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**THE EFFECTS OF HEADTEACHERS' ADMINISTRATIVE CHALLENGES ON  
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN NYAMIRA  
SOUTH SUB COUNTY**

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**ABSTRACT**

Kenya is determined to provide free basic and secondary education to all its citizens. However, the Education sector continues to face declining performance in Kenya Certificate of Primary Education (KCPE). This study was designed to examine barriers of performance in Kenya certificate of primary education in public primary schools in Nyamira south subcounty. The aim was to find out effect of teaching and learning resources on pupils' academic performance targeted population was 1579 respondents who were sampled from 101 primary schools. This comprised of head teachers, teachers, PTA, board of management and class eight pupils. Simple random sampling procedure was used to get the sample size of 473 respondents from 30 primary schools in the sub county they were sampled as follows 30 head teachers, 30 PTA representative and 30 BOM, 24 class teachers and 300 class 8 pupils where 10 pupils were drawn from each school. Descriptive survey design was adopted to describe the findings. A questionnaire was used as tools to collect data. The collected data was analysed by both descriptive and inferential statistics where descriptive statistics involved weighted average and percentages. Inferential statistics involved regression analysis. The study found inadequate resources and congested classroom affected head teachers' service delivery thus, posed a challenge in improving pupils' academic performance. The study concluded that in the county had teacher shortage which affected effective teaching and learning. The study therefore concluded that teachers influence performance of pupils. The study recommends that the schools should be provided with the required facilities to facilitate proper learning. Head teachers should ensure that the teachers prepare the requisite professional documents and they should frequently supervise them to ensure that there is quality teaching.

Key words: Education, performance, teaching, learning, pupils

## 1. Introduction

Education though not the only key to success globally is recognized as an essential component in human development. It plays a significant role in political, economic and social spheres of development. Education is regarded as the most critical resource that a country can offer to its citizens particularly when it is geared towards equipping the youth with knowledge, skills and expertise to enable them to participate actively in the development of the nation. Therefore, education ought to be at the core of development strategies of any nation. In many parts of the world, progress from one level of education to the next is determined by performance in National Examinations (Sifuna, 1988). Kenya Certificate of Primary Education (KCPE) determines not only who is to continue to secondary school but also which category of school i.e. national, provincial or just a district school. Wanjiru (2013) suggested that examinations are used to identify and define those judged to proceed to the next stage. The author observes that the certificate of primary education determines the whole destiny of a child, the better the performance of the child in K.C.P.E, the higher the chances of joining a prestigious secondary school thus determining the chances of joining the university and the prospects of a well-paying job.

According to Education for All (EFA) global monitoring report released 2008, primary school enrolment rose from 647 to 688 million worldwide between 1999 and 2005, increasing by 36 percent in Sub Saharan Africa and 22 percent South and West Asia. The Global Net Enrolment Ration (NER) rose from 83 percent to 87 percent between 1999 and 2005. Participation levels increased most rapidly in Sub Saharan Africa (23%), South West Asia (11%) (UNESCO,2007). National Institute for Education Research (NIER, 2007) while focusing on education performance among Asian countries found that education performance was still low in Indonesia and Philippines. This was attributed to poor allocation of resources and poor management. The research revealed that though Government had done a lot to provide physical facilities, there was shortage of teaching and learning resources and qualified teachers.

A study in India which sampled 59 schools found out that, only 49 schools had buildings and of these, 25 had toilets, 20 had electricity, 10 had school library and 4 had television. Schools which were well equipped performed better than schools which had insufficient physical facilities. It was concluded that the quality of learning environment is strongly correlated with pupils' achievement (Carron & Chau, 2006). They also noted that neither a good number of teachers in China, Guinea, India and Mexico mastered the subject matter they taught nor the pedagogical skills required for good presentation of the subject content which highly affected pupils' performance.

