiscuity among the students. The call was made on Thursday during Madaraka Day Celebration at Thika Municipal Stadium presided over by the area District Commissioner, Mr. Dave Mwangi. The School came to the limelight on Wednesday after skirmishes between the students and the Municipal Council employees which left scores of people including students and the local police boss injured. The injured are admitted at the Thika Nursing Home. The incident occurred when the police cobbled tear gas canisters into the school to stop the fighting between the students and the council officers who had gone to the school to disconnect water over Kshs. 30,000/= bill. The proprietor of the school ... has threatened to sue the council over damages caused to the school and injuries inflicted on the pupils. (Kenya Times June 5, 2000; p.5).

The Municipal Education Officer is supposed to guide all education institutions within the Municipality. Why would the Municipal employees show such hostility to a learning institution to the extent of injuring the pupils? Public condemnation of such an institution

during a national day celebration shows how the administrative process of helping such institution was not followed. Drug abuse and promiscuity could be an issue that manifest in a private school, but the necessary procedure should be followed to correct the situation. Are the administrators aware of such behavioral problems? It is important to deal with such issues right inside schools rather than wait until they are dealt with from political platforms.

It is therefore on the basis of the cited cases that this research was carried out to ascertain the types of constraints that private primary school developers cum administrators faced as they established and developed these vital educational institutions.

### **The purpose of the study**

The purpose of this study was to identify and investigate:-

- (i) The problems that manifested as private primary schools were being established and developed.
- (ii) The problems that manifested in the six task areas of educational administration.

- (iii) The extent to which those problems hindered private primary school administrators from carrying out their roles effectively and efficiently.
- (iv) The means used by private primary school administrators to solve these problems when they occurred; and
- (v) The leading constraints that private primary school administrators were faced with in carrying out their duties.

### **The significance of the study**

This study was geared to identify those administrative problems that cropped up in the course of the operation of private primary schools. Among the administrators were businessmen, educationists and religious organizations. During the course of establishment and operation of these institutions, adverse administrative problems arise and they inhibit their development. The first consumers of the results of this investigation might be the current private primary school administrators. The researcher identified the six administrative task areas of an education administrator. The investigation was to highlight the extent these problems occurred and the school managers would be aware of such problems and thus tackle them through suggested ways or by their own innovation.

Today there is a big gap in between the management of high cost and low cost institutions. Most of the high cost academies are very well managed while the others are poorly managed and tend to be "seasonal" schools. Pupils in the latter group suffer greatly as many problems that affect their learning and teaching are not highlighted. Thus they are offered very low quality education.

This investigation aimed at creating awareness so that such vast gap between those two classes of academies is bridged as problems are highlighted and solutions found. All schools should offer quality education regardless of the amount of fees they charge. Children undertaking their lessons in rural and slum areas deserve to have as much high quality learning as those who live in posh estates within cities.

After identifying these problems, all education stakeholders in private schools may appreciate the effort put by the administration in trying to solve them. This may create loyalty to schools, reduce pupil mobility from one private primary school to another thus creating stability of enrolment within the private school sector. A waste of resources minimized and hopefully it might be totally curbed. Besides pupils stability, staff mobility in our private primary schools would be controlled when their stability is

increased, learning and teaching in our private primary institutions will be improved.

This study may encourage those with resources to set up private primary schools. Most private school developers do so with a lot of fear and uncertainty. At the conclusion of this study, the problems that emerged were real and not mystical any more. The developer cum administrator of the private academy will be forewarned and to be forewarned is to be forearmed. Thus many people particularly teachers would have a reference document if they desire to establish an academy.

The results of this study are handy for future students of education, school administrators and religious organization and their directors of education. It may act as a base where others will come and continue with more educational studies in the area of private education in this country. Essentially the investigation was to form the basis for further study in this relatively new area of educational administration in Kenya.

Citing the six administrative areas of concern for education administrators gives a point of reference to any developer cum administrator of a private education institution. Such administrators may no longer grope in darkness as this research has availed a point of reference and areas of focus in the establishment of their institutions.

Also the investigation might help resolve administrative conflicts in private schools. After problems are identified, possible solutions may be suggested and that may ward off conflict and create harmony in the private education sector.

However some of the problems that were unearthed were not unique to private institutions. Similar problems also manifest in public primary schools. Solutions to the administrative problems of private primary schools form the basis that would facilitate learning and teaching.

It is important therefore to identify and if possible solve these problems. Indeed it has been argued quite convincingly in British School Council Research studies (1974; p.31) that:

**Constraints inhibit and circumscribe the extent to which an ideal state of affairs can be achieved. They set limits to our best efforts, whatever the setting, whether it is private or public. In the primary school the lack of facilities, of equipment, books and materials, the teachers level of competence, training or readiness to co-operate with his colleagues the rigidity of the time table, and the style of discipline employed, and the number of children in class,**

**among other things are likely to set limits to what the school can teach.**

In short this study sought to highlight the current problems in private primary schools and may be of great help to school supervisors and inspectors who are expected to guide the managers and proprietors of private primary institutions. The study may also form a basis for future further research in the administration of private primary schools in Kenya.

### **Research questions**

The study was guided by the following research questions:-

1. What problems manifested in the process of establishing and operation of a private primary school?
2. To what extent did these problems hinder teaching and learning in the private primary school?
3. What were the leading problems that manifested in the establishment of private primary schools?
4. How frequently did school administrators encounter problems in the six administrative task areas?
5. To what extent did the Ministry of Education, Science and Technology interact with private primary schools administrators/managers in regard to legislation and supervision?

### **Basic assumptions of the study**

The researcher based this investigation on the following basic assumptions:-

1. The private primary school administrator was aware of his/her administrative and instructional roles in the day-to-day running of his/her school.
2. The administrator was aware of the constraints that manifest in handling school matters.
3. The private primary school is registered before enrolling its first pupils and that is after proper inspection by officials from the Ministry of Education and Public Health Department.
4. The private primary school manager was qualified and was duly approved and registered by the Ministry of Education.
5. The private primary school facilities were adequate and conducive for learning and safe for the learners.
6. The private primary school staff were qualified and well motivated to achieve the institution's goals and objectives.
7. There existed positive interaction and participation between the community and the school.
8. There was a sound financial base for the establishment of the private primary school and the day to day operation of its programmes.

9. A private primary school which caters for pupils needs had few discipline problems and was likely to get good examination results which would propel its enrolment.
10. A private primary education institution where all the six task areas of an education administrator are accorded attention will be a leading institution in offering quality education and will attract more learners.

### **Scope and delimitations of the study**

This study was mainly conducted in Thika Municipality of Thika District. The researcher worked with administrators of the eighteen private primary schools within the Municipality. Thika Municipality has few private primary schools and this may have limited the findings to be applicable to all the primary schools in Kenya. This research was limited to private primary schools which follow the 8:4:4 Curriculum.

### **Definition of significant terms**

**Private Primary Schools:** Refers to institutions which belong to a particular person, or a group or a company and registered to offer education for pupils in Standard One to Eight with ages varying from six to fourteen years.

**Administration:** Refers to mobilization of the efforts of a number of people towards the achievement of educational goals that have to do with teaching and learning.

**Private primary school developer:** An individual or organization other than the government who have put in funds for the purpose of establishing a private educational institution offering basic education from Standard One to Eight.

**Registration:** Refers to the giving of authority of operation to a primary school by the Ministry of Education, Science and Technology after inspection of its premises and staff and consequently fulfilling all the pre-requisite conditions necessary for registration.

**Administrator:** Refers to the individual who manages the affairs of an institution like the school setting.

**Community:** Refers to those members of the public who are living together within a geographical area where the school is built.

**Administrative tasks:** Refers to the six areas of school administration which are:-

- (i) **Curriculum and Instruction:** Refers to all the activities taking place both in and out of the classroom.
- (ii) **Staff personnel:** Refers to the manpower behind the implementation of a school curriculum. The manpower includes teaching and non-teaching staff.
- (iii) **Pupil personnel:** Refers to the management in provision of service to pupils in order to supplement regular classroom instruction. It includes making a pupil inventory, guidance and counseling, pupil accounting, organization of co-curricula activities like games, provision of health facilities, control of pupil's behaviour and provision of special services.
- (iv) **School plant:** Refers to a combination of all physical facilities in the school which include, school grounds, buildings, instructional equipment, transport equipment, water and energy (electricity).
- (v) **School community relations:** Refers to the interactional relationship, between the school and the community living around the school. It entails the understanding of the social-economic, religious, ethics, values, system of administration and cultural way of the people around the school.
- (vi) **Finance and business management:** Refers to the preparation of the school budget, sourcing funds and the management of expenditures.

### **Organization of the rest of the study**

The study was organized in five chapters:- Chapter one dealt with the problem and its clarifying components. Here an introduction to the problem was done, the statement of the problem was cited, the purpose of the study was highlighted, the researcher identified the significance of this study by pointing out the potential consumers of this investigation. Research questions which helped in the investigations were set, assumptions of this study were stated and the significant terms in this study were explained. Finally, in this chapter a summary of the organization of the entire study was outlined. Chapter two mainly dealt with literature review under the areas of administrative problems of private primary schools in Britain, United States and Kenya. Themes such as legislation of private primary schools as well as problems with the administrative task areas were examined. Chapter three dealt with research methodology. The chapter included such details as research design, target population, sample and sampling procedure, the instruments, data collection and finally the techniques of data analysis. Chapter four entailed data analysis, interpretation and discussion of the findings. Finally Chapter five dealt with the summary of the study, followed by a summary of the findings and conclusions based on the findings of the study. Recommendations based on the findings of the study were also outlined and suggestions for further research cited.

