

HEADTEACHERS' MANAGEMENT CHALLENGES AFFECTING PUPILS' ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KENYENYA SUB- COUNTY, KENYA

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ABSTRACT

Quality is at the heart of education and what takes place in the classroom and learning environments is fundamentally important to the well-being of pupils. Access to primary school education has increased recently in Kenya due to the provision of free primary education though educational academic standards have not improved in Kenyena Sub-County. Performances for the last eight years have not attained the average mean scores and they have ranged from 222.17 to 240.63 in 2009- 2016 respectively, implying low academic performance. Therefore, this study sought to establish the head teachers' management challenges on pupils' academic performance in K.C.P.E. in Kenyena sub-county, Kisii County. This study was guided by a conceptual framework. The researcher used a descriptive survey research design. Specific objectives were to: establish how the headteachers' management challenges of the teaching staff affect the pupils' academic performance in K.C.P.E. in public primary schools; find out how the headteachers' financial management challenges affect pupils' academic performance in K.C.P.E.; determine how the headteachers' management challenges of physical facilities affect pupils' academic performance in K.C.P.E.; investigate how the headteachers' management supervision challenges affect pupils' academic performance in K.C.P.E.; and finally determine how the headteachers' management challenges of pupils' discipline affect pupils' academic performance in K.C.P.E. The target population was 80 head teachers and 80 teachers in Kenyena sub-county.

Stratified random sampling technique was used to select headteachers and teachers. A sample size of 24 head teachers and 24 standard eight class teachers were used as respondents; being 30% of the total population. Questionnaires, in-depth interviews, observation schedules and document analysis were used to collect data. The validity of the instruments was determined by the two experts of Kisii University in Educational Administration. The reliability was determined by the test-retest method and was found to be 0.78. The quantitative data were analyzed using descriptive statistics in the form of frequencies, mean and percentages. Qualitative data were collected through in-depth interviews whereas they were transcribed and organized into themes and sub-themes as they emerged in an ongoing process. The findings were presented using tables. It was concluded that there was understaffing, over enrolment, under syllabus coverage, rampant unfounded absenteeism reasons, inadequate professional development programs; financial constraints, inadequate physical facilities, headteachers' irregular supervisions and indiscipline cases all affected the pupils' academic performance. Based on the findings of this research, it is recommended that the TSC should recruit enough teachers and CDE should frequently monitor besides evaluate the teachers. The government should boost the teachers' professional development programs; provide enough and prompt finances, teaching and learning resources. The headteachers, the county and sub-county Inspection personnel panels should supervise and advise teachers as well as curb indiscipline cases to enhance the pupils' academic performance in Kenyena sub-county.

INTRODUCTION

Background to the study

Primary school education is the main foundation for socio-economic, political and cultural development of a nation (UNESCO, 2005). It is the foundation upon which the other strata of educational edifice are built (Oni, 2009). It also serves as the basic foundation of all other education levels by providing children with a good preparatory ground for further education (Adesina, 2011). To provide a strong foundation, pupils need to access quality education and this is one of the goals of education for all (EFA) and United Nations (UN) Millennium Development Goals (RoK, 2003).

In the United States of America, students are offered a variety of choices of academic and elective courses of club activities, athletics, work-study arrangements, and other co-curricular activities to select (US Department of Education, 2006). The government developed strategies to promote effective parental involvement in the school and incorporated a teacher mentoring program to improve schools as well as the performance of the students and build their desirable behavior (US Department of Education, 2003).

Beynon (2007) observed that sound physical environment in schools in Canada and USA reflected in schools amenities, and immediate environment have a positive advantage to pupils' progress and performance. He stated that schools with better and adequate facilities stand better chances for good results. According to America's K-12 Facilities Report (2016) many American students learnt in dilapidated and unhealthy facilities. Schools facilities have a direct impact on students' learning outcomes. The report further states that staff capacity and competence are needed to deliver services to learners in schools.

In Europe, health problems affecting school going children leads to inferior attendance, frumpy performance and increased rates of absenteeism. Huebler (2008) stated that countries with low PTR were Sam Marino (6:3) and Bermuda (8:3). He further specified that in Eastern Europe most developed countries had PTR ranging from ten to nineteen pupils per teacher.

In Finland, the government has established high levels of knowledge and skills; and strengthened them in the citizens besides the welfare, functionality of the pupils; school committees were taken care of and also resources ensued. The commitment of the government in the provision of teaching and learning resources with the involvement of the stakeholders in the schools' administration, had led to good academic performance in schools (Building Blocks for Education, 2007).

In Ontario province, Canada state, the government improved levels of student achievement, reduced gaps in student achievement, and increased public confidence in publicly funded education. The students' acquisition of literacy and numeracy skills were increased. The government increased the students' secondary graduation rates, 'an Education Results Team' including the premier, high standards and expectations, referred to as 'stretch targets' for their achievements. Investments in leadership and capacity building were strengthened as well as mobilizing data and effective practices as strategies for improvement. Interventions were inspired in a non-punitive manner by encouraging risk taking, learning sharing of successful practices and being vigilant about distractors. Emphasis was placed on being transparent, relentless; and increasingly challenging resulting into overall increases of

educational performances. Eradication of the students' barriers of education had developed high performances in examinations (Building Blocks for Education, 2007).

In Asia, Pupil –Teacher ratio (PTR) was between 20 to 29 pupils per teacher. It was noted that in classes with high enrolment performed poorly, for instance, in countries such as Bangladesh. Alam (2013) from the Department of Education in Bangladesh noted that 70% of primary school learners were unable to read, write and do simple arithmetic. This was worse in the rural schools where English teachers language were few, religious madrasas were embraced predominantly. The report further quotes that institutions lacked workable frameworks. The report further notes that teachers were few and unconcerned with their duty. Lack of enough classes also resulted into shift learning and low teachers pupil ratio reduced teacher- pupil contact hours. The report further highlighted that due to cultural festivals in the calendar of Ramadan, summer and Eid most learning contact hours were greatly lost. This negatively influenced pupil's performance as evidence in their schooling outcomes.

