THE INFLUENCE OF HEADTEACHERS’ ADMINISTRATIVE ROLES ON GIRLS’ COMPLETION OF PRIMARY EDUCATION IN NGONG DIVISION, KAJIADO DISTRICT

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A Thesis Submitted In Part Fulfilment for the Requirement of the Degree of Master of Education in Educational Administration and Planning, University of Nairobi

2005
ABSTRACT

This study was designed to establish the influence of head teachers' administrative roles on girls' completion of primary education in Ngong division, Kajiado district. The focus was on female pupils because of the array of obstacles they have to overcome in retaining them in school. The purpose of the study was to determine whether head teachers' demographic variables and school characteristics influence head teachers' performance of administrative tasks. The study hoped to contribute to a better understanding of some of the pertinent issues affecting girls' incompletion of primary education.

The study gathered pertinent data using two questionnaires: one for head teachers and the other for teachers. The population consisted of 44 head teachers and 88 teachers. Simple random sampling was used to select the sample from the population. The study used research hypotheses that were analysed using the Analysis of Variance (ANOVA) and the independent T-test. Descriptive statistics mainly means, frequencies and percentages were also used in the data analysis.

The major findings indicated that head teachers attach high importance to administration tasks. The frequency of performance differed on the basis of what task was perceived as most important. Head teachers' responses on the
level of importance attached to school community relations were lower compared to other administrative tasks. Head teachers’ demographic variables of age, professional and academic qualifications, administrative experience and school characteristics mainly size of school enrolment did not significantly influence head teachers’ performance of administrative roles. Head teachers and teachers differed significantly in their perceptions of the administrative role of the head teacher. The problems encountered by head teachers did affect the performance of administrative tasks. Among the major problems included: insufficient teaching and learning materials, poor academic performance of girls; absenteeism and high school drop out, limited number of female teachers in schools to act as role models for girls and negative community perceptions on the benefits accrued to girls’ education.

The study recommended that head teachers should reinforce their relations with the parents and the school community in order to facilitate consultation on the problems affecting the retention of girls in school. The head teacher should liaise with the community leaders to organise for gender sensitization programs for the local community to be more positive towards girls’ education. Head teachers need to work closely with the school community to ensure that schools are equipped with gender sensitive and proper facilities and equipments. Education administration courses that focus on gender sensitivity training should be emphasized in teacher training institutions.