## CHAPTER TWO

### LITERATURE REVIEW

#### **Global administrative problems in private primary schools**

Literature review outside the country showed that the problem under study caused a lot of concern in other countries especially Britain and America. Great Britain School Council (1974) conducted research to identify the nature of problems inherent in primary schools. The study was undertaken in the context of inquiry into the aims of primary education: Into those general statements of intent which govern the overall pattern of the curriculum and which provide justification for what is actually taught in school and classroom. The study noted that:

**Between intention and action and transaction, there exists a large area of decisions and choice, and it is within this area that influences and constraints may be assumed to operate.** (Great Britain School Council Research Studies, 1974; p.11).

The study intended to confirm the nature of the constraints the school has to cope with. It attempted to find out how the stated aims of the school are translated into operational aims. This is because the aims which count in the education of each and every child are those which effectively shape the operational curriculum as opposed to the intended curriculum.

The "operational curriculum" is the on-going reality of primary school education. This is what is actually taught from day to day in the primary school and its classrooms. According to Jacobson (1969) in view of British Schools, it is in the process of making the intended curriculum operational that the school faces a lot of problems that inhibit rather than facilitate the achievement of the desired ends of teaching at which the primary school is aiming. These constraints which inhibit effective teaching are total body of problems the head teacher cum administrator of every school faces.

The study by Great Britain School Council (1974) argued that among the more commonly experienced problems were:

**The number of children in the class, the size and design of the classrooms, storage space availability, the provision of materials and auxiliary help, liaison between schools and the children's home environment.** (p. 33).

Those are the kind of problems school developers and administrators encounter not only in developed countries like Britain and America but also in developing countries like Kenya. The problem of space and congestion in many primary schools in Kenya is a familiar sight. This could be a disturbing problem in private primary schools when physical facilities are inadequate.

Research in America has identified the problems of beginning elementary principals as lying in two major areas. Firstly, in trying to distribute time among teaching duties, extra curricular activities, and administrative and supervisory duties. Secondly, establishing and maintaining good relations with staff personnel. Byrne (1960), Walker (1970) and Jacobson (1969) have argued quite convincingly that teachers experience a lot of post-training problems particularly because of lack of further attention in the area of suitable refresher course. Jacobson (1969) further observes that:

**If school principals have to improve their administrative competence, the continuing education should be provided. Supervision if it has to be meaningful should be provided by trained educationists. It is from these refresher courses, once provided, that the school principals and also the other teachers in the field could learn new ideas, new concepts, new teaching methods and other relevant knowledge which is continuously being published as a result of research and other related studies. (p.226).**

An outstanding nation-wide survey of the problems experienced by primary school head teachers was carried out in the United States of America by Dean (1960).

In this Study, Dean posed this question:

**In relation to the performance of his duties as the Head of an elementary school, what are the most persistent problems facing the principal? (p.97).**

The finding of his research identified a number of problems the primary school head teacher faces. The five major problems were:

- (i) Supervision of instruction.
- (ii) Provision for the exceptional child.
- (iii) Obtaining adequate physical facilities.
- (iv) Programme of special education.
- (v) Recruitment of teachers.

Research by Dean (1960) and listed supervision of instruction as the first major problem of school administration.

Cruicks, John, Betty and John (1974) conducted a Study to determine the nature of raw problems experienced by secondary school teachers. The main objective of that study was to begin to put the classroom situation based curriculum which first and foremost considers the classroom problems faced by teachers. It also aimed at briefing the teacher educator on the type of problems teachers experience in the field. This was because, it was felt that most of the problems experienced by teachers inhibit their effectiveness in their teaching process and the study therefore aimed at ascertaining how best these problems could be traced in order to

help the curriculum planner focus on those problematic areas while designing the curriculum for the training of teachers. Hansley (1981) points out that some private school critics wish to call them fee paying or commercial in order to stress their market basis. However, Walford (1990) affirms that the term private is the one that has increasingly come to be mostly used. The major administrative problem of private primary schools in Britain is that of community relations. They are looked at as schools for the elite and as agents of stratification. They have therefore received a lot of criticism and the administrators find it difficult to explain their societal role. The Labour Party in England finds the presence of the private schools objectionable. (Labour Party; 1980; p.10). This is due to their role of transferring economic status, social position and influence from one generation to the other. The Labour Party criticism is based on the fact that the wealthy parents are able to get high quality education and get good jobs. This according to Walford (1990) just increases inequalities in society. Such situation according to such criticisms bring more opposition to those schools. Education cannot thrive where there is hostility within the environment.

Boyd and Cibulka (1989) challenges private schools to justify their alleged efficiency comparative to public schools. They argue that private schools have many hidden costs and if efficiency is interpreted in terms of real

cost and results they have lower efficiency compared to public schools. They handle only a few pupils who have privileges over use of resources. In terms of finances, the two authors argue that to produce quality private primary schools a lot of finances are required. It is, therefore, true that private primary schools in developing countries can avail very low quality education due to their inability to raise adequate finances to support private education. In developed countries like Britain and United States, the major problem that the private primary school administrators have to deal with is the issue of raising out colossal finances to sustain the operation of these private primary schools.

One of the problems affecting private schools administrators as cited by Walford (1989) in the United States is the freedom to hire whom they want. Though some private schools are well endowed financially others are still unable to attract highly qualified staff and therefore are likely to compromise and hire less qualified staff. This argument can be applicable to many developing countries due to the scarcity of resources to finance private education endeavour.

### **Administrative problems in private schools in Kenya**

In Kenya different studies have been done on the issue of administrative problems in schools. The Kenya Education Commission commonly

referred to as Ominde Report, (Republic of Kenya, 1964) cited the need of simplification of future legislation of private schools. Private primary school administrators have had many of their schools closed due to lack of registration documents (Daily Nation January 24, 2002; p.4).

The Ominde Report, (Republic of Kenya, 1964) and Kamunge Report, (Republic of Kenya, 1988) both recommended that private educational institutions be required to comply with the provisions and regulations governing the establishment and management of educational institutions in order to maintain high standards of education and training. Due to the different levels of professional ability of private primary school proprietors this compliance has not fully come into place. The link and supervision of these schools by the government is important so that those administrators who are non-professional teachers can be compelled by the government to have an acceptable level of professional training in education. Lack of that makes it difficult to interpret and implement educational policies.

The Gachathi Report, (Republic of Kenya, 1976) and Koech Report, (Republic of Kenya, 1999) concur that finances are an administrative problem in the private schools. Gachathi Report cites that private schools charge very high fees which is not commensurate with the quality of education which they offer. The reports recommend that the public should be kept informed of what goes on in the private primary schools.

However, it is unfortunate that most private schools are closed societies and very little information gets out of their boundaries.

In support of the private education sector, Koech Report, (Republic of Kenya, 1999; p.255) sees the acquisition of land as a problem to private school developers and recommends that the Government supports private education sector initiatives through the provision of suitable land at concessionary prices, for educational institutions and that to control potential abuse of this facility there be caveats to restrict the change of use and transfer of such land. It is clear that most private schools have a problem of space and Koech Report had not only identified it as a problem but has recommended a solution to it. However, due to the value and desire that is put to land by Kenyans, this recommendation may take time to be implemented. The private primary school administrators have to overcome the land problem in private primary schools before such a recommendation becomes effective.

In a Study carried out by Likami (1982) on major administrative problems found in schools, she revealed that effective administration depends on the personality and qualification of a headteacher administrator. The study was carried out on some schools in Western and Rift Valley Provinces of Kenya where 58.3% of the thirty one teachers interviewed by

the researcher agreed on that assumption. It was also found that lack of co-ordination of school activities created problems in the running of the school. In the schools where headteachers and teachers were not dedicated to their work, students tended to develop a negative attitude towards schooling. On school community relations, Likami (1982) also found that the attitude of the community towards the school depends on how effective the head of the school is running the school and particularly how well the national exams are done. The attitude is positive when they regard the head teacher to be good and the student disciplined and well behaved. The interaction between the school and the community enhances this relationship.

Likami also observes that financial management was a source of unrest in schools. In her study she indicated that 58% of those teachers interviewed revealed that the head teachers misused the school funds and failed to buy the necessary provisions for the school. She pointed out that money can cause riots in schools especially when students lack basic necessities. Most of the shortages become serious due to poor planning and budgeting.

In another related study done in Chogoria Division of Meru by Mbaabu (1983) she investigated problems encountered by head teachers. In her

study it was quite apparent that the sources of finance to run the school was a major problem. She also concluded that problems exist in schools in varying degrees and problems differ from school to school depending on such factors as school tradition, school community and school environment.

Obonyo (1984) indicated that contrary to the popular belief that school administration is a matter of common sense and experience, in the field this is far from the truth especially when it comes to doing practical work. In the critical situation administration has to take into account the sex of the administrator, his or her qualification, the category of school whether boarding or day, private or public or other factors. The type and nature of administration vary from one type of institution to another. Thus a headteacher (administrator) who maybe capable or efficient in running one school may appear handicapped in handling another school. Obonyo found that poor performance in most schools in Siaya District was mainly due to poor performance of headteachers on the six task areas of the school administration. According to her the school discipline was very poor in most of the schools. Also poor relationship existed between the headteachers and teachers and also the local community around the school. She also found that shortage of staff was one of the problems facing the school.

Concerning teaching personnel, Ondengero (1985; p.53) found that:

**The role of the school head (administrator) is to make teaching possible by stimulating desirable changes in the professional behaviour of the teachers.**

On community relations Ondengero (1985) also found that the community can contribute towards the bad discipline of the students, for instance, allowing the students to drink beer with the locals.

Highlighting the problem of acquisition of grounds and space for expansion of secondary schools in Nairobi, Obure (1987) cited the unavailability of such grounds and spaces around the schools which were either completely surrounded by residential estates, or were housed in rental premises with no room for expansion. This made it hard for the school heads to construct more classrooms. He also cited that private secondary schools had a poor school community relations because they did not have school community organizations such as Parents Teachers Associations and Board of Governors which are essential for good school community relations. Wanji (1987) investigating problems faced by head teachers in selected schools in Kirinyaga District noted that the biggest problem in pupil personnel task was lack of co-curricular activities, e.g. games and sports equipment, fields and qualified personnel. The schools also lacked school counsellors.