In Australia, the government has placed educational equity at the Centre of its reform agenda. The government established a range of reforms to improve the quality of teaching and learning. Besides enhancing school management with new professional standards to underpin national reforms, recognition and reward for efficient performance. A framework was established to guide professional learning for headteachers, teachers and school leaders leading to high achievement of good performance. This quality of teaching and practicing participative management has led to good performance of the staff and the students in academic achievements (Building Blocks for Education, 2010).

In Singapore, education is compulsory for the six years of primary education but completion of 10 or 11 years of general education is virtually universal (MOEST). The education system caters for life-long learning needs of the population. Priority is offered to every child for achieving his/her potential by providing diverse educational pathways, with schools being given autonomy and resources to develop their own school-based curricular innovations. They had used a system-based approach by developing capable teachers and school leaders, enhancing school infrastructure, leveraging on Information, Communication and Technology (ICT) to achieve more customized teaching and learning, and strengthening school management systems to drive continuous improvement. This provision of teaching and learning resources, competent teachers and leaders with the improvement of the Capacity Building of the staff and the stakeholders, has created high performance of the students in the state (Building Blocks for Education, 2007).

In Sub-Saharan Africa, studies have acknowledged that while improving infrastructure and acquiring technology are necessary, the human factor is the most critical aspect for success; implying that proper staffing contributes to good academic performance (UNESCO, 2005, NOKUT, 2008). The main delivery system for the basic education of children outside the family is primary schooling (World Declaration on Education for All, article 5, 2005). In Malawi, more than half of standard three pupils would not read common words in textbooks and 50 percent would not identify the letters in alphabet (Kadzamira & Rose, 2003).

Lowe (2009) states that lack of relevant teaching material caused drab performance of the pupils in South Africa. According to the EFA global monitoring report (2006) in Ghana, the number of primary school tutors increased by 60% and reduced the pupil-teacher ratio to below 40:1 for over the last 20 years. Between 1999 and 2013 the number of trained teachers dropped from 72% to 53% in Ghana. This ratio is worrying as it negatively influenced pupils' performance in examinations. The report

finally revealed that employing untrained teachers may keep the pupil-teacher ratio balanced but deter academic achievements. According to the World Bank Report (2010) on EFA, in Rwanda for instance, says that the pupil-teacher ratio (PTR) remained high at 59:1 in 2012 and the number of qualified teachers increased from 40% in 1999 to 96% in 2010.

In Uganda government aided schools reading outcomes decreased significantly after the introduction of FPE (NSO & ORC Macro, 2003). In the light of this, many pupils who enrolled after the reduction of fees appeared to be achieving little from their school experiences. The management of free primary school education is therefore faced with challenges worldwide. They include insufficient funding (Sungyong, 2007); lack of infrastructural facilities and equipment, qualified and competent teachers (Lavalah, 2012); managing big class sizes and inadequate resources (Oduor, 2009) and inadequate teaching and learning resources, poor syllabus coverage, supervision and teacher student ratios as well as indiscipline (Adebayo & Snow, 2009). Although the government of Uganda is committed to the provision of finances, adequate staff and physical facilities, there are still immense management challenges posing poor academic performances in public primary schools.

Despite the fact that the access to primary schools has improved rapidly throughout the developing world since 1990 due to abolition of school fees, learning outcomes have lagged behind (World Bank, 2006). According to Odhiambo (2009), the problem of poor performance, widespread in many countries, is profoundly rooted in management and in examinations. A few years down the line since the inception of FPE in Kenya, statistics had shown low academic performance levels among primary school pupils (World Bank, 2009). Kenya is among the African countries in Sub-Saharan Africa that is providing Free Primary Education (FPE) in an attempt to provide access and quality education to its pupils in primary school level (Riddell, 2003). The eminence of education is often evident in the national examinations performance (Gyekye, 2002). For Kenya to maintain high education standards in public primary schools when there was an outburst of school enrolment, the school managements had to play key roles in managing the schools (Naidoo, 2006). In Kenya, education management entails prudent utilization of personnel, funds and physical resources to enhance efficiency in delivery of quality education being the most costly service in the nation and unaffordable to many Kenyans (ROK, 2003).

The success of every educational system depends on the superiority of its factors of human production and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are redundant (Nakpodia & Urien, 2011). This implies that proper staffing contributes to good academic performances. The efficiency of human resource management in Kenyan schools is being called to question both within and outside the profession. Many educationalists would fully admit that the schools' resources were being mismanaged and underutilized simply because the schools lacked enough qualified personnel and have inadequate management resources needed for the improvement of instruction (Kremer, 2003).

Poor academic performance of the Kenya education system as well as other developing countries is due to weak managerial capabilities in those systems (Government of Kenya). Education Act (2013) asserts that it is the duty of the headteachers to ensure that staff is enough; teachers attend to seminars and workshops to enable them to acquire new skills and teaching methodologies which would held to improve education performance. In 2012 a policy document on education and its implementation called The Kenya Education Sector Support Programme (KESSP) indicates that the government focused on promotion of access, quality, relevance and basic education in Kenya. These and many other government efforts cannot materialize if some parts of the country continue to lag behind and record poor performance in KCPE (2012).

Although the Kenya government has a marked progress towards realization of FPE, the government budgetary allocation annually, still faces many challenges in the education sector. There are high pupil-teacher ratio, weakness in school management, teacher recruitment and training. Also shortage of trained teachers prevail and inadequate provision of infrastructure particularly in the Arid and Semi-Arid Land (ASAL)-areas (Task Force Report-February, 2012). These challenges would contribute to poor academic achievement in public primary schools in the sub-county. As these factors are not synonymous in the whole country, there is need to carry out studies in every region to ascertain the causes of poor performance in specific regions (Morumbwa, 2006).

