



MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF APPLIED EDUCATION

**AN INVESTIGATION INTO CHALLENGES FACED BY FULL TIME TEACHING HEADS
IN PRIMARY SCHOOLS IN SHURUGWI DISTRICT**

BY

ADMORE GANDA

R14194W

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF APPLIED
EDUCATION IN PARTIAL FULLFILMENT OF THE REQUIREMENTS OF THE
BACHELOR OF EDUCATION DEGREE IN BACHELOR OF EDUCATIONAL
MANAGEMENT AND LEADERSHIP**

GWERU

ZIMBABWE

OCTOBER 2016

TOPIC

**AN INVESTIGATION INTO CHALLENGES FACED BY FULL TIME TEACHING
HEADS IN PRIMARY SCHOOLS IN SHURUGWI DISTRICT**

APPROVAL FORM

The undersigned certify that they read and recommend to the Midlands State University for acceptance a dissertation entitled, **‘AN INVESTIGATION INTO CHALLENGES FACED BY FULL TIME TEACHING HEADS IN PRIMARY SCHOOLS IN SHURUGWI DISTRICT**, submitted by Admore Ganda in partial fulfilment of the requirements of the Bachelor of Educational Management and Leadership Degree.

.....
Student

.....
Date

.....
Supervisor

.....
Date

.....
External Examiner

.....
Date

RELEASE FORM

NAME OF STUDENT: ADMORE GANDA

DISSERTATION TITLE: AN INVESTIGATION INTO CHALLENGES FACED BY FULL TIME TEACHING HEADS IN PRIMARY SCHOOLS IN SHURUGWI.

DEGREE TITLE: Bachelor of Educational Management and Leadership Degree

YEAR OF RESEARCH: 2016

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Signed:

Date:

PERMANENT ADDRESS: 7950/19 SIZINDA BULAWAYO

ZIMBABWE

CONTACT DETAILS: +263 775 121 225

gandaadmore@gmail.com

SIGNED:

DATE : NOVEMBER 2016

DEDICATION

THIS PROJECT IS DEDICATED TO ALL MY FAMILY MEMBERS FOR THEIR
UNWAVERING SUPPORT FINANCIALLY AND MORALLY.

ABSTRACT

The study sought to establish the challenges that are faced by full time teaching heads in primary schools in Shurugwi district with a view to suggest strategies that can be used to solve these challenges. Literature review indicated that heads are faced with challenges that include dual roles and time management. It also suggested that these can be solved through delegation of duties and having non teaching heads in all schools. The research was qualitative in nature so it adopted a descriptive survey. 25 primary schools were targeted. From these schools a sample size of 20% (5 school heads and 20 students) was drawn. The targeted participants were heads of schools and their classes. The schools to be involved in the study were purposively sampled for easy accessibility since schools with full time teaching heads are scattered around the whole district while learners were chosen using simple random selection. The researcher used questionnaires and interviews to collect data. The researcher administered the questionnaires and interviewed the learners. Appointments were made through telephone calls with the heads of schools. The research findings concluded that fulltime teaching heads are faced with challenges which include dual roles, time management and workload. These challenges are a result of the dual roles performed by the head. As a result these heads are failing to perform effectively and efficiently in both roles. It was also noted that learners are affected by being left unattended most of the time and this later impacts on their performance academically. Basing on these conclusions from the findings it was recommended that all schools regardless of their sizes should have non teaching heads, heads to delegate some of their duties to other staff members and heads to work extra hours in order to balance the carrying out of the dual roles.

ACKNOWLEDGEMENTS

I would like to convey my sincere thanks to my tutor Ms Mukoko for her professional guidance, support and assistance during the carrying out of this research project. Had it not been for her, this project could have failed. All the BED 101 lecturers, i thank you so much. I also want to thank all the lecturers who took us in different modules for the BEML course. I do not forget friends and family members for their unwavering support during my studies. Those i have not mentioned in names i owe you my apologies, but you are all valued and thanked.

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Chapter 1: The research problem

1.0 Introduction

This chapter focused on investigating the challenges faced by full time teaching heads in primary schools in Shurugwi district. The researcher placed the topic against a background where a brief review of related literature was done, a statement of the problem was stated and the significance of the research to the different stakeholders like head teachers, parents and learners was given. Research questions were formulated and stated. A summary of the chapter was given at the end of the chapter.