Matheka (1987) carried out a survey of administrative problems faced by headteachers in Yatta Division in Machakos District and concluded that finance was a major problem in 80% of the schools where the investigation was carried out. He also cited the implementation of the curriculum as another leading problem. Investigating administrative problems faced by headteachers in Nyeri Municipality, by Gathinji (1990) cited the greatest problem as how, when and where to get teaching and learning resources for the implementation of the (eight years primary, four years secondary, four years University education (8:4:4) curriculum, and how to keep and maintain school accounts and other records. He also reported that how the administrators should get the faculty committed is also an issue.

### **Private primary schools legislation in Kenya**

Legislation for private schools is contained in the Education Act Cap. 211 of the Laws of the Republic of Kenya. It is also outlined in the Ministry of Education, Science and Technology Handbook for Inspectors of Education Institutions (October, 2000). The Act gives the Minister of education and his officer adequate provisions to make sure the private schools provide quality Education. According to the Act, all private schools must be registered by the Ministry of Education. Before registration, these schools are expected to meet certain conditions such as:

The establishment of the school should be consistent with the needs of Kenya and economic and efficient provision of public education. It is also important that the premises and accommodation be suitable and adequate, having regard to the number, ages and sex of the pupils who are to attend the school and fulfil the prescribed minimum requirements of health and safety and conform with the building regulations for the time being in force under any written law. The manager should be a suitable and proper person eligible and qualified to be the manager of the school. He should have minimum qualifications of an S1 teacher. The school should satisfy the Ministry of Education that efficient and suitable instruction is provided at the school. The manager of the school should not conduct or manage it in a manner which is, in the opinion of the Ministry of Education, prejudicial to the physical, mental or moral welfare of the pupils of the school, or peace, good order or good government of Kenya. Teachers in private schools should be registered in the register of teachers kept under section 7 of the Teachers Service Commission Act or exempted under Section 22 of that Act from registration. The Minister of Education may refuse to register a private school or deregister one if the school fails to comply with the above conditions (Eshiwani; 1986, p.9-11).

### **Task areas within which education administrators perform their roles**

According to Olembo, Wanga, and Karagu (1992), there are six task areas that private primary school administrators need to attend to. These are:-

- ◆ Curriculum and instruction;
- ◆ Pupil personnel;
- ◆ Staff personnel;
- ◆ School-community relations;
- ◆ Physical facilities; and
- ◆ Financial management.

It is from these areas that administrative problems stem from.

### **Curriculum and Instruction**

Some school administrators experience problems in determining objectives, development of programme instruction, selection of instruction materials and resources, and evaluating the programmed instruction (Olembo, et al; 1992, p.73). It is the duty of the school administrator cum headteacher to examine the national educational goals and identify the specific objectives and the means by which the school can work to accomplish these objectives.

This is further emphasized by the Commonwealth Secretariat Report (1974), where it states that:-

**Overall school planning regarding courses the school offers and other development programming is done by the government. The headteacher is**

**called into discussions from time to time ...**

**Programme planning for implementing the curriculum is done by the heads of departments of various subjects within the framework of overall programmes supplied by the principal. (p.20).**

On planning Curriculum and instruction Mbiti, (1974) states that:-

**It is an observable fact that poor educational administration can limit or even wreck the most ambitious and programme curriculum design.**

(p.111).

One aspect of organizing the school programme is that of making the school time table where Mbiti, (1974) asserts that, **The headteacher or somebody else approved by him should make the time table but not a committee. (p. 57-58).**

It is therefore important that the headteacher ensures proper scheduling of the programmes which in time is essential as a tool for maintaining the school discipline and making it easy to have effective administration of the school.

On delegation of duties the Ministry of Education Heads Manual (1979):

**The head must be prepared to delegate duties to other members of the teaching staff in order to ensure the proper running of the school. (p. 2)**

Gray (1980) supports this argument by asserting that:

**No head can exercise headship without delegating most of the responsibilities to his deputy and the rest of the staff. (p. 63)**

In so doing the headteacher consults the teaching staff since as Ozigi (1977) puts it that effective execution of the delegated duties depends much on the experience of each teacher, his ability to do the job, his interest and his enthusiasm.

Once the duties have been delegated to the teaching staff what remains is co-ordinating the school programmes. This is done by the headteacher cum administrator as stated by the Commonwealth Secretariat Report (1974) by examining and maintaining the balance in the curriculum between the various subject areas as well as between other school activities by involving staff and reviewing the school programme and general organization through meetings conducted by heads of departments under his direction.

Mbiti (1974) responds to this by stating that:

**In any organization, the aspect of co-ordination of the various segments is necessary if efficiency in the operation of organizational activities is to be**

**ensured.** (1974; p.115)

It is therefore, important that the school as an organization has all the activities co-ordinated to ensure accomplishment of educational goals and objectives.

On budgeting for acquisition of instructional and other facilities, Campbell (1966) maintains that the budget should stipulate not simply money for equipment but money for particular equipment to facilitate teaching and learning for particular parts of the programme. This implies that the school budget should not only cater for personnel and school buildings but also for instructional facilities like books, Laboratory apparatus and other items that make instruction effective.

Common Wealth Secretariat (1974) reiterates this by stating that:

**Money is an obvious and important element for the success of any venture. In this connection, Curriculum programmes cannot be launched without the necessary funds to support them.** (p.115)

Due to their effective involvement in the implementation of the school programme, it is important that teachers are involved as much as possible in preparing the school budget for instructional materials through the various heads of departments.

Campbell (1966) has this to say on teacher participation:

**In the actual selection of instructional materials, the teachers should play a large part. It behooves administrators, therefore to devise ways by which teacher participation in instructional matters including selection of instructional materials can be encouraged. (p.107)**

The most important process of finding to what extent the educational objectives are realized is that of evaluating the school programmes. This should be a continuous process carried out as learning proceeds for the improvement of teaching and learning.

The responsibility of evaluating the school programme according to the Commonwealth Secretariat Report (1975) is shared by the headteacher and the staff. Internal evaluation is usually carried out by the teachers on the pupils at an interval agreed upon by the various departments. At the end of each term, school reports are prepared based on the marks achieved by each pupil in every subject. These are then forwarded to the headteacher for inspection.

Ozigi (1974) emphasizes the importance of evaluating the school programme by arguing that:

**It is very important that the school head should try to evaluate the educational programme of his school as it relates to both general aims and specific objectives. (p.84)**

This argument is supported by the Ministry of Education Heads Manual (1979) where it states that:

**School examinations are used for measuring pupils progress throughout his career. They are, therefore, an essential part of the teaching system. (p.59)**

For successful teaching and learning in any school there must be effective communication among staff members on programme involvement. Communication on the part of view of the Commonwealth Secretariat Report (1975) involves seeking to establish the channels of communication in all directions, that is, between staff and headteacher, as well as staff and staff for example through departmental meetings.

Both staff and pupils should be informed well in advance of any event that would disrupt the school programme in order that they may adjust the programme accordingly.

On this, Mbiti (1974) states that:

**The School as a community must be kept informed of any important event taking place. Such communications are usually announced by the headteacher to both the**

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**staff and pupils either during school assembly or through written notices. Such communication should as a rule be given well in advance so as to give people time to prepare for the event. (p.46)**

### **Staff Personnel Task**

The school is a social organization established with specific aims of promoting cognitive thought and developing certain affective domains amongst its members. For a private primary school to succeed in this respect the quality, strength and the relationship amongst staff members are some of the vital factors that must be put under consideration. The school developer, administrator should act to secure qualified and dedicated personnel. However, he must understand that a teacher is not simply a number among many employees. He is a personality. Hence he has his own unique needs which should be satisfied. The administrator should develop the teachers and retain those teachers who are quite capable and ready to meet the new challenges which have been brought about by the new structure of education.

It is within a group of teachers that some of them have very negative attitude towards work, others lack commitment and dedication towards their profession. These differences among teaching staff can pose as a

serious problem in the establishment of a private primary school. The administrator is challenged with a difficult task of creating harmony, promoting good staff morale and a climate conducive to good teaching and learning process within the school.

Some private primary schools in Kenya are criticized by the parents because of employing unqualified staff and underpaying qualified ones in order to make quick money (Kenya Times July 16, 1999; p.14, Daily Nation July 14, 1988; p.7). This is usually very serious in schools with low pupil enrolment. Therefore this leads to overloading the few teachers who stick to the school after others move to look for greener pastures.

According to Obudho (1987; p.20):

**The school developer or manager must work hand in hand with his staff members in order to achieve the desired education goals by:**

- (i) Creating an exciting and stimulating environment for his staff members.**
- (ii) Having confidence in them.**
- (iii) Consulting them before making any decisions which affect their working conditions.**
- (iv) Staffing them in such a way that their teaching**

**loads are reasonable and fair in comparison to other teachers in the system.**

- (v) Involving them in policy making procedures.**
- (vi) Giving them salary commensurate to their educational level, professional training, experience and task assigned.**
- (vii) Availing staff development avenues.**
- (viii) Proper appraisal with follow-up promotions, citations and rewards for well performing teachers.**

If the administrator cum developer has a headteacher who is not involved directly in staff development as it usually is in many private primary schools, Ozigi (1977) has this to say:

**If you are not in any way concerned with staff recruitment, you should let your employers know in a good time of any vacancies in your establishment...Your return will enable your employer to keep informed about staffing position in your school. (pp.19-20)**

According to Commonwealth Secretariat Report (1975) the school administrator should delegate both teaching and co-curricular duties to both teaching and non-teaching staff.