TSC (2016) employs and deploys teachers on demand driven policy. In Kenya, GoK (2006) research identified understaffing, untrained personnel, lack of commitment and positive approach as hindrance to academic achievement in Kenya. A study by Nyandiko (2008) agrees that headteachers are experiencing staff shortages hindering realization of curriculum demands. Dryden- Edward and Roxanne (2010) note that factor influences pupils' academic performance is physical facilities also hold the interest of both teachers and learners. Wekhuyi (2014) says most programmes of instruction and pupils' services need some physical facilities which include playing grounds, buildings like classrooms, libraries, laboratories and dormitories.

According to Wangari (2013) in a research on school based factors influencing academic performance in Gatundu, she emphasized that physical facilities such as desks, chalkboards, clipboards are complements for effective teaching and learning. Materials determine the quality of education in schools. School instructors employ tuition materials to reinforce teaching. During independence, Kenya preferred to have education for all her citizens. Evaluation of education is taken seriously by many stakeholders in the country (Matoke, 2015). According to Jumma (2011) the significance of evaluation has made educationists invent strategies of improving academic outcomes.

In Kenya, standard eight examinations conducted by Kenya National Examination Council (K.N.E.C.) are used as an appropriate and valid measure of achievement and excellence of education leading to placement (Mayo & Achioya, 2009). The secondary school admission depends on performance of Kenya Certificate of primary Education Examination (Michael, Miguel & Rebecca, 2004). Although the government has channeled funds into basic education, performance in K.C.P.E. shows that more than of the pupils who sat for their examinations are not performing well in Kenyena sub-county, scoring less than halfway of 500 marks.

Table 1.1 shows the mean score for schools from 2009 to 2016 in Kenyena sub-county.

Table 1.1 Years and Mean scores for sub-counties in Kisii County in 2009-2016

Sub-counties	2009	2010	2011	2012	2013	2014	2015	2016
Kenyena	222.17	205.51	218.00	231.09	235.27	241.26	234.51	240.63

Gucha	267.09	288.44	279.33	281.44	294.63	295.53	296.54	298.72
Nyamache	261.65	277.00	289.63	294.64	296.86	295.93	297.63	298.52
South Gucha	271.45	286.65	287.27	289.17	290.82	291.21	298.43	299.25

Source: SCDE's office Kenya sub-county, 2015

Table 1.1 indicates that K.C.P.E. performance in Kenya sub-county was below average consecutively for eight years. This implied that many pupils from public primary schools were not admitted to national and provincial schools with such low marks. It was against this background that the study sought to investigate the headteachers' management challenges on pupils' low academic performance in Kenya Certificate of Education in Kenya sub-county, Kisii County, Kenya.

Statement of the Problem

The statistics on performance in K.C.P.E. in Kenya sub-county, 2009 – 2016, indicated that the sub-county recorded low pupils' academic performance in K.C.P.E. as it was evidenced by the mean standard scores which were below average as shown in Table1.1. In 2009, the mean standard score in this sub-county was extremely below average mark of 500. However, in 2010, the mean standard score decreased tremendously although in the subsequent years, the increases were minimal but never attained the average mark. There are many factors that contribute to low academic performance. However, due to persistent poor academic performance in public primary schools in Kenya sub-county, this study was set to establish the headteachers' management challenges affecting the pupils' academic performance in K.C.P.E. in Kenya sub-county, Kisii County.

Purpose of the study

The purpose of this study was to establish the headteachers' management challenges affecting pupils' academic performance in Kenya certificate of primary education in Kenya sub-county, Kisii County, Kenya.

Research Objectives

The specific objectives which guided this study were to:

- i) Establish how headteachers' management challenges of teaching staff affect pupils' academic performance in K.C.P.E. in public primary schools in Kenya sub-county;
- ii) Find out how headteachers' financial management challenges affect pupils' academic performance in K.C.P.E. in public primary schools Kenya sub- county;
- iii) Determine how headteachers' management challenges of physical facilities affect pupils' academic performance in K.C.P.E. in public primary schools in Kenya sub-county;

- iv) Investigate how headteachers' management challenges of supervision affect pupils' academic performance in K.C.P.E. in public primary schools in Kenya Sub-County;
- v) Determine how headteachers' management of pupils' discipline affect pupils' academic performance in K.C.P.E. in public primary schools in Kenya sub-county.

Assumptions of the study

In this study, the following assumptions were held;

- i. All public primary schools in Kenya Sub-county are well staffed with qualified teachers and this has affected pupils KCPE performance;
- ii. All head teachers in public primary schools have required financial management skills;
- iii. All public primary schools in Kenya Sub-county have adequate physical facilities
- iv. That all head teachers in Kenya sub-county are mature and would give true information pertaining to the schools they head.