IRIN (2009) from the Department of Primary Education (DPE) in Bangladesh found that 70 percent of primary school graduates were unable to read write or count properly. The situation was worse in rural areas where English teachers were few and predominant in religious schools (Madrassas) where English was not taught. There was weak organizational structure and institutional framework. The teachers were inadequate and not committed to their work. Lack of classrooms resulted in double shifts in learning. Due to low teacher pupil ratio, contact hours were not enough. There were too many holidays which reduced contact hours such as; Ramadhan (20 days), Summer (5 days), Eid (5 days) Bangladesh had about 200,000 teachers to take care of 19 million students.

A study survey in Uganda on the analysis of factors influencing learning achievement in grade six in Uganda, found out that pupils' age, language spoken, time spent on a subject, class size, text book and pupil desk ratio are significant factors influencing learning achievement. The study also revealed that teachers' qualifications, experience and in-service training affect pupils' performance. It was also found out that school administration was another significant factor influencing learning achievement in grade six in Uganda (Nannyonjo, 2007). However, Norag News (February, 2010) noted that Ugandan national statistics indicate that 83 percent are trained teachers while 17 percent are untrained. 62

percent of the qualified teachers possess the lowest teaching qualifications which lead to low educational achievements.

According to Nebraska Synod (2009), the Tanzania textbook project seeks to equip Tanzania classrooms with necessary up to date textbooks to contribute towards improved learning outcomes in Rwanda, the U.S embassy and USAID in consultation with the Ministry of Education funded a container holding 22,000 textbooks to provide resources to aid in the transition to English in order to improve literacy and expand reading opportunities to Rwandan schools. Ambassador Symington urged students to read the books for academic excellence. Lack of textbooks and opportunity to practice hinders ability of students to speak English. Togo experienced a substantial decrease in primary Pupil Teacher Ratio (PTR) between 1998 and 2001 from 41:1 to 35:1 while its Net Enrolment Rate (NER) rose from 90 percent to 92 percent. One fourth of all new teachers were placed on short term contracts and paid significantly less than the permanent teachers. Though PTR was reduced, a study conducted in Togo suggests that contract teachers were less effective than other teachers (Kigotho, 2004). In Kenya, the introduction of Free Primary Education (FPE) in January 2003 in Kenya, following the passing of the Children's Act in 2001, has led to vital educational achievements. Enrolments in public schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003- a 17% increase; representing a Gross Enrolment Rate (GER) of 99% (102% girls and 97% boys).

With high rate of enrollment therefore, academic performance in Kenya primary education has been faced with many challenges (Ministry of Education, 2013). Research by Kathuri (2008) on factors that affect performance in KCPE found out that the quality of teachers, efficient use of teaching methods, a good administrative set up and pupil's previous background or abilities were the major factors contributing to KCPE performance. In addition the commission of enquiry chaired by Koech,(2010) found that poor performance at

examinations was blamed on poor teaching, absenteeism among teachers and pupils, irrelevance of curriculum and inadequacy of examination system.

In some regions of Kenya performance in the Kenya Certificate of Primary Education has been attributed to such factors; absenteeism of pupils from school, lack of facilities, lack of motivation, understaffing and lack of role models. In Magarini, Katana, (2010) observed that several factors have been attributed to the poor performance in KCPE. The factors include understaffing of teachers, teacher and pupil de-motivation, poor time management, poor discipline standards, negative impacts of the community and lack of adequate teaching and learning materials. However, these factors differ depending on the region under study as well as school. There is therefore need to carry out studies in every region to ascertain the individual factors that affect KCPE performance in the region (Morumbwa, 2006). In Meru central District, Thurania(2000) cited such factors as poor remuneration for teachers, transfers being affected at the middle of the term, inadequate supervision and inspection.