Bennet (1974) points out that, **much more takes place in schools than teaching of Mathematics, English, History and Science.** (p.8)

On staff discipline, Ozigi (1977) emphasizes it is the role of the administrator to maintain discipline citing:

**It is part of your responsibility to maintain discipline standards in the institution while you must try to maintain good relationship with your staff, you should not be afraid to take disciplinary action against anyone who is failing in his duty or who is guilty of professional misconduct or some act of immorality.**

**Delay or failure to take action may lead to more trouble and complication.** (p.28)

The school should work as a team in order to facilitate teaching and learning. This is done by co-ordinating his staff to which Mbiti (1974) argues that:

**In administration, the term Co-ordination means arranging the various activities of the organization in such a way that the whole process flows smoothly without delay, collision or friction. A school time table is a good example of a co-ordinating cord of different activities into a harmonious function.** (p.5)

The process of evaluating a teacher from the Commonwealth Secretariat Report (1975) is the responsibility of the administrator who must perform it with great care ensuring that it is not aimed at fault-finding but at identifying areas to improve the performance of the teacher and increase teacher effectiveness.

### **Pupil personnel task**

The primary components of any school are the pupils, without which there would be no schools. The primary aim of this task is to develop each and every pupil in such a way that he becomes an acceptable member of the society. This task area would include those services to pupils that supplement regular classroom instructions.

Some of these services have been identified by Campbell (1971) as pupil inventory, pupil accounting, pupil personnel services and pupil discipline. According to Campbell (1971) the chief role of the school administrator in the pupil personnel task is one of integrating the personnel with instruction and of co-ordinating the various personnel services.

At different times the community, parents and the government have criticized the private primary school system for its deficiency and under-performance in this task area. Unethical practices such as registering

their weak students for national examinations in public schools (Daily Nation January 10, 2002; p.10), charging very high fees with low services (Daily Nation July 14, 1988; p.7), forcing pupils to repeat or expelling them when they fail to attain certain set marks for promotion (The East African Standard February 5, 1991; p.3) and disregarding the safety of the pupils as they are put in unroad-worthy vehicles while being crowded (Daily Nation February 11, 2002 p.20).

Knezevich (1975) contends that pupil personnel administration is one of the most important dimensions of an education institution and includes administrative functions and services other than classroom instruction.

It is important to involve pupils in administrative activities in the school in one way or another as this develops some elements of leadership in them which is very important for their future activities as useful members of the society. This can be done through elected prefect body which form a pupil council. Some schools prefer appointment of school prefects. In this process we suggest that school administrator use both methods - appointment and election.

The question here is: which type of prefects should be elected or appointed? We have different types of prefects; class prefects, prefect in charge of school activities, such as, clubs and games. Jones (1969)

agrees with this argument by pointing out that pupil council is developing fast for the primary purpose of providing a means for pupils to practice leadership. At primary school level the pupil leadership assignment and role should be carefully spelt out, guided and controlled to avoid misuse due to the pupil's tender age.

It is the responsibility of the administrator to report on all pupil activities both in and out of the classroom by keeping up to date records of such activities based on information gathered from both the teachers and the pupils themselves. Ozigi (1977) cites two types of pupil records. These include terminal report forms and cumulative records cards. The former contains academic performance of each pupil in each subject area and his conduct for each term whereas the latter is a continuous record or combination of records which contain comprehensive information about each pupil. It is important to create proper communication channels in the school in order to facilitate teaching and learning in the school. On this Ozigi (1977) points out that the committee or council system of school administration by pupil services as one of communication channel between pupils and the school administration, providing fine traditions in character training and responsible citizenship.

Private primary school pupils come from different home environments. Some come from very affluent families which allow them to have excesses which at times turn out to be learning distractors. Guidance and counseling services should be strengthened in order to create equilibrium amongst the pupils, enhance integration and foster learning by identifying distractors and promptly creating intervention measures. Jones (1969) supporting guidance and counseling services to primary school pupils cited,

**That the guidance services of the school can also provide feedback to teachers, administrators and others about programme change and adaptation needed in the curriculum and total programme. (p.356)**

Finally, creating and maintaining pupil discipline is crucial. Since pupils are being trained to become acceptable members of the society, they must be trained in good manners. Mbiti (1974) in support of this stated that:

**Every school and every home aims to see its products grow into interesting, effective people who will be good friends, good husbands or wives, good parents, good neighbours and above all good citizens. (p.83)**

It is, therefore, the aim of every administrator to train his pupils in such a way that they are of good behaviour for the rest of their lives. This uplifts the name of the school.

### **Physical Facilities (The School Plant)**

There is great need for planning, organizing, directing the use of all the school facilities, that is, buildings, grounds and equipments. On the administration of the school plant, it has been found out by the Commonwealth Secretariat Report (1975):

**In addition to the organizing which is involved in planning and decision making, organizing and co-ordinating is also required in scheduling the use of space and equipment and in relating availability to need. communication and influence may be needed in attempting to bring about improvements in facilities; this will also involve extensive evaluation of the use to which present facilities and equipment are being put. (p.75)**

It is the responsibility of the developer cum administrator to plan for and maintain all the school facilities which must be seen as integral parts of the entire school programme.

Campbell (1971) emphasizes this point by stating that:

**Unless the administrator and his staff have given attention to the programme to be housed, the planning aspect of the plant programme will not be adequate.**

**In addition to programme designed to expand the physical facilities of a school, administrators are confronted with the operation and maintenance of the existing school plant (p.123).**

There should be a maximum utilization of the existing school facilities, for facilitating teaching and learning. Jacobson (1963) reiterates that:

**Maximum use of school grounds and rooms be ensured by careful scheduling of instructional programmes and other physical activities like physical education (pp.510 - 511).**

All the buildings and equipment should be safe to be used by the staff and pupils as viewed by Jacobson (1963) who observes that:

**Conditions that may prove dangerous to the health and safety of children must be detected and reported to the proper authorities immediately (p.520).**

Lack of proper physical facilities have led to closure of schools which pose as health hazard to the pupils.

A private school in Ngong' Kajiado district, was closed by Health authorities due to poor maintenance of its sewage disposal which was a health hazard to the pupils (Kenya Times, July 21, 1988; p.28).

Also a private school was ordered closed in Kiambu District by Health authorities allegedly citing their need to improve sanitary facilities, completion of construction work on buildings used by students, provision of facilities like washing lines and provision of waste facilities in the kitchen (The East African Standard, July 1, 1988; pp.1,32).

Private primary schools quite often fall into conflict with the officials from the Ministries of Education and Health when the school facilities are sub-standard or not properly maintained. They risk closure and both the developer and the pupils suffer. Proper planning and maintenance of the school plant is very crucial in order to avoid such situations.

### **Finance and business management task**

The corner-stone of any enterprise is the finance without which no programme, however well-planned can take off. It is important therefore for any earmarked programme to be properly budgeted for and ways and means sought for receiving funds for running the programme. The administrators are charged with identifying, procuring, managing and accounting for the variety of resources that are required to operate an educational institution. Developers of private primary schools are from different backgrounds and their sources of funds are different. Individuals,

groups and church organizations source out funds for the development of these private primary schools.

The European Investment Bank has pledged to offer loans for the expansion of private schools in the country (East Africa Standard April, 27, 2002; p.16).

Discussing on the issue of funding, the Chairman of Kenya Private Schools Association, Mr. D. Gachukia, emphasized that it is only by building more private schools that the government will reduce its huge expenditure on education. It is, therefore important for the private school developers to be given financial incentives, e.g. removal of some taxes on procurement on school resources. He argued that the interest rates charged by banks is too high for borrowers in private education and this inhibits their establishment and development (Daily Nation, August 17, 1998; p.13).

On finance, Ozigi (1977) points out that no organization can survive or carry out its functions effectively without adequate financial resources at its disposal. For all schools to keep going towards achievement of their objectives, there must exist enough money for carrying out all the school programmes. This applies to all categories of schools whether

government or private. On the sources of finances for schools, Ozigi (1979) further states that:

**The ultimate source of all revenue for school expenditure is Government funding, except in some very few cases of private and independent schools which do not receive Government grants at all. In any type of school /institution, the school head has an important responsibility for control and management of school finance (p.78).**

It is important that the administrator makes a school budget which in other words is the school's programme in terms of cash. He should have a control device that disciplines the way the school expenditure is handled. He should maintain a budgetary document that usually contains a balanced statement of estimated revenues, estimated expenditure and the source of revenue. The justification of a budget is based on the desired educational programme.

Accounting is another important function in this task. It is the maintenance of essential records in which are summarized financial transactions of the institution - the reporting and interpretation of them. The purpose of accounting is to guard the school funds from loss, theft, waste or misuse. It also provides information to managers for policy formulation and also gives necessary information to the Board. Through proper accounting

data for State reports such as taxes and other statutory deductions are laid out. Finally it shows that legal mandate has been complied with. After accounting it is important to undertake auditing in order to verify and confirm that money had been used only for the services allocated for.

On the establishment and development of private primary institutions in Kenya the demand for the closure of most of them is distributed throughout all the regions in the country. This indicates lack of solid financial base for the purpose of their growth, development and day to day running of the programmes. Indications of inadequate land and sub-standard facilities are indicators of meager financial base to support such well intended ventures, Kenya Times March 24, 2002; p.2, Daily Nation January 24, 2002; p.4). Private schools also have been criticized because of charging very high fees which is out of reach for most Kenyans. It has been felt that some of the levies they charge are unjustifiable (Daily Nation January 28, 2002; p.9).

### **School community relations**

The school operates as a smaller integral unit of a wider community. For this reason there is continuous influence of one on the other.

Mbiti (1974) while focussing on school community relationship says that a school is not an island but it is a part of the community where it is located.

It is the duty of the head teacher to enhance harmonious relationship among the members of the school community. This can be done through community participation in school events as well as discussions and meetings with community members.

Also Greenfield *et al* (1969) had cited that:

**School Boards and schools do not operate in isolation. They are affected by the community and vice versa (p.10).**

The community acts as the catchment area for the pupil personnel in the school. Positive school-community relations will increase the school enrolment while negative relationship will cause decline in enrolment.