Conceptual framework

The study was guided by a conceptual framework in which the independent variables were: headteachers' management challenges for the staff, finance, physical facilities, supervision and discipline whereas academic performance in K.C.P.E. was the dependent variable. These variables would influence the dependent variable to produce results on K.C.P.E. pupils' academic performance in public primary schools. However, the intervening variables; motivation, attitude, intelligence, time management and remuneration were controlled during the process. The influence of the independent variables on the dependent variable are diagrammatically depicted in

Figure 2. 1 Conceptual framework

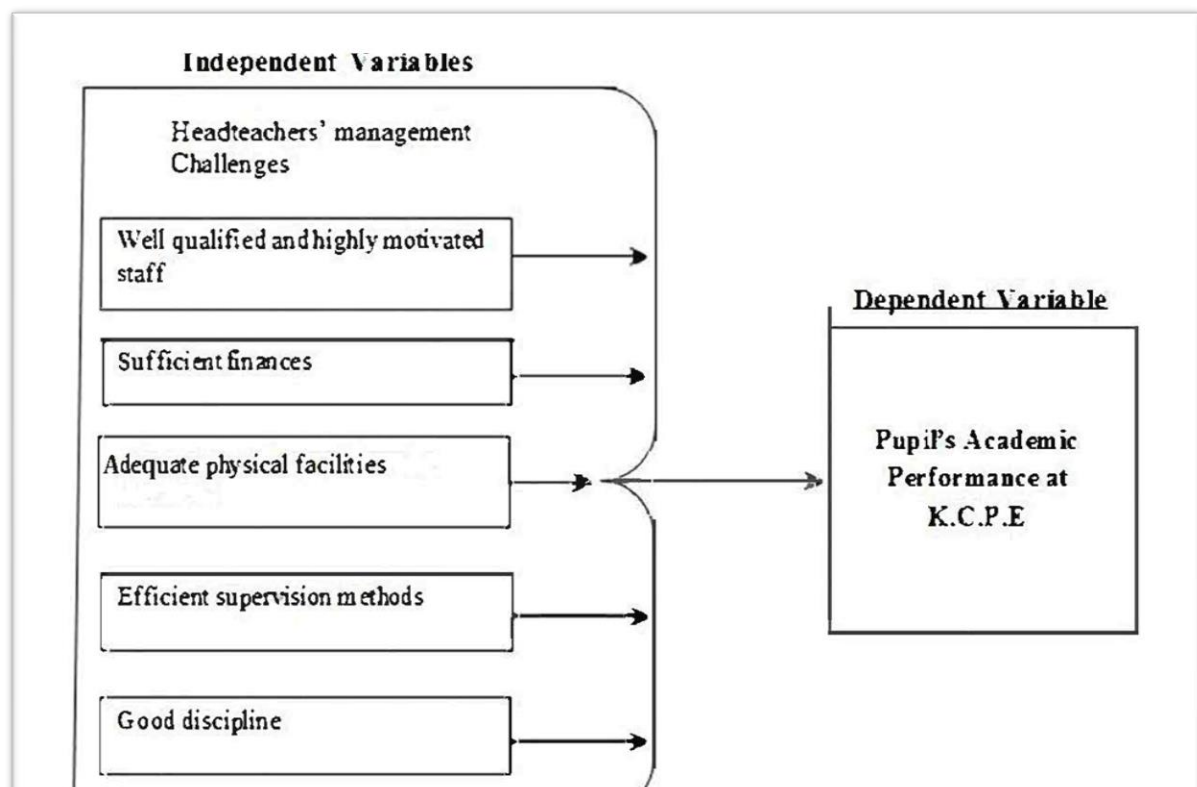


Figure 1. Conceptual framework illustrating HTs management challenges (Independent variables) and K.C.P.E Performance (Dependent Variable)

Source: Author, 2018

LITERATURE REVIEW

The literature was reviewed under the themes derived from the objectives of the study: how headteachers' management challenges of the teaching staff affect pupils' academic performance in K.C.P.E.; how headteachers' financial management challenges affect pupils' academic performance in K.C.P.E.; how headteachers' management challenges of physical facilities affect pupils' academic performance in K.C.P.E.; how headteachers' management challenges of supervision affect pupils' academic performance in K.C.P.E.; and how headteachers' management challenges of pupils' discipline affect pupils' academic performance in K.C.P.E. in Kenya sub-county.

Headteachers' management challenges of the teaching staff and pupils' academic Performance

Educators are raising concerns over the continued poor performance of public school pupils in national examinations after more than 50 percent of those who took the Kenya Certificate of Primary Education (K.C.P.E.) examination in the previous year scored below average. Data released by the Ministry of Education, Science and technology on 31st December, 2013 shows that of the 839,759 standard eight pupils who took the 2013 K.C.P.E., which served as the form one entrance exam, 467,353 scored below average, receiving scores below 250 out of the possible 500 (Ramah, 2014). Questionnaires were used to collect data and descriptive statistics were also used to analyze it. In connection with Odiya & Omofonmwan (2007) argued that acute shortage of teachers could result in poor academic performance of pupils in teaching and learning processes in Nigeria. Staffing was considered by researchers as a vital part of any functioning organization including a school. IWU & IWU (2013) argued that education in Nigeria was hampered by poor funding, inadequate classrooms, unqualified teachers and polluted learning environment. In the face of a dismal, lack of these vital resources led to the heads of schools administration efforts thwarted. The outcomes of this kind of situation include recalcitrant pupils, non-literate population and unresponsive teaching work-force. Many primary schools in Ebonyi State were also affected with this sour state of affairs. They were challenged by a constant outbreak of unruly behavior of pupils, a constant lack of educational amenities as well as an over population of pupils. Questionnaires were used to collect data and found that high numbers of enrolment overstrained insufficient school facilities.

In connection with the study of Donn (2006), the outstanding features of every school in the study was the quality of leadership and the clarity of leadership provided by the headteachers and their senior leadership teams, supported and augmented by highly supportive governors. The data collected by interviews indicated that many headteachers in the schools sampled for the study were clear that their priorities were to achieve effective and efficient results, accountability and listen to their students. The school communities in turn demonstrated an exceptionally strong trust in the school administration reflecting the good performance of the

schools. In this study, communication skills were very important components for the staff and students' achievement for good performance.

In contrast to IWU and IWU (2013) argued that in Nigeria poor funding hampered the smooth running of the schools because it inhibited the recruitment of qualified staff, often resulting in acute shortage of staff, which forced most heads of schools to teach some classes in addition to their official workload. They used questionnaires to collect data and administered them to the headteachers.