The study reported other factors which were similar to those reported in other areas. These factors include understaffing, lack of learning and teaching materials, lack of motivation and lack of enough support from the local community. Ondieki, (2015) examined school-based factors influencing performance of pupils on transition from lower to upper primary in public schools in Ekerenyo Division, Nyamira County, Kenya and revealed that the main school-based factors that negatively influenced performance of pupils in transition from lower to upper classes included inadequate teaching and learning resources, sketchy syllabus coverage due to inappropriate instructional strategies and poor attitude amongst pupils and teachers. Research studies have been conducted to identify the factors hindering academic performance of learners in schools (Eshiwani, 1983; Schneider, 2003; Reche *et al*, 2012 ;). Adeyemo (2005) sited those teachers' factors influencing teaching and learning in classrooms. A study carried out by the center for public education (2007) shows that learner achievement is more heavily influenced by teachers rather than by learner's race, class, prior academic record, or

the school the learner attends. In addition, parental participation, school environment and pupils' discipline are known to influence academic performance (Reche *et al*, 2012; Gakure *et al*, 2013). There has been continued dropping in mean score of schools in Nyamira County. Nyamira South Sub County is not exceptional in this trend with results of the two consecutive years indicating the lowest improvement in (MoE, 2013). The mean score of KCPE in the sub county in the year 2016 was 232 and 222.60 in 2017 indicating reduction in academic performance. According to Nyamira County Integrated Development Plan (2013-2017), the county has total of 545 primary schools with 399 public schools and 146 private schools. In Nyamira south sub county the total number of public and private school is 151 with enrolment of 33121 pupils. The total number of teachers is 1035 with 556 male teachers and 479 female teachers. However, there is shortage of 201 teachers in the sub county. It is from this background that this research was conducted.

#### Statement of the Problem

Concern for performance is for everybody: parents, teachers, education officials and other stakeholders including politicians. In this regard, the government has put more effort in ensuring that schools are well staffed, learning resources are provided e.g. textbooks or establishing libraries in schools and providing Free Primary Education (FPE) to cater for other school curriculum activities. However, the KCPE examination results years 2015, 2016 and 2017 are showing that there wasn't much improvement on performance as indicated in mean score table. This has also prompted meetings by sub-county officials at Sironga Girls High School and Nyamira Boys, to liberate on the same, with this concern in mind, the study seeks to examine the factors that have contributed to the decline in KCPE performance. Teachers Service Commission have ensured enough teachers pupils' ratios, to increase contact hours and through Teachers Professional Appraisal Development Standards (TPADS), they have also employed trained teachers monitor them regularly to enhance proper service delivery. On the other hand, Board of management (BOM) for schools are ensured adequate physical learning facilities like classrooms toilets and others. The sub

county has engaged in continuous assessment tests which are done termly, holding regular head teachers and teacher's workshop for advisory purposes. The Government on the other hand through Kenya National Examination Council (KNEC) body have advised on the setting of National exams. Several studies have suggested recommendations but the problem still exist. The researcher therefore intends to find what factors are still contributing to low academic performance in the Sub county primary schools despite the entire above put in place.

### **Objectives of the Study**

The objective of study was to determine the relationship between the challenges faced by head teachers and high academic performance in public primary schools in Nyamira South Sub County

### **Research Questions**

The study was guided: What is the relationship between the challenges faced by head teachers and high academic performance in public primary schools in Nyamira South Sub County?

### **Significance of the Study**

The findings of the study motivated other research more research on the same. The findings were used by the department of policy analysis and formulation in the Ministry of Education in coming up with intervention of improving pupil's academic performance in primary schools. The government, parents, students and the society at large benefited socially and economically as a result of improved academic performance due to effective intervention. This study aimed at contributing to the theory of the factors affecting pupils' academic performance in primary schools making a case for applicability. The findings of the study were beneficial to researchers and academicians by creating a platform for further research

study on related topics; it also acted as a resourceful tool in a way of creating reference material for other academicians who intend to undertake the same topic in their area of specialization.