On the school environment Bennet (1974) states that:

**There is a wider social background in which the school is situated. Secondly, there is a wider administrative or educational system of which most schools are part of and thirdly there is the immediate locality in which the school finds itself. Schools have relations with the government education departments, examination boards, local education authorities, and colleges. Government departments affect schools mainly in the supervisory and regulatory ways (pp.13 - 19).**

It is, therefore, very important that the private primary school administrator plans for the means of establishing and maintaining good relations with the community after studying all the underlying variables.

It is important to keep the community informed of the activities taking place in the school whose one of the objectives is to prepare the youth to play an important role in the society in which they belong.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter dealt with the research design, the population, sampling, construction of research instruments, administration of questionnaires and finally showed the data analysis procedure.

#### **Research design**

This research was mainly concerned with finding out the administrative problems manifesting in the operation of private primary schools in Thika Municipality.

According to Mugenda and Mugenda (1999); p.164) a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or two variables. Through this survey the researcher collected quantifiable data which presented the current problems being experienced by these private primary school administrators within Thika Municipality.

#### **The population**

According to Mulusa (1990); p.93) the population is defined as the focus of the study is known as the 'target population' or the universe. In this study

all the private primary school administrators in Thika Municipality comprise the target population. According to the Ministry of Education, Science and Technology (2002), private primary schools annual enrolment returns there are eighteen private primary schools in Thika Municipality with a total enrolment of one thousand one hundred and seventy seven pupils. The target population were therefore all the eighteen private primary school administrators in Thika Municipality. All these private school administrators were either the school proprietors or were employed as administrators by the school proprietors. Whether it was the proprietor or the employed administrator they were able to generate information on the problems which they experienced on daily basis as they executed their administrative duties. These private primary school administrators were targeted to generate information on the administrative problems which they encountered in their daily operation in these schools.

### **Sampling**

According to Mulusa (1990); p.95) ideally the whole population identified for an evaluation study should be investigated to get an accurate picture of the programme as seen by the population. Due to time frame, cost, and the vast population, it becomes necessary to investigate a sample which is carefully selected to represent all the main traits of the whole population.

This representative population is called 'the sample'. In this study the researcher felt that it was possible to investigate all the eighteen private primary school administrators within Thika Municipality. This study was a case study of the problems faced by private primary school administrators in Thika Municipality. The researcher visited all the eighteen private primary school administrators and personally administered the questionnaires.

### **Research instruments**

Two instruments were used for the collection of the data in this study. These instruments were the administrative problems questionnaire, a general questionnaire and an oral interview clarified the questionnaires.

#### *The administrative problem questionnaire*

This was designed to gather information on the problems that manifested in the six administrative task areas and the extent to which these problems manifested. Also included were the specifications of the nature of the problems as well as suggestions for possible ways and means of solving those problems. The responses were on a five point Linkert Scale ranging from one to five (1 - 5), with none carrying a weight score of one point,

very little a weight score of two points, average, a weight score of three points, considerable a weight of four points and a weight of five points.

#### *The general questionnaire*

The second instrument was a general questionnaire, which was administered to collect information on academic as well as professional qualification and experience in administration. Also this questionnaire collected information on the sex of the administrator, pupil enrolment and staff establishment in those schools. Lastly this questionnaire identified the category of private school whether it was a single sex, day or boarding or mixed day and boarding.

#### *Administration of the questionnaires*

The researcher personally visited each private primary school, which was involved in the study and explained the procedures and the purpose of the study to the administrators. The researcher administered the questionnaires to the respondents during his visits to the schools.

The proprietors cum administrators were assured that the questionnaires would be treated with absolute confidentiality and would neither affect their educational nor commercial aspirations within their schools. This, it was

hoped, would make the respondents feel secure as they provided appropriate information. The respondents were given a period of one week within which they were to respond to the questionnaires, and then the questionnaires were collected personally from them by the researcher. Samples of the two questionnaires which were used in the study are provided in the appendices A and B.

#### *Data collection procedure*

The researcher sought permission from the Ministry of Education, Science and Technology to conduct the Study in Thika Municipality. A research permit and a letter of permission were granted. The researcher then visited the office of the District Commissioner, Thika District, to inform the office as instructed in the letter. The researcher visited the offices of Thika District Education Officer and the Thika Municipal Education Officer. Both offices issued him with letters of permission to conduct research in the private primary schools within the Municipality. The researcher personally visited each private primary school, which was involved in the study and explained the procedures and the purpose of the study to the administrators. He then administered the questionnaires to the respondents during his visits to the schools. On visiting the schools, the researcher created a rapport with the administrators who were respondents and explained the purpose of the study and how to respond

to the questionnaire. The proprietors cum administrators were assured that the questionnaires would be treated with absolute confidentiality and would neither affect their educational nor commercial aspirations within their schools. This, it was hoped, would make the respondents feel secure as they provided appropriate information. The respondents were given a period of one week within which they were to respond to the questionnaires and then the questionnaires were collected personally from them by the researcher. Samples of the two questionnaires which were used in the study are provided in the appendices A and B. In some schools they were able to complete the questionnaire the same day, while in others the researcher had to make a second visit as agreed, to collect the filled in questionnaire. The accessibility of the schools and co-operation of the respondents enabled me to collect all the questionnaires. Those who claimed they had misplaced the questionnaires were given others by the researcher and waited for them to fill them. The response was 100%.

#### *Data analysis procedures*

After data collection the questionnaires were edited, the information coded then analyzed using descriptive statistical methods. This involved the use of frequency tables, percentages and the mean which is a measure of central tendency. Mean responses were calculated using the following

arbitrary score values, response of None Scored 1, Very Little scored 2, Average scored 3, Considerable scored 4 and A lot scored 5. The highest possible mean was 5 and any administrative task with a mean close to 5 showed that there were lots of problems and a mean close to 1 showed that there were less problems. The analyzed data was then presented in form of frequency tables which involved use of percentages and mean. A bar graph was used to give the summary of the findings.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

The objective of this Chapter is to analyze, interpret and discuss the findings of the study. This Chapter is divided into three Sections: Questionnaire return rate, demographic data of the respondents and an analysis of the administrative task areas.

#### **Questionnaire return rate**

The purpose of this study was to investigate the administrative problems encountered by private primary school administrators in Thika Municipality and make an attempt to suggest possible ways of overcoming these problems for successful teaching and learning. In carrying out this study, eighteen private primary schools were visited by the researcher and treated as case study because the target population was small. Finally he was able to collect all the eighteen questionnaires for each type of questionnaire (The administrative task questionnaire and the general questionnaire). It was time consuming but the return rate was 100%. This was also influenced by the fact that Thika Municipality is small and the schools are very close. The Municipal Education Officer Thika provided the investigator with most of the information for the general questionnaire.

### Analysis of demographic data of the respondents

The data presented in this section of the study was obtained from completed questionnaires from administrators cum developers or headteachers who at times doubled as the administrator. The Municipal Education Officer, Thika also provided a lot of demographic information which is usually sent from schools in form of monthly and annual returns. Frequencies and percentages were used to describe the demographic data of the administrators as shown in Tables 1 to 3.

Table 1 shows the administrative experience of the administrators.

**Table 1: Administrative experience of administrators by sex**

Experience	Male N = 7	%	Female N - 11	%	Total % Male and Female
NONE	-		-		-
1 - 15 Years	-	-	-	-	-
6 - 10 "	1	5.56	2	11.1	16.66
11 - 15 "	1	5.56	4	22.2	27.76
16 - 20 "	3	16.67	3	16.67	33.34
Over 20 "	2	11.1	2	11.1	22.2
	7	38.89	11	61.07	100

In Table 1, 22.2% of female respondents had experience of between 11 - 15 years, while 16.67% of male respondents had experience of 16 - 20 years. However, female respondents had more experience than the male respondents. It was possible as the majority of the administrators were female. There were (61.07%) female respondents against (38.89%) male respondents. This could be attributed to the fact that the private primary school develop as a family and choose to place the wives as the administrators as they were the ones who could be eligible for registration as managers a benefit being derived from their teaching background.

**Table 2: Teaching experience of administrators**

<b>Experience in years</b>	<b>Frequency</b>	<b>Percentage</b>
None	2	11.1
1 - 5	1	5.56
6 - 10	2	11.1
11 - 15	3	16.67
16 - 20	4	22.2
21 -25	3	16.67
Over 25	3	16.67
<b>N</b>	<b>18</b>	<b>100</b>

According to Table 2, the majority of the administrators (72.2%) had a teaching experience of 11 - 15 years. Quite a good number (33%) had

over 20 years teaching experience. The table also revealed that there were two administrators who never had a teaching experience. This was particularly in schools put up by business people. However, it is important that all administrators should be teachers if they are to be able to understand school problems. The table revealed that the majority of the private primary school administrators in Thika Municipality have much experience in administration. Table 3 shows the academic qualification of administrators.

**Table 3: Academic qualification of administrators**

Academic qualifications	Frequency	Percentage
P1 and Below	1	5.56
S1	3	16.67
Diploma in Education	2	11.1
ATS	4	22.2
BEd.	4	22.2
BA/BSc with PGDE	1	5.56
M.Ed.	1	5.56
PHD	-	-
Any Other	2	11.1
<b>N</b>	<b>18</b>	<b>100</b>

According to table 3, 16 out of 18 administrators or (88.8%) had teaching qualifications. Their teaching qualifications ranged from P1 to Masters degree. The remaining two had other qualifications without a teaching background. There were (5.56%) with P1 qualifications, (16.67%) with S1 and (11.1%) with Diploma in Education qualification, (22.2%) had either ATS or BEd. qualifications. Another (5.56%) had a BA/BSc degree but had done a Post Graduate Diploma in Education. Only one administrator had a Masters degree.