On the grounds of Nakpodia (2011), the teacher factor was important in the implementation of universal basic education programmed junior secondary schools in the south senatorial district of Delta State. He further argued that the success of school administration depended on the availability of teachers. This suggested that for proper functioning of a primary school, quality and efficiency of staff determine to a great extent the successful achievement of its educational objectives. This could be achieved if the headteachers had the skills to motivate and encourage his staff and guide them to work as a team to achieve satisfactory results. It was found that teachers and students do not often know their rights because they lack the knowledge of the Nigerian constitution. It was recommended that the school authorities should study the constitution and the statutory rights of the students in handling students' disciplinary matters and students seeking redress in courts.

A study conducted by Gituathi (2012) on human resource factors influencing pupils performance in Kenya certificate of Primary Education in Thika West district, Kiambu county found out that the majority of the pupils attested that the larger number of pupils in class were negatively affected by the way the teacher taught in class. A cross-sectional research design was adopted for the study. Questionnaires and document analysis were used to collect data from teachers and educational officers.

With regard to Too (2005), conducted a research on quality of free primary education in Kenya and found out that many primary schools were understaffed as a result of the free primary education programs and this affected their performance. The target population used was private and public primary schools; headteachers, teachers and pupils. Questionnaires were used to collect data. Stratified random sampling technique was used for selecting the sample size while descriptive and inferential statistics were used for data analysis. It was found that teachers taking higher education and training, refresher courses and the on-the-job training were the most important aspect of the staff development. Also personal character and attitudes of teachers never influenced performance in K.C.P.E. It was recommended that the government should recruit more teachers to be proportionally to the number of learners and review regularly the curriculum being used in teachers training institutions.

According to MOEST (2007), on human development, argued that the headteachers did not have enough teachers and hence had to employ the teachers and the parents on the other hand were not able to meet the demands of paying the teachers, affecting teaching and learning in the schools. Teachers were important stakeholders within the school community. They formed a fundamental resource in an educational organization. The professional role of a teacher was a demanding one and stretched from classroom teaching, curriculum development, examination processing, pedagogical material preparation and evaluation to modeling the behavior of the stakeholders as well as acting as models to the society (Okumbe, 2011).

According to UNESCO (2012) teachers are very important in imparting knowledge and skills in children to change their behavior. The report further added that teachers should be properly trained in the ongoing professional developments to attain international standards. In Nigeria, a study conducted by Asikhia (2010) on the factors influencing students' performance, revealed that teachers' do not take responsibility for the students' failure.

TSC (2015) and MOEST (2015) have affiliated to train teachers on emerging issues and trends in education to engage them with necessary pedagogical skills. For instance, the MOEST has initiated early literacy and arithmetic training for teachers in lower primary schools in the entire country. The MOEST has also embarked on training teachers on ICT and the curriculum which was piloted on 29th May 2017. These trainings help teachers deliver the relevant content hence improving on pupils' performance in examinations. Other in-service training by the MOEST are management courses for headteachers and Teacher Proficiency Courses (TPC) for teachers. However, some headteachers and teachers never undergo these programmes to enhance their knowledge and skills for better pupils' academic performance.

Conferring to UNESCO (2013) in Uganda, 63.9 percent of primary teachers had attained a qualification of grade III, which is the minimum level of primary teacher qualification. The report further reveals that over 90 percent of teachers were qualified to the acceptable standards. However, the report notes that over 3.7 percent of teachers' qualification status was not reported. The report further revealed that one strategy illustrated in teacher reforms is the development of digital literacy skills in teachers. This could ensure teachers are well exhilarated to deal with emerging globalization challenges. Quality of teachers in terms of their qualifications and dedication, determines to a larger extent the quality of education and performance (Republic of Kenya, 2011). Therefore teachers' academic and professional qualifications contribute to performance. Awuonda (2011) quotes that the quality of teachers in a school is the main determining factor in student achievement in examinations in Kenya. TSC Kenya (2015) describes globalization, technological change and modern competitiveness as a need for teachers to enhance their skills to tackle the students increased needs in education. TSC further records rapid education reforms for more training of teachers to cope with new trends in curriculum change and implementation. TSC Kenya (2017) circular number MOE/HQS/3/16 states that all zonal education units in Kenya were scheduled to have teachers training in Tusome and PRIEDE, this was an effort aimed at equipping teachers with pedagogical skills as per the MOEST and TSC requirements.

The Kenya National Examinations Council (KNEC 2014) report quotes that poor examination results in National Examinations has led to the government initiating teacher proficiency courses in areas of concern such as Mathematics and Science subjects. It was noted that teachers are better equipped with pedagogical skills, knowledge and attitudes upon completing proficiency courses. The Teachers Service Commission trains teachers who are later rewarded with promotions when they attend proficiency courses to improve on their professional qualifications hence good academic performance in schools. (TSC 2015) and the MOEST (2015) initiated a pilot programme in 2011- 2014 which revealed that pilot school pupils were able to read in early years of their schooling.

In the previous studies, the researchers used questionnaires, interviews and document analysis as research instruments for data collection whereas the present study also used questionnaires, document analysis but differed from the previous studies in using in-depth interview and observational schedules. The previous studies used private and public primary schools involving headteachers, teachers and pupils with one education officer as their target population but the present study used

only public primary schools, headteachers and teachers. A cross-sectional research design was used but a survey research design was used in the present study. Stratified random sampling was used for selecting the sample just as the present study. Descriptive and inferential statistics were used to analysis data as the present study used only descriptive statistics in the form of frequencies, percentages and mean. In these studies, it was recommended that more teachers to be recruited and undergo refresher courses for staff development.