## **II: LITERATURE REVIEW**

The challenges facing head teachers in achieving academic performance include congested classrooms, limited physical facilities and shortage of qualified teachers, which negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other. According to KENPRO (2010) the challenges includes delay in fund disbursement, shortages of teachers, inadequate teaching and learning resources. According to Nyaga (2013), the challenges include inadequate school resources and level of parental involvement. Kithinji (2013) established that the major administrative challenges that influenced students' academic performance were: student's indiscipline, management of school finances and inadequate teaching/learning materials and physical facilities. This undermined effectiveness of school administrators in ensuring there is smooth teaching and learning process in schools which eventually translated to poor academic performance among students.

Inadequate resource is serious challenge that hinders that ability of head teacher in achieving positive academic performance. Resource management skill is essential for head teachers to ensure adequacy of resources. Onyango (2001) asserts that the management of material resources entails planning, acquisition, allocating, distribution and even controlling maintenance and use of those materials. He observes that planning for material resources involves the identification of the resources required, assessing of the quality in terms of the needs, establishing the criteria for standards, the costing per unit and how the materials will be used either individually or communally. Olembo (2007), says that most programmes of instruction and pupil services need some physical facilities which include grounds, buildings and even equipment which may be used from time to time. The head teacher thus must ensure



all the physical facilities in the school are available and maintained properly. Some of these facilities include offices, classes, staff houses, laboratories, workshops, student dormitories dining halls and sanitations. The head teacher should therefore repair the existing facilities or ensure new ones are in place depending on the needs of the institution. This can be achieved if the necessary plans are put in place on time. The head teacher should ensure that there is adequate classroom space that can facilitate teaching learning process to take place. S/He has the responsibility to ensure that these facilities are put in use efficiently and effectively (Kithinji, 2013).

Mbaabu (2004) notes that, most of the schools lacked facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Kamau (2008) notes that school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these impacts negatively on student's performance in schools especially on academics. Kamau (2008) in a study in Samburu found that majority of the schools lacked either laboratories or had poorly equipped ones which had no laboratory assistant. This made it very difficult to execute the experiments in science subjects. This study aims at finding out whether there are resources management challenges that affect pupil's academic performance.

The second challenge in schools is shortage of teaching staff. Students react negatively when they sit without a teacher for certain subjects for a long time. Distribution of qualified teachers in the primary system in Kenya is an important determinant factor of the quality of education in Schools (Sifuna, 2006). Teachers operating in a situation where teacher-pupil ratio is high would be expected to be overworked: Nguru (2007) indicate that overcrowding in classes affects teaching and learning. If children are crowded in their sitting positions, teachers find it difficult to move round a class. This means that teachers will not be able to reach with ease all children in order to check their individual work as they sit working in their

places. Inability to move freely in a class means that the teacher can neither help the needy children nor can he/she mark the pupils exercises as they continue working. Kathuri (2008) indicates that good and quality staff is an asset to the school. A quality staff is essential for efficient pupils' administration.

The head teacher is supposed to prepare the school budget and exercise both accounting and auditing of school accounts. The budget must be based on thorough investigations of educational needs of the schools and must be in line with the school's financial regulations. Opondo (2006), note that the head teachers have financial constraints especially, in keeping the cash books. They have noted that there is a shortage of accounting personnel and that a head teacher who lacks proper financial management skills will find it difficult to carry on his work. Onyango (2001) observes that head teachers must ensure the budget is properly administered especially when incurring different form of expenditure. He argues that the head teacher is held responsible for financial accounting and auditing. This accounting is useful in order to control the already approved budget. It is his/her responsibility to ensure proper documentation of all financial transaction in the different books of accounts e.g. the ledger, journal, inventories, cashbook etc. The author also continues to say that, with the assistance of the bursar or the accounts clerk, the head teacher should ensure internal auditing of school accounts is done. The condition of the expenditure and receipts should be clearly shown (Kithinji, 2013).