According to this table the majority of administrators in Thika private primary schools had high academic and teaching qualifications. This concurs with the Ministry of Education regulation that a school administrator cum manager should have a minimum teaching qualification of S1 certificate. (MOEST Handbook for Inspectors of Learning Institution, October 2000).

### **Analysis of problems manifesting in the administrative task areas**

Table 4 to 9 present information on analysis of problems manifesting in the administrative task areas.

Table 4 shows responses on problems manifesting in curriculum and instruction.

**Table 4: Responses on problems manifesting in curriculum and instruction**

TASK AREA	NONE		VERY LITTLE		AVERAGE		CONSIDER-ABLE		A LOT		MEAN	AVERAGE MEAN
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
(a) Planning and organizing school programmes	7	38.8	6	33.3	5	27.7	-	-	-	-	1.88	2.34
(b) Selecting and acquiring instruction materials			6	33.3	5	27.7	7	38.8	-	-	3.05	
(c) Supervising and evaluating instructions and teachers	4	27.7	8	44.4	3	16.6	2	16.6	-	-	2.16	

From Table 4, (38.8%) of the respondents indicated that there were no problems in the area of planning and organizing school programmes. In planning and organizing school programmes, selecting and acquiring

learning materials and supervising the respondents indicated a score of very little with (38.8%), (33.3%) and (44.4%) respectively. Considerable problems (38.8) in selection and acquisition of instructional materials would be attributed to the heavy taxes on procurement of school materials as put forward by the Chairman of Kenya Private Primary Schools Association, Mr. D. Gachukia (Daily Nation August 17, 1998 p.13).

The respondents indicated 38.8% in the score of considerable in the area of selecting and acquiring instruction material. The mean for the three sections were 1.88 in planning and organizing school programme, 3.95 in selecting and acquiring instruction materials and 2.16 in supervising and evaluating instructions and teachers. Selecting and acquiring instruction material had the highest mean and percentage scores (38.8%) and a mean of 3.06. The average mean score of 2.34 indicates that there is very little problem in the task area of curriculum and instruction section a and c but there is average indication of problems in b (selecting and acquiring Instruction material).

Table 5 shows the problem emanating from staff personnel task area.

**Table 5: Responses on problems manifesting in staff personal task areas**

TASK AREA	NONE		VERY LITTLE		AVERAGE		CONSIDERABLE		A LOT		MEAN	AVERAGE MEAN
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
(a) Securing teaching staff			7	38.8	8	44.4	3	16.6	-	-	2.78	2.01
(b) Orientation of teachers	8	44.4	9	50	1	5.5	-	-	-	-	1.61	
(c) Delegation of duties to teachers	9	50	8	44.4	1	5.5	-	-	-	-	1.56	
(d) Conducting staff meeting												
(e) Control and maintaining teachers discipline												
(f) Recruitment and organizing non-teaching staff												
	14	77.7	4	22.2	-	-	-	-	-	-	1.2	
	-	-	5	27.7	5	27.7	-	33.3	-	11.1	3.28	
	7	38.8	11	61.1	-	-	-	-	-	-	1.61	

From Table 5, (38.8%) of the respondents indicated that there were very little problem in securing staff, (44.4%) showed that there were average manifestation of problems in the same area while (16.6%) pointed out that the problems were considerable. On orientation of teachers (44.4%) indicated none while (50%) responded that the problems which manifested were very little.

In all the sections a to f, there is an indication that respondents experienced none or very little problem. The respondents experienced no problems in conducting staff meetings as (77.7%) of the respondents indicated none.

In this section (16.6%) of the respondents indicated that the problem of securing staff was considerable. The respondents (33.3%) indicated that there were considerable problems in controlling and maintaining teacher discipline. This agrees with Ondegero (1985) that school administrators must be responsible for behaviour management and changes of the teachers. Also (11.%) of the respondents indicated that there were lots of problems manifesting in the area of controlling and maintaining teachers' discipline. Controlling and maintaining teachers' discipline has the highest mean of 3.28 in the area of staff personnel.

Securing staff with a mean of 2.78 shows administrators experience problems in sourcing out teachers. About half (50%) of the respondents (50%) indicated that they experienced no problem in delegation of duties to teachers. The average mean for this section was 2.01. This pointed out that there were very little problems that manifest in the staff personnel except in the area of controlling and maintaining teachers' discipline.

Table 6 shows the responses on problems manifesting in the pupil personnel area.

**Table 6: Responses on problems manifesting in the pupil personnel area.**

TASK AREA	NONE		VERY LITTLE		AVERAGE		CONSIDER- ABLE		A LOT		MEAN	AVERAGE MEAN
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
(a) Recruitment and enrolment of new pupils	-	-	4	22.2	8	44.4	6	33.3	-	-	3.1	
(b) Pupil Motivation	8	44.4	6	33.3	3	16.6	1	5.5	-	-	1.83	
(c) Controlling Pupil discipline	12	66.6	6	33.3	-	-	-	-	-	-	1.33	
(d) Providing health guidance and counselling Services	9	50	9	50	-	-	-	-	-	-	1.50	
(e) Getting pupils involved in Co-curricular activities	11	61.1	7	38.8	-	-	-	-	-	-	1.39	
(f) Pupil Evaluation	12	66.6	5	27.7	1	5.5	-	-	-	-	1.39	
(g) Maintaining progress record	15	83.3	3	16.6	-	-	-	-	-	-	1.17	

From Table 6, (33.3%) of the respondents indicated that there were considerable problems manifesting in the area of recruitment and enrolment of new pupils. In the same area (44.4%) the respondents showed that in average problems manifested, bringing the total to (77.6%)

of respondents indicating average and considerable. Manifestation of problems in this area, posed major problems to most administrators. The mean score of 3.10 showed that there were considerable problems in the area of recruitment and enrolment of new pupils. (66.6%) of the respondents indicated that there were no problems in controlling pupil discipline. With an average mean score of 1.67 the pupil personnel area had very little problem save for recruitment and enrolments of new pupils which had a mean score 3.10 indicating that (44.4%) of all respondents experience that problem in average. Table 7 shows responses on problems manifesting in the school community relations.

**Table 7: Responses on problems manifesting in the school community relations**

TASK AREA	NONE		VERY LITTLE		AVERAGE		CONSIDER-ABLE		A LOT		MEAN	AVERAGE MEAN
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
(a) Establishing School Community Relations	5	27.78	7	38.8	5	27.7	1	5.5	-	-	2.11	2.11
(b) Working with the Parent Teachers Committees	1	5.5	5	27.7	6	33.3	6	33.3	-	-	2.94	
(c) Working with the Board of Governors	-	-	4	22.2	6	33.3	7	38.8	1	5.5	3.23	
(d) Meeting with officials and private visitors on school matters	11	61.1	7	38.8	-	-	-	-	-	-	1.39	
(e) Gaining access to community resources	3	16.6	6	33.3	7	38.8	2	11.1	-	-	2.49	
(f) Organizing for open days	11	61.1	7	38.8	-	-	-	-	-	-	1.39	
(g) Politically inspired problems	13	72.2	5	27.7	-	-	-	-	-	-	1.28	

According to Table 7, in the area of school community relationship, (5.5%) of the respondents indicated that a lot of problems manifested in the area of working with BOG, (38.8%) of respondents found considerable problems in the same area. About one third of the respondents (33.3%) experienced average problems working with BOG. Working with the PTA (33.3%) of respondents indicated the problems were considerable and (33.3%) of the respondents indicated that on average they experienced administrative problems with the same. Both PTA and BOG registered a mean score of 3.23 and respectively which indicate that on average whenever they work with such organizations they experience 2.94 administrative problems. About (72.2%) of the respondents indicated

2.95 that they experienced no (none) of politically inspired problems. Also 2.96 (61.1%) of the respondents indicated that they experienced no problems either meeting private visitors, officials or organizing open days (5.5%) of the respondents indicated that they experienced considerable problems establishing school community relations. The average mean score of 2.11 in this area of school community relationship shows that except in the areas of working with PTA mean 2.94 and working with BOG mean 3.28 the administrators experienced very little or no problem in the other areas. Table 8 shows responses on problems manifesting in the finance and business management task areas.

**Table 8: Responses on problems manifesting in the finance and business management task area**

TASK AREA	NONE		VERY LITTLE		AVERAGE		CONSIDER-ABLE		A LOT		MEAN	AVERAGE MEAN
	Frq	%	Frq	%	Frq	%	Frq	%	Frq	%		
(a) Do you have a source for adequate finances for the school programme?	-	-	1	5.5	7	38.8	7	38.8	3	16.6	3.67	2.46
(b) Drawing an annual school budget	6	33.3	7	38.8	3	16.6	2	11.1	-	-	2.1	
(c) Supervising and controlling expenditure	11	61.1	6	33.3	1	5.5	-	-	-	-	1.44	
(d) Keeping up to date accounting records	3	16.6	6	33.3	4	22.2	5	27.7	-	-	2.61	
(e) Using available finance for intended purposes	1	5.5	10	55.5	4	22.2	3	16.6	-	-	2.5	

From table 8, (16.6%) of the respondents indicated that they experienced a lot of problems in sourcing adequate finance for

school programmes. Mbaabu (1983) also established that sourcing finance was a major problem in schools. In the same area (38.8%) of the respondents experienced considerable and average problems in the same area of sourcing funds. Slightly over a quarter of (27.11%) the respondents had considerable problems manifesting in keeping up to date accounting records while (22.2%) experienced average records in the same area. Also (16.6%) and (22.2%) of the respondents experienced considerable and average manifestation of problems respectively in the area of using available finances for intended purposes. About two thirds (61.1%) of the respondents indicated that they had no (none) problem in supervising and controlling expenditure. With a mean score of 2.5 it is reasonable to infer that there was average occurrence of problems in the area of finance and business management. All the areas except supervising and controlling expenditure had a mean score of 2.61 to 3.67. The area of procurement of finances for the school had the highest mean score of 3.67 thus with most financial problems emanating from that area. Table 9 shows responses on problems manifesting in the school plant task area.