The present study is different from the previous studies, as it was to investigate the impact of over enrolment of the pupils, the deficit of teachers, the importance of the preparation of the professional records and undergoing professional programs on the improvement of the pupils’ academic performance in Kenya sub-county, Kisii county.

RESEARCH METHODOLOGY

This study used descriptive survey research design. According to Orodho (2005), a descriptive survey is a method of collecting information by administering questionnaires to respondents to collect information about people's attitudes, opinions, habits or any of a variety of education or social issues. A descriptive survey is concerned with gathering facts rather than manipulating the independent variables. In this study, the survey was on how headteachers’ management challenges of independent variables; staff, finance, teaching and learning resources, and supervision and discipline affect pupils’ academic performance in K.C.P.E. in Kenya sub-county, Kisii county.

The target population for this study was 80 public primary schools which had 60 male and 20 female headteachers and 55 male and 25 female class eight teachers of Kenya sub-county.

A sample size of 30% of the population is sufficient for surveys, Mugenda and Mugenda (2003). A sample of 24 schools were sampled from the population of 80 schools. Stratified random sampling was employed to select headteachers and standard eight class teachers. This gave a sample of 24 headteachers and 24 standard eight class teachers giving a total of 48 respondents. The respondents were selected because they were key informers in school management and competent in the preparation of standard eight pupils for the national examinations.

Table 3. 1 Illustrates the sample size of the study

Sample of the study

Zones	No of schools	Sample of schools	Schools H/ teachers	Sample of H/teachers	Std eight Teachers	Samples of teachers
Kenyanya	14	4	14	4	14	4
Magena/ Emesa	22	7	22	7	22	7
Magenche/Mokubo	22	7	22	7	22	7
Nyakoiba	11	3	11	3	11	3

Riokindo	11	3	11	3	11	3
Total	80	24	80	24	80	24

Source: Kenya SCDE’s Office, 2016

In collecting the data for the study, the researcher used headteachers’ and teachers’ questionnaires, observation schedules, teachers’ in-depth interviews and document analysis.

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSIONS

Questionnaire Return Rate

Quantitative and qualitative primary data were obtained through issuance of questionnaires and in-depth interview schedules to the respondents. A total of 48 questionnaires were administered to the respondents. Out of the questionnaires administered 42 were received back. This resulted in a return rate of 87.5%, which deemed adequate for analysis. This was found to be in line with the Nachmias & Nachmias (2005) who asserts that a response rate exceeding 75% is acceptable for any academic survey study.

How headteachers’ management challenges of the teaching staff affected pupils’ academic performance in KCPE.

The first research question was: What are the headteachers’ management challenges they encounter with teaching staff that affected pupils’ academic performance in K.C.P.E. in public primary schools in Kenya sub-county? To address this research question, headteachers were asked to indicate the teaching staff effects on the pupils’ academic performance.

Table 4.1 Headteachers’ response on pupil- teacher ratio

Pupil- teacher ratio	Responses n=19	
	Frequency (f)	Percentage (%)
Below 26	0	0.0
26-40 :1	2	10.5
41-60 :1	3	15.8
61-90 :1	10	52.6
Above 90 :1	4	21.1
Total	19	100.0

Results in Table 4.1 inveterate the responses of the headteachers on pupil-teacher ratio in Kenya sub-county, Kisii county. The headteacher reported that there was no class below 26 pupils with one teacher. Headteachers, 10.5%, reported that pupils were between 26-40 with one teacher. Fifteen point eight percent of the headteachers established that pupils were between 41-60 under one teacher. Headteachers, 52.6%, pointed out that there were 61- 90

pupils in their classes for one teacher. Twenty one point one percent of the headteachers quoted that there were some classes above 90 pupils per one teacher. The findings signified that classes were congested and beyond the expected teacher-pupil ration. Teachers could not have individual attention for their pupils. It also meant that teachers could not be able to mark all pupils work effectively as expected. This could have affected pupils’ performance since the learners could not receive individual attention. This ratio was above the figures established for the whole republic in the year 2014 (PTR=41.5) by the Ministry of Education (Ministry of Education, 2014). Internationally accepted PTR is 40 (Ministry of Education, 2014) which is lower than what is experienced in the public primary schools in Kenyena sub county.

The debate on different measures of school quality has predominantly focused on class size, sidelining other significant dimensions of input policy decisions like teacher remuneration. The findings relating class size to pupil performance are challenged with statistical problems not least because in many education systems streaming or sorting takes place, providing smaller classes to the less able pupils. This confounds the estimation of the production function relating more teacher input to pupil outcomes. Notwithstanding this problem, many papers (Hoxby, 2000; Woessman, 2005) have found a positive relationship between more favorable (small) class size classrooms and pupils outcomes.

The researcher sought to investigate from the headteachers whether schools had enough teachers. Responses from HT were presented in Table 4.2.

Table 4. 2 Headteachers’ response on adequacy teachers

Adequacy of teachers	Responses n=19			
	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Classes not attended	19	100	0	0
Teachers overstrained to teach large classes	18	94.7	1	10.5
Classes were amalgamated to utilize shortage of the existing teachers	3	15.8	16	84.2
Schools employed trained teachers	13	68.4	6	31.6

Teachers gave only assignments to cover the syllabus	3	15.8	16	84.2
Schools required shift teaching	14	73.7	5	26.2

Data presented on Table 4.2 reflects the headteachers’ responses on inadequacy of teachers in the sampled schools. Hundred percent of the headteachers asserted that classes were not attended while nobody acceded it. Headteachers, 94.7%, confirmed that teachers were overstrained to teach large classes but 10.5% of them never concurred. Headteachers, 73.7 %, pointed out that the schools required shift teaching, 26.3 % of them denied. Sixty eight percent of the headteachers quoted that trained teachers were employed, 31.6% denied. Sixty three point one percent of the headteachers reflected that teachers gave only assignments to cover the syllabus, 36.8% disagreed. Headteachers, 21.1%, acceded that teachers taught without marking the pupils’ work, 78.9% disagreed. Fifteen point eight percent of the headteachers spelt out that classes were amalgamated to utilize the existing shortage of teachers whereas 84.2% repudiated. According to the findings on the table, it implied that the inadequacy of teachers had profound negative effects on the pupils’ academic performance in most schools. As the classes were not attended for every lesson and teachers overstrained to teach large classes implies that teachers were not adequate hence affecting the pupils’ academic performance. Giving only assignments to cover the syllabus, teaching without marking the pupils’ works and amalgamating the classes to utilize the existing teaching portrayed inadequate of teachers in most public schools.