Odali (2004) notes that, the head teacher has a big role to play especially in co-coordinating Parents Teachers Association (PTA) to raise funds for schools' developments and he is bound to assist in estimating the costs to be incurred while putting up new facilities. He continues to say that if the head teacher does not know his/her budget and how to collect money for the improvement of physical facilities and proper keeping of records he/she will find himself in big problems. If there is no training in financial management, the head teacher will experience problems when drawing the school budget and trying to account for expenditure that can finance the school programme (Odali, 2008). This means the parents may not give enough funds which will lead to management constrains to head teachers especially in situations when they need to buy supplies or put up new structures. It eventually leads to the school being unable to sponsor school programmes

### **III: RESEARCH METHODOLOGY**

#### **Research Design**

Willis and David (2011) defined research design as the plan or strategies for conducting research. Nachmias and Nachmias (2006) assert that research design refers to the master plan that will be used in the study in order to answer the research questions. The research employed descriptive research design. Descriptive research design method helped in gathering information about the existing status of the phenomena in order to describe what exists in respect to variables. According Kothari (2004), descriptive research is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. The design is preferred since it is carefully designed to ensure complete description of the situation, making sure that there is minimum bias in the collection of data and to reduce errors in interpreting the data collected. This method was used because it addressed the objective of the study in investigating the relationship between the variables of the study (Kothari, 2008). The design took into consideration aspects like the size of sample

in relation to the target population, the variables under the study, the approaches to the research, and the methods employed in data collection.

### **Study Location**

The research was carried out in public primary schools in Nyamira South Sub County. The Subcounty is located in Nyamira county which is in the South West part of Kenya. The county is approximately 300 Kilometer from Nairobi the capital city of Kenya. The researcher chose primary schools in Sub County because of the decrease in pupil's academic performance in the sub county for past two years.

### **Target Population**

According to Cooper and Schindler (2003), a population is the total collection of elements about which we wish to make some inferences. The idea is not far from Mugenda & Mugenda's view as they define a population as the entire group of individuals, events or objects having a common observable characteristic. Target population refers to the total number of subjects, or the total environment of interest to the researcher (Willis and David, 2011). The study targeted teachers, pupils, education officers, parents in public primary schools in Nyamira sub-county. The head teachers from the sampled schools of special interest

**Table 3. 1: Target Population**

<b>Zones</b>	<b>Public Schools</b>
Nyamaiya	18
Keera	14
Kebirigo	24
Nyagachi	14
Township	18
Gesiaga	13
<b>Total</b>	<b>101</b>

### Sampling Procedure and Sample Size

Sampling is a process of selecting a sub-set of cases in order to draw conclusions about the entire set. It is useful in research because one can learn something about a large group by studying a few of its members thus, saving time and money (Orodho, 2009). In sampling, a number of individuals for the study will be selected to represent the larger population from which they will be selected. The study employed simple random sampling technique to determine sample size. According to Gladwell and Daniel (2010), simple random sampling is where each member of the population has equal chances of being selected. According to the authors, the technique gives every respondents chance of participating in the study which makes it relevant to this study. Based on Mugenda and Mugenda (2003) recommendation of a sample between 10%-30% of social studies, the study sampled 30% of 101 schools in six zones of Nyamira south sub county to give 30 schools. There was therefore sample of 30 head teachers, 30 PTA representative and 30 BOM, 83 class teachers and 300 class 8 pupils where 10 pupils were drawn from each school. The total sample size was 473 respondents.

**Table 3. 2: Sampling Grid**

<b>Zones</b>	<b>Sampled Public Schools (30% )</b>
Nyamaiya	5
Keera	4
Kebirigo	8
Nyagachi	4
Township	5
Gesiaga	4
<b>Total</b>	<b>30</b>

### Data Collection Instrument

These refer to the tools used for collecting data. In this context the researcher used both questionnaire and interview schedule as methods of collecting primary data from the identified set of respondents. The researcher used document analysis and group discussion with teachers

### **Questionnaire for Teachers and Pupils**

Questionnaire were used to collect data from class eight pupils and their class teachers. According to Willis and David (2011), questionnaire is the collection of items which respondents are expected to react in writing. Questionnaire is useful in that; it is efficient use of time that is information can be collected from a large number of people and the questions can be easily analyzed, anonymity is possible and everyone gets the same questions that is, it is standardized (Orodho, 2009). Closed ended questionnaire were preferred because it enabled the researcher to get the feedback according to the research objectives. The questionnaire was physically dropped and picked after two weeks.