**Table 9: Responses on problems manifesting in the school plant task area**

TASK AREA	NONE		VERY LITTLE		AVERAGE		CONSIDERABLE	A LOT		MEAN	AVERAGE MEAN	
	Frq	%	Frq	%	Frq	%	Frq	%	Frq			%
(a) Inspection of the school by the Ministry of Education	1	5.5	7	38.8	6	38.8	4	22.2	-	-	2.72	3.10
(b) Inspection of school facilities by the public Health	-	-	3	16.6	9	50	5	27.7	1	5.5	3.20	
(c) Registration of the school by the Ministry of Education Science and Technology	-	-	1	5.5	8	44.4	5	27.7	4	22.2	3.67	
(d) Geographical location of the school (site)	-	-	5	27.7	8	44.4	5	27.7	-	-	3.0	
(e) Consistent maintenance and repair of the school buildings	6	33.3	9	50	3	16.6	-	-	-	-	1.83	
(f) Construction of adequate and spacious classrooms	6	-	1	5.5	3	16.6	8	44.4	6	33.3	4.06	
(g) Equipping the Laboratories	6	33.3	7	38.8	5	27.7	-	-	-	-	1.94	
(h) Acquisition of ground and space for expansion	-	-	-	-	3	16.6	9	50	7	38.8	4.44	

From Table 9, (38.8%) of the respondents indicated that there were a lot of problems manifesting in the area of acquisition of ground for expansion. This supports the argument by Koech Report (Republic of Kenya, 1999) that acquisition of land was a problem to school developers. About half (50%) of the respondents expressed that there were considerable problems in the same area and (16.6%) indicated average occurrence of problems in that area. Also one third (33.3%) of the respondents indicated

that a lot of problems manifested in the area of construction of adequate and spacious classrooms. This concurs with Kamunge Report (Republic of Kenya, 1988) that most private schools had sub-standard physical facilities. Also (44.4%) of the respondents indicated that there were considerable problems in the same area while (16.6%) showed average occurrence of problems in that area. About (22.2%) of the respondents indicated that a lot of problems manifested in the area of school registration by the Ministry of Education, Science and Technology, this infers that the recommendation by Ominde Report (Republic of Kenya, 1964) of simplifying school legislation should be implemented. Slightly above a quarter (27.7%) of the respondents indicated occurrence of consideration problems in school registration while 44.4% expressed average occurrence of problems in the area of school registration.

In the area of inspection of schools by Public Health Department, (5.5%) of the respondents indicated experiencing a lot of problems, as (27.7%) indicated considerable and (50%) expressed average occurrence of the problem in that area. Regarding school inspection services by the Ministry of Education, (22.2%) of the respondents indicated that they experienced considerable problems while (33.3%) indicated that they experience problems on average in the same area. Acquisition of good space for expansion scored the highest mean followed by construction of adequate

and spacious classrooms with a mean of Registration of schools by the Ministry of Education, Science and Technology had a high mean of 3.67. Most sections experienced either a lot or considerable problems.

### **Summary of administrative task areas**

From the responses of the administrators of the visited schools, the operational areas within the administrative tasks, represented in Table 4 to 9, were ranked in order of magnitude according to the extent to which the administrative problems manifested in each of them. This was done by computing frequencies, percentages and mean of each sub-section of the task area. The mean average of each main area was calculated. Table 10 and Graph 11 gives a summary of problems manifesting in the administrative task areas. Table 10 shows the administrative task areas ranked according to problems experienced by the problematic areas.

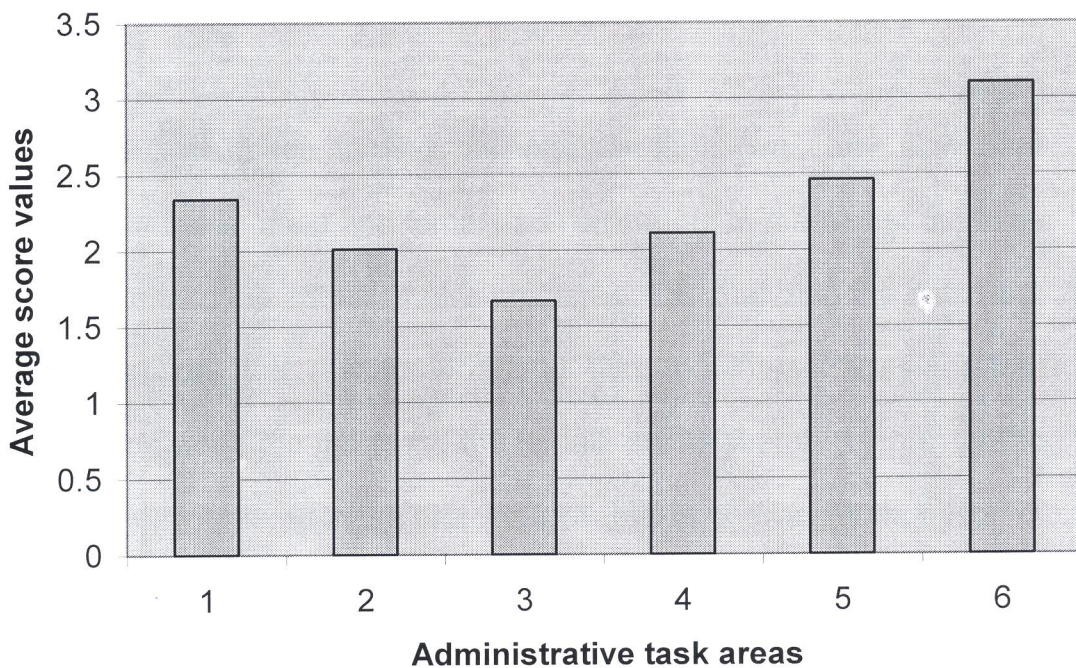
**Table 10: Ranking of administrative task areas according to most problematic areas**

Administrative task area	Mean score
1. School plant	3.10
2. Finance and business management	2.46
3. Curriculum and instruction	2.34
4. School community relations	2.11
5. Staff personnel	2.01
6. Pupil personnel	1.67

Graph 1 gives a summary of problems manifesting in the administrative task areas.

### Graph 1: Summary of problems manifesting in the Administrative task areas

SCALE: Y-axis 1 cm rep. 1 unit  
X-axis 2 cm rep. 1 unit



**KEY:**

1. Curriculum and Instruction
2. Staff personnel
3. Pupil personnel
4. Community relationship
5. Finance and business management
6. School plant

According to Graph 1 and Table 10, respondents experienced most problems in the area of school plant. This was followed by the finance and business management area. Curriculum and instruction was ranked the third area where much problem was experienced. Staff personnel management area and school community relations had few problems. The area with the least problems was pupil personnel.

An attempt was made to find out whether there was any significant difference between male and female administrators in the extent to which they experienced the administrative problems. On analyzing the data from this comparison, the researcher found that there was no significant difference between the male and the female administrator in the extent to which they encountered these problems. Table 11 shows a comparison of administrative problems by gender.

**Table 11: Comparison of administrative problems by gender**

<b>Task area</b>	<b>Female N = 11</b>	<b>Male N = 7</b>
Curriculum and instruction	2.37	2.32
Staff personnel	2.08	1.93
Pupil Personnel	1.69	1.65
School community relationship	2.13	2.10
Finance and business management	2.42	2.5
School plant and physical structure	3.24	2.89
<b>AVERAGE MEAN</b>	<b>2.32</b>	<b>2.23</b>

From Table 11, it can be argued that there was no considerable difference between problems faced by the male or female administrators. This study rules out any gender bias in school administration. This is further strengthened by the averages of the average mean. The female teachers had 2.32 while the male had 2.23. So, though the mean for the male is slightly higher, the difference is quite minimal. From Table 12, another attempt was also made to find out whether there were any

relationship between administrators with teaching qualification and those without teaching qualification and the extent to which they experienced these problems. This was done by comparing mean score of those with professional teaching qualifications and those without any teaching qualifications. The findings from this comparison revealed that though there appeared not to be much relationship non-qualified teachers had more problems in certain specific areas on Table 12. Table 12 shows a comparison of administrative problems by teaching qualifications.

**Table 12: Comparison of administrative problems by teaching qualifications**

<b>Task area</b>	<b>With teaching qualification N = 16</b>	<b>Without teaching qualification N = 2</b>
School plant and physical structure	3.1	3.13
Curriculum and instruction	2.18	3.67
Finance and business management	2.4	3.0
School community relationship	2.1	1.93
Staff personnel	2.01	1.92
Pupil personnel	1.67	1.71

From Table 12, (16%) of the respondents were qualified teachers while only 2% of the respondents were unqualified. Results reveal that the administrators with no teaching qualification had considerably more administrative problems than qualified administrators especially in Curriculum and Instruction represented by a mean of 3.67, followed by

finance and business management with a mean of 3.0 then school plant and physical structure with a mean of 3.13. An inference could be drawn that the administrators professional qualification had a bearing on the extent to which they encountered administrative problems. It is notable that they had very little problems in managing staff personnel represented by a mean of 1.92, also pupil personnel with a mean of 1.71 and the school community relationship 2.1. On the other hand qualified teacher administrators performed relatively well in all the administrative task areas except in management of school plant and physical structure, as revealed through a mean of 3.1.

### **Suggested Solutions to the Problems**

The researcher analyzed the responses from the respondents and got the following suggested solutions to the problems; The Ministry of Education, Science and Technology should stop changing text books very often and also should provide syllabuses to all schools. The investigation suggests that local authorities provide land for expansion to school developers and that commercial banks be encouraged to give long term loans to private school developers. To assist the schools in terms of curriculum and instruction, the Ministry of Education, Science and technology should carry out regular school inspection for advisory purposes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter gives a summary of the findings of the study, presents conclusions and recommendations for improvement in school administration and management. Suggestions for further research are also presented.