This is conformity with (UNESCO, 2004) stating that one of the leading problems in education in Africa is the persistent shortage of both qualified and properly trained teachers. This has a negative effect impact on the academic achievement of pupils as noted by Osman (2011) who attributed poor performance in K.C.P.E. in North Eastern province, to unequal distribution of teachers. Teacher quality has an effect on the academic performance of pupils as teachers contribute to the nurturing of the learners’ performance through efficient use of teaching methods and good administrative set up.

According to Wamulla (2013), lack of teachers results into some classes being left unattended and sometimes the present teachers take up the extra load to make up for the absentees. Further emphasizes that inconsistency, ineffective teaching and loss of valuable time affect the students to cover the syllabus for the effective preparation of the national examination. The headteachers (HTs) were further asked to indicate the number of teachers required to cover up the shortage.

All the HTs indicated on the average six teachers were needed to meet the required numbers.

Tyke and O’ Brien (2002) argue that schools are beleaguered by the shortage of teachers due to increase in students’ enrolment, teachers’ attrition and retirement leading to poor academic performance. Teachers’ inadequacy is belied to confront many secondary schools worldwide and Kenya is inclusive. The shortage of teachers has compelled many education systems to lower education standards through the employment of unqualified teachers to fill the gap, thus lowering the schools’ academic performance. The similar situation was observed in Austria by Khans and Dolton (2002) who argue that the nation need to hire at least one million teachers over the next ten years because the inadequacy can influence the students’ academic performance negatively. This could also have the same effect of the pupils’ academic performance in Kenya sub-county, Kisii- county.

The researcher sought to investigate how the headteachers covered for the deficit in case of shortage of trained teachers. The responses from the HTs were presented in Table 4.3

Table 4.3 Headteachers’ management challenges of the teachers’ deficit

Ways of covering teachers deficit	n=19		Responses	
	Yes Frequency	Percentage	No Frequency	Percentage
Hiring trained unemployed teachers	13	68.4	6	31.6
Hiring untrained teachers	7	36.8	12	63.2
Recruiting retired teachers	3	15.8	16	84.2
Requesting teachers to take more lessons	19	100	0	0
Requesting the regular teachers to teach different classes together	6	31.6	13	68.4
Appointing other pupils to engage others in class	8	42.1	11	57.9

The study showed how headteachers managed the deficit of teachers in Kenya sub-county. Hundred percent of the headteachers indicated that the teachers were requested to take up more lessons to cover for the challenge of shortage of teaching staff. At the same time 68.4% of the headteachers reported that unemployed trained teachers were recruited, 31.6% counteracted. Headteachers, 42.1%, maintained that other pupils were engaged to teach others in class as 57.9% denied. The headtteachers, 36.8%, reported that untrained teachers were hired but the majority, 63.2%, denied. The headteachers, 31.6%, showed that the regular teachers were requested to teach different classes together while 68.4%

disagreed. Fifteen point eight percent of the headteachers asserted that retired teachers were recruited to teach when the majority of the headteachers, 84.2% disagreed with this finding.

As the teachers were requested to take more lessons, implied that they were less effective and productive because they were over-worked. Hiring unemployed trained teachers was a good gesture as it made the standards required by the ministry of education. However, such teachers lacked commitment because of poor payments and this affected syllabus coverage. In Niagara Falls city schools, USA, hiring of substitute trained teachers is a common phenomenon. However, sometimes, struggling schools resort to hiring less qualified teachers or turn to long-term substitutes to fill these gaps. Further reducing the pool of teachers available to cover daily absences (Mathewson, Tara, & García, 2017).

Between 15.8% and 42.1% of HTs indicated that they either recruited retired teachers, hiring untrained teachers, requesting teachers to teach different classes together or appointed some pupils to engage others. This meant that retired teachers had low spirit of teaching and engaging students due to their age. Untrained teachers lacked pedagogical and professional skills which impacted on pupils' performance. Appointment of some pupils to engage others in class was unprofessional as it wasted pupils' academic hours. Requesting teachers to teach different classes together meant that pupils of different academic levels were taught together which implied that teachers were to prepare schemes of work and lesson plans to fit all the pupils' categories. Given the term dates, this was an impossible aspect. This affected syllabus coverage as it was done in hazardous manner. All these strategies of covering up shortage of teachers were unprofessional and could have affected the final performance of pupils in KCPE exams in Kenyena sub-county.

This finding is in line with the work by ILO (2008) which showed that, shortage of teachers is a worldwide problem and more so on qualified teachers. UNESCO (2005) reported that the lack of science and technology teachers is particularly striking and in an attempt to solve the problem, non-teachers are sometimes called in such as the health professional to teach biology in central Africa, African Republic. This evidence was revealed from the General problems in Teacher training for the high level expects, meeting on UNESCO Teacher; training initiatives for sub-Saharan Africa. This was further in consistent to Ingersoll (2003) who reported that teachers' shortage led to, too many students being taught by teachers who lack subject matter knowledge, training and instructional skill necessary to help students learn, especially in science subjects in Washington.