### **Interview guide Head Teachers**

An interview schedule is an important tool for gathering data as the interview situation allows much greater depth than other methods of data collection (Borg and Gall, 2009). The interview guide was also used to extract information from head teachers, BOM chairman and PTA representatives. The researcher used both closed and open-ended questions in the interview guide.

### **Reliability of the Instrument**

Reliability is the extent to which an instrument consistently performs its intended function without failure (James, 2007). According to Mugenda & Mugenda (2003), reliability is a measure of the degree to which research instrument yield consistent results or data after repeated trials. To ensure reliability of the instrument's researcher used test retest method in the study area using respondent from primary schools in neighboring Sub County.

### **Validity of the Instrument**

Validity is a measure to the degree to which data obtained from research instruments meaningfully and accurately, reflect or represent theoretical concept (Omollo, 2009). Validity is the degree to which a test measures what it is supposed to measure, therefore it measures the accuracy and the meaningfulness of results obtained from the analysis of data collected by

the researcher (Orodho, 2009). To ensure validity of the data collection instruments, the researcher sought the expert opinion of the University supervisor before proceeding to the field to collect data.

### **Data Analysis and Presentation**

Data analysis is the process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains (Kothari, 2008). Data collected from the field was first coded according to the themes researched on the research. This enabled the use of computer in the summarizing of data in tables. The refined data was then analyzed using both inferential and descriptive statistics where descriptive statistics involved percentages and weighted average and inferential statistics involved regression analysis. Frequency tables and pie-charts were used to organize and give a summary of the data and display in a meaningful and understandable manner so as to aid in describing and interpreting the outcome of the research. This gave the distribution of responses in the questionnaire in frequencies and percentages form that was presented in terms of table and pie charts in the course of discussing the findings.

### **Ethical Considerations**

The researcher upheld the ethical standards as related to data collection. This entailed taking measures to ensure privacy of actual respondents, voluntary to nature participation and the right to withdrawal partially or completely from the process, consent and possible description of participation. Maintenance of confidentiality of data provided by individuals or identifiable respondents and their anonymity was observed. This was done by ensuring that the personal identities (names and personal numbers) of respondents were not part of the data collection. The data was collected by the researcher individually and not via any third party to avoid data

manipulation and the collected data was strictly used for research purpose only and not for any other purpose.

#### IV: DATA ANALYSIS AND DISCUSSION

##### Descriptive Analysis

The study adopted Descriptive statistical techniques such as frequency, percentage and mean distribution. This helped to assess Effect of home-based factors on pupils’ academic performance in public primary schools in Nyamira South Sub-county. For analysis, Descriptive statistics (frequency, percentage and mean distribution) for the level of agreement on a five point Likert scale of the variable, effect of home based factors on pupils academic performance in public primary schools was assessed and summarized in Table 4.8.

**Table 4. 8: Descriptive statistics for Challenges faced by head teachers from public primary schools in achieving high academic performance**

Statements		SD	D	U	A	SA	MEAN
Congested classrooms are the major challenge affecting head teacher form delivering	f	23	17	41	73	82	3.74
	%	9.7	7.2	17.4	30.9	34.7	
The school has limited facilities which contributes to poor pupils’ academic performance	f	16	29	24	77	90	3.83
	%	6.8	12.3	10.2	32.6	38.1	
Shortage of teachers experience in the school is major challenge to pupil’s academic performance	f	5	11	23	81	116	4.24
	%	2.1	4.7	9.7	34.3	49.2	
The head teacher faces challenge of finance management	f	8	13	8	104	103	4.19
	%	3.4	5.5	3.4	44.1	43.6	

**Source:** Researcher, (2019)

Table 4.8 shows that 82(34.7%) of the respondents strongly agreed with the statement that Congested classrooms is the major challenge affecting head teacher form delivering, 73(30.9%) agreed, 41(17.4%) were undecided, 23(9.7%) strongly disagreed and 17(7.2%) disagreed with the statement. The study findings suggested that the respondents tended to



agree (Mean=3.74) that congested classroom affected head teachers service delivery. This implies that when classrooms are congested the head teachers have a major challenge improving pupils' academic performance. This is in line with the findings of Milanowski, (2004) as a classroom size influenced pupils' academic performance.