#### **Summary**

The purpose of this study was to investigate the administrative problems manifesting in the operation of private primary schools in Thika Municipality, Thika District. The researcher dealt with the introduction of the study. The leading questions which featured frequently in the study were: What problems manifested in the process of establishing and in the operation of private primary schools? The subsidiary questions that arose from the main one were:

- (a) What caused these problems?
- (b) What could be done to minimize these problems in order to facilitate teaching and learning?

The researcher reviewed text books, newspapers, articles, manuals, unpublished articles and records from Ministry of Education, Science and

Technology focussing on administrative problems experienced by those who operate private primary schools in Thika Municipality.

A case study of eighteen private primary school administrators in Thika Municipality was done. The researcher used two questionnaires: an administrative task questionnaire and a general questionnaire. The oral interview clarified to the respondents whenever there was need. The two questionnaires were personally administered by the researcher and collected after five days. The respondents were told to treat the information as confidential.

The researcher collected and recorded data ready for analysis. The analysis of data was done using descriptive statistics which mainly frequencies, percentages and the mean. Tables and graphs were used to represent the information. These measures were used to determine the administrative problems encountered by school administrators.

### **Findings of the study**

After data analysis the researcher arrived at the following findings:

Majority of private primary school administrators had major problems in managing the school plant. The problems experienced here were mainly related to acquisition of ground and space for expansion and construction of adequate and spacious classrooms. Considerable problems

manifested in the area of school registration by the Ministry of Education, Science and Technology Administrators also noted problems in the area of school inspection by public health.

In the area of financial management, a lot of problems were experienced in the area of lack of source for adequate finances for the school programmes. Also most administrators encountered considerable problems in keeping up to date accounting records. Also using available finance for intended purpose they experienced problems.

In curriculum and instruction they experienced problems in selecting and acquiring instructional materials.

Some of the causes of the problems as revealed in the analysis can be inferred to lack of adequate finances as the major cause of most of the administrative problems. It was noted that schools within the Thika Municipality hardly got land for expansion because they were surrounded by either residential estates or commercial buildings. Delay in registration of schools by the Ministry of Education, Science and Technology was caused by bureaucracy in the registration process.

### **Conclusion of the study**

From the findings of this study, the researcher concluded that administrative problems manifesting in private primary schools were not widespread. They were mainly in few specific areas namely; the school plant, finance and business management, curriculum and instruction.

These problems were beyond the developers control, therefore, the need for external intervention. The Ministry of Education and the Local Authorities can reduce these problems by positively examining the roles and intentions of private primary schools developers.

### **Recommendations**

Based on the findings and conclusions of this study, the researcher made the following recommendations:

Local Authorities should intervene, source out land to sell or donate to qualified and interested school developers. The Government of Kenya may need to negotiate with Commercial Banks so that they can avail long term soft loans to school developers.

The Ministry of Education, Science and Technology should find ways of reducing the bureaucracy in school registration. On school inspection the

Ministry should put more effort so that advisory inspection services are given to all private schools.

Construction of adequate and spacious classrooms can only come when the funds are available. It is recommended that donor agencies fund qualified and interested school developers.

It is strongly recommended that resource and instruction materials be tax free so that schools can source them out easily. Also such resource materials such as reference books and syllabuses should be made available to schools by the Kenya Institute of Education.

It is recommended that the Ministry of Education should make standard school plans available so that developers can build standard classrooms at the initial stage of founding the school.

### **Suggestions for further Research**

The researcher gave suggestions for further research in the area of private primary education in Kenya.

A Thorough research should be carried out in another province with a larger target population.

Further research be conducted on the school inspectors attitudes towards private primary schools.

Further research is recommended on the state of physical facilities in private primary schools.

A comparative study be conducted on administrative problems in rural and urban academies and finally the researcher recommends further research be done in the area of problems affecting learners in the private primary schools in Kenya.

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## APPENDIX 'A'

### A LETTER TO THE RESPONDENTS

John C. Waweru,  
University of Nairobi,  
Department of Educational  
Administration and Planning,  
P.O. Box 30197,  
NAIROBI.

30<sup>th</sup> August, 2003

Dear Sir/Madam,

**RE: A QUESTIONNAIRE ON ADMINISTRATIVE PROBLEMS IN  
PRIVATE PRIMARY SCHOOLS**

I am a Post Graduate Student at the University of Nairobi in the Department of Educational Administration and Planning. I am carrying out a research on the above topic in order to gather information which will help administrators in Private Primary Schools.

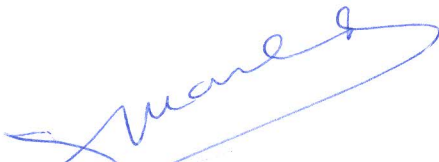
I would be very grateful if you could answer, truthfully, the questions in the questionnaire and also share your experiences with me. Your responses will be treated in confidence.

I would be very grateful if you could answer, truthfully, the questions in the questionnaire and also share your experiences with me. Your responses will be treated in confidence.

Kindly complete all Sections of the questionnaire. Your input and support towards this research is very important towards enhancement of educational administration in the country.

Thank you.

Yours faithfully,



J.C. WAWERU

## APPENDIX 'B'

### A QUESTIONNAIRE FOR THE ADMINISTRATORS

This questionnaire is concerned with the extent to which you experience problems in performing each of the mentioned administrative tasks. You are kindly asked to correctly and honestly answer the questions by putting a circle around the number that best suits your situation. Your name or the name of your school should not appear anywhere in this questionnaire.

#### SCORES

TASK AREA	NONE	VERY LITTLE	AVERAGE	CONSIDERABLE	A LOT
I deal with problems which manifest in the following areas.					
<b>1. Curriculum &amp; Instruction</b> a) Planning and organizing school programme	1	2	3	4	5

<p>-----</p> <p>b) Selecting and acquiring instruction materials</p> <p>1                      2                      3                      4                      5</p> <p>Specify -----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>						
<p>c) Supervising and evaluating instructions and teachers</p> <p>1                      2                      3                      4                      5</p> <p>Specify -----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>						

-----					
<b>2. Staff</b>					
<b>Personnel</b>					
a) Securing teaching staff					
Specify -----	1	2	3	4	5
-----					
-----					
-----					
-----					
b) Orientation of teachers	1	2	3	4	5
c) Delegation of duties to teachers	1	2	3	4	5
d) Conducting staff meeting (Teachers)	1	2	3	4	5
e) Control and maintaining teachers discipline	1	2	3	4	5
f) Recruitment and organizing non- teaching staff	1	2	3	4	5
<b>3. Pupil</b>					
<b>Personnel</b>					
a) Recruitment and enrolment of new pupils	1	2	3	4	5

b) Pupil motivation	1	2	3	4	5
c) Controlling pupil discipline	1	2	3	4	5
d) Providing health, guidance and counseling services	1	2	3	4	5
e) Getting pupils involved in co-curriculum activities	1	2	3	4	5
f) Pupils Evaluation	1	2	3	4	5
g) Maintaining pupil progress record	1	2	3	4	5
<b>4. School</b>					

<b>Community</b>					
<b>Relations</b>					
a) Establishing school community relations	1	2	3	4	5
b) Working with the Parent Teachers Committee	1	2	3	4	5
c) Working with Board of Governors.	1	2	3	4	5
d) Meeting with officials and private visitors on school matters	1	2	3	4	5
e) Gaining access to community resources for structural and administrative					

purposes	1	2	3	4	5
f) Organizing for open days	1	2	3	4	5
g) Getting involved in Politically inspired problems	1	2	3	4	5
<b>5. Finance and Business Management</b>					
a) Do you have a source for adequate finances for school programme?	1	2	3	4	5
b) Drawing an annual school budget	1	2	3	4	5
c) Supervising and controlling expenditure	1	2	3	4	5
d) Keeping up to					

date accounting records	1	2	3	4	5
e) Using available finance for intended purposes	1	2	3	4	5
<b>6. School Plant</b>  Inspection of School facilities by the inspectorate (Ministry of Education)  a) Inspection of school premises by the Public Health official	1	2	3	4	5
b) Registration of the School by the Ministry of Education Science and					

Technology	1	2	3	4	5
c) Geographical location of the school (site)	1	2	3	4	5
d) Consistent maintenance and repair of school buildings	1	2	3	4	5
e) Construction of adequate and spacious classrooms	1	2	3	4	5
f) Equipping the Laboratories	1	2	3	4	5
g) Acquisition of ground and space for expansion	1	2	3	4	5

Suggest possible solutions to these administrative problems in the space provided.

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**APPENDIX 'C'**

**A QUESTIONNAIRE FOR GENERAL  
INFORMATION**

These questions are prepared to collect general information about yourself and your school. For the purpose of keeping the source of information confidential, your name or that of your school should not appear anywhere on this questionnaire.

You are therefore kindly asked to answer the questions correctly and honestly by ticking in the right box or filling in the right number in the appropriate box.

- |    |                  |                   |                          |
|----|------------------|-------------------|--------------------------|
| 1. | Your Sex:        | Male              | <input type="checkbox"/> |
|    |                  | Female            | <input type="checkbox"/> |
| 2. | Your Experience: | Classroom Teacher | <input type="checkbox"/> |
|    |                  | Senior Teacher    | <input type="checkbox"/> |
|    |                  | Deputy H/Teacher  | <input type="checkbox"/> |
|    |                  | Head Teacher      | <input type="checkbox"/> |
|    |                  | Any Other         | <input type="checkbox"/> |

## 3. Academic Qualification:

PhD

MA/MSC/Med

BA/BSC/BED

DIP Ed.

S1

Any Other


## 4. Nature of School:

Boys

Girls

Mixed


## 5. Type of private primary school:

Day

Boarding

Day/Boarding


## 6. Enrolment:

Girls

Boys

Total


## 7. No. of Teaching Staff:

Male

Female

Total


8. No. Non-Teaching Staff:

Male  
Female  
Total