Most developing countries of the world are marked by unequal access to teachers. Redistribution of teachers through transfers is a mechanism to bring equity to the system. However, teachers have preferences on where they want to work. Hence, there is push back against an iron-handed approach to transfers. For example, teachers in urban centers often refuse to move to rural places (Agarwal, Kayina & Mukhopadhyay, 2018). These authors suggested to increase the presence of female teachers in rural areas. Also encouraging secondary school girls into teaching in south Sudan where areas are often stereotyped in ways that emphasize their powerlessness: "rural peripheries". It was affirmed that teachers

should be motivated in rural areas using monetary incentives and have much better infrastructure than in urban areas. There was a drive to build teachers' houses in order to motivate them in rural areas. This was a way of covering the deficit of the teachers in rural areas and redistribute them to all areas.

The researcher sought to establish whether the teachers prepared professional records in their schools to improve academic performance. Table 4.3 presents the Headteachers' responses.

Table 4.3 Investigate whether the teachers prepared these professional records

Professional records	Yes		No		Responses n=19
	Frequency	Percentage	Frequency	Percentage	
Schemes of work	18	94.7	1	5.3	
Lesson plans	16	84.2	3	15.8	
Teaching notes	19	100.0	0	0.0	
Records of work covered	17	89.5	2	10.5	
Class register	19	100.0	0	0.0	
Progressive and assessment tests records	19	100.0	0	0.0	

Data presented in Table 4.3 was to investigate whether teachers prepared the professional records. Hundred percent of the HTs reported that their teachers prepared teaching notes, class registers and progressive and assessment records respectively, however, 0% neglected. Also 94.7% of the headteachers asserted that the teachers prepared the schemes of work while 5.3% frustrated. Headteachers, 89.5% of them, sustained that the teachers had records of the work covered, 10.5% of the headteachers denied. Eighty four point two of the responses directed that the teachers prepared the lesson plans, 15.8% declined. Preparation of professional documents influences the implementation of the curriculum which could also have a positive impact on examination performance. The study indicated that the teachers prepared professional documents a situation which was assumed that performance could have improved, however, the performance of the public primary schools in the sub-county remained poor. This could have been attributed to the implementation of the professional documents, lack of supervision from the HTs or other administrative factors as well as TSC inspection personnel. Eshiwani (2007), states that overloading of teachers does not allow them to give their best effort and they have limited time to prepare for the lessons and review pupil assignments. The teachers' and pupils' performance would be adversely affected.

According to Oweoye and Yara (2011), the responsibility of checking the teachers' professional documents is entirely on the powers of the headteacher or delegate to the deputy headteacher or senior teacher. The preparation and use of the schemes of work, lesson plans, notes, timetables and other professional documents by the teachers enhance sequential

teaching and learning of the pupils to improve their academic performance. This should be done frequently to allow the headteacher to monitor the curriculum implementation (Nyangaka & Odongo, 2013). Therefore limited monitoring and evaluation is a factor which could contribute to poor academic performance in national examinations.

CONCLUSION AND RECOMMENDATION

Conclusion of the study

The researcher based on this research, to establish how headteachers managed the school administrative tangling obstacles. The strategies applied to manage the shortage of teaching staff were found ineffective as many schools had high pupils' enrolment. The study concluded that headteachers were not in a position to meet the prerequisites in the teaching staff. The management of teaching staff challenges were not successful as the adequacy of trained staff remained a major obstacle to school administration. This study therefore concluded that management challenges were rampant as the shortages of teachers of remained a great challenge and this affected pupils' performance negatively.

The management of professional records posed a great challenge to headteachers as performance remained poor. It was concluded that the teachers prepared professional records adequately but without clear illustrations and demonstrations. Some records were prepared precariously, changed dates and other details. Management of professional records posed a great challenge to HTs. This must have been affected the performance of pupils in K.C.P.E. in Kenyena sub-county.

The approaches used to deal with the teachers' absenteeism even though they had appropriate reasons from schools had adverse effects on the pupils' academic performance. Applying incentives programs to improve the teachers' attendance never brought forth good performance. It was concluded that these tactics made teachers apprehensive and embarrassed to work for good performance.

Recommendations

Grounded on the findings of this research, the following recommendations are made:

- i. The TSC County Director of Education should frequently monitor and evaluate the teachers in the primary public schools as well as staffing situations. The government should also improve the staffing situation in public primary schools to allow headteachers have more time for instructional supervision. The County Director of Education should ensure balancing of the teachers in all schools. This would minimize the staff challenges. Headteachers should also be sensitized on how to handle the staff to enhance performance at K.C.P.E. in the primary schools. Sensitization should be done through the County Education Directorate of Kisii County.
- ii. The MOE and all other stakeholders should assist in financing the primary schools. The MOE should also remit finances to the schools on time to enable

- headteachers to budget well for school activities on time. The headteachers should be trained on financial management to update their skills.
- iii. The MOE and all other stakeholders should equip the primary schools with adequate teaching and learning resources to enhance performance at K.C.P.E.
 - iv. The TSC County Directors in the Devolved Government and Educational stakeholders should put more emphasis on regular supervision training on headteachers to improve their performance.
 - v. Headteachers need to delegate more tasks to the deputy headteachers and senior teachers to handle issues of administration of discipline of the teachers and pupils in the public primary schools. However, they should be monitoring and ask for feedback on regular basis.

Suggestions for Further Research

This study focused on the headteachers' management challenges and their effects on K.C.P.E. performance. There are many factors that contribute to poor performance which were not included in this study. Therefore this study recommends for further research:

- i. The role of parental involvement and pupils' academic performance in K.C.P.E. in public primary schools.
- i. The influence of Motorist activities on pupils' relation and their performance in K.C.P.E. in public primary schools.
- ii. Influence of school location on pupils' retention and their performance in K.C.P.E.

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