Additionally, 90(38.1%) of the respondents strongly agreed with the statement that school has limited facilities which contributes to poor pupils' academic performance, 77(32.6%) agreed, 29(12.3%) disagreed, 24(10.2%) were undecided and 16(6.8%) strongly disagreed with the statement. It emerged from the study that the respondents tended to agree (Mean=3.83) that a school that had limited facilities which contributed to poor pupils' academic performance. This implies that when there are limited facilities the pupil's academic performance are likely to decline.

Similarly, 116(49.2%) of the respondents strongly agreed with the statement that Shortage of teachers experience in the school is major challenge to pupil's academic performance, 81(34.3%) agreed, 23(9.7%) were undecided, 11(4.7%) disagreed and 5(2.1%) strongly disagreed with the statement. The study findings suggested that the respondents agreed (Mean=4.24) that Shortage of teachers experience in the school is major challenge to pupil's academic performance.

Lastly, 104(44.1%) of the respondents agreed with the statement that Management of pupil's discipline is major challenge facing head teacher, 103(43.6%) strongly agreed, 13(5.5%) disagreed, 8(3.4%) strongly disagreed and a similar 8(3.4%) were undecided on the statement. It emerged from the study that the respondents agreed (Mean=4.19) that, Management of pupil's discipline is major challenge facing head teacher. This implies that when pupils' discipline declines, the academic performance of pupil's decline. This concurs with the findings of Odhiambo, O.G. (2005) that improved pupils' academic performance.

## Inferential Statistics

		Pearson Correlations		
Control Variables		Challenges	Pupils' academic performance	
Challenges	Achieving pupils' academic performance	Correlation	1.000	.531
		Significance (2-Tailed)	.	.000
		Df	0	165

**Source:** Researcher, (2019)

The Table shows the results of analyzed data on the relationship between the challenges faced by head teachers and high academic performance in public primary schools in Nyamira South Sub County. The results in the tables show that the relationship between the challenges faced by head teachers and high academic performance is significant at  $p=.000$ , with a Pearson Correlation coefficient (.531). Congested classrooms, limited facilities, Shortage of teachers and the head teacher's finance management are the factors affecting pupils' academic performance. As a result, there is a positive relationship between the challenges faced by head teachers and pupils' high academic performance. The Pearson Correlation Coefficient ( $r = .531$ ) shows that the association between challenges faced by head teachers influences high academic performance by 53.1%. The study's finding about the financial management facing headteachers require them to be trained. This agrees with Odali, (2008) that without training in financial management, the head teacher will experience problems when drawing the school budget and trying to account for expenditure that can finance the school programme. Shortage of teaching staff lead to students going without a teacher in the subjects for a long time. Sifuna,( 2006) and Nguru (2007) indicate that overcrowding and high pupil to teacher ratio in classes affects teaching and learning. If children are crowded in their sitting positions, teachers find it difficult to move round a class. This means that teachers will not be able to reach with ease all children in order to check their individual work as they sit working in their

places. Inability to move freely in a class means that the teacher can neither help the needy children nor can he/she mark the pupils exercises as they continue working.

## V: CONCLUSION

Congested classrooms, limited facilities, Shortage of teachers and the head teacher's finance management are the factors affecting pupils' academic performance. As a result, there is a positive relationship between the challenges faced by head teachers and pupils' high academic performance. The Pearson Correlation Coefficient ( $r = .531$ ) shows that the association between challenges faced by head teachers influences high academic performance by 53.1%.

### Conflict of Interest

All authors declare conflict of no interest

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