1.1 Background

Head teachers in schools are faced with many challenges which impact on their performance in the running of schools. In this research, the researcher looked at challenges that are faced by full time teaching heads in primary schools. These heads have to perform double or dual roles of teaching and management at the same time which are both full time responsibilities

The researcher was motivated to carry this study because of the challenges he met when he was an acting-head during the period 2012-2014. The researcher had also noticed the problems even before he was acting head. All the heads that were at one primary school in Shurugwi District from 2009 were also full time teaching heads. Every time they went for meetings, workshops, seminars, conferences or any other event be it at school or outside the school, their classes were left unattended. This aroused an interest to the researcher because more often than not, these teaching heads were out of their classrooms. This was being necessitated by the teaching head's dual roles, that is teaching and administration. According to Raphael & Fall (2011) having dual roles in a school has its challenges. Teaching heads have dual roles: that is teaching and administration. Often times the tension between these two roles would surface (Raphael & Fall, 2011).

With the introduction of Performance Address Lag Program (PLAP) in 2014 which calls for individualized teaching, it is necessary to establish whether teaching heads are also fully implementing this program considering the tension that exists between teaching and management because of time. The head teacher is officially away from school once or twice almost every week attending meetings at different levels, workshops, seminars and submitting returns and any other information that maybe called for by authorities and this has a serious impact on his or her class. When this head is at school, there are visitors s/he should attend to, supervisory duties, making decisions pertaining to the overall running of the school, books of accounts to be worked on and other cases concerning the discipline of teachers and students. This same head teacher has a class that needs his/her attention especially on individualized instruction and syllabi coverage. Teaching is a full time responsibility and so is administration. Hence they may call for separate treatment.

The study also attempted to try and establish how the challenges faced by full time teaching heads affect students taught by the head. According to Raphael & Fall (2011) dual role is a complex mix of one's professional life as an administrator or as a class teacher. There is role conflict just as it happens with a teacher who is also supposed to be a counselor. The way one presents himself/herself as an administrator and as a class-teacher to the same pupils can create lots of problems. It may leave students in a state of confusion because the skills used in executing the two different roles are also different. According to Vulliamy & Webb (1995) for most students a head teacher is someone they fear and respect a lot ... and this head is now their class teacher. There is often a dual role for these who try to juggle two different jobs at the same time that sometimes require different sets of skills and involve different responsibilities that may lead to role conflict.

In a research done by Ngithi (2013) on *administrative challenges faced by primary school head teachers in management of pupils*, it was established that head teachers are faced with a myriad of challenges due to some acts and or policies that are formulated by policy makers. Some of the challenges identified included lack of parental involvement in the learning of their children, lack of skills from the administrators themselves and school dropouts.

Another research by (Ochieng, 2013) that focused on *challenges faced by school heads in financial management* came up with the following findings: doubling of roles (dual roles) and lack of skills. The doubling of roles is similar to the dual roles of running a class on full time basis as well as an administrator again on full time basis. The head does not have the necessary skills to juggle the two roles at the same time hence the quality of education is compromised.

Another research by Makura (2009) looked at *the number of issues that impact on the quality of pupils' learning*. In this research most head teachers cited lack of time for managing as a constraint upon the progress of the school and several of them indicated that this would be the one thing they would change if they could. The head teachers who responded in this research suggested that each school must have a non-teaching head because teaching and management are both full time jobs.

Mutopa, Maphosa, & Shumba (2006) showed the negative effects of the dual role of managing school affairs and teaching among Zimbabwean school heads. Teachers perceived the heads as ineffective practitioners since they were mainly engrossed in administrative duties. As such school heads faced problems that militated on their performance (Mutopa *et al* 2006). Their study did not delineate the school heads by gender. The head's personality could also be a determining factor. Wolman and Frank cited in Marshall (1985), identified isolation, frustration

and ineffectiveness as potential sources, not only of administrative ineptitude but also stress. On promotion, some women are invariably detached and uprooted from their families and this may impact on their administrative prowess as well.

In some cases like the resettlement areas of Shurugwi, the head teacher may find him/herself with a combined class where the school enrolment is below 100 students from ECD to grade 7. If the head decides to forgo teaching at the expense of leadership and administration it means the two grades would be seriously affected and this may later affect the school pass rate at grade seven.

However no research has been done to establish the challenges faced by full time teaching heads in Shurugwi hence the researcher decided to carry out this study. Having stated some of the common problems faced by these teaching heads it was worthy delving deep into the challenges faced by full time primary teaching heads as they try to balance their dual roles of teaching and administration in the school. It was against this background that the researcher investigated the challenges faced by full time teaching heads in Shurugwi district.

1.2 Statement of the problem

School heads that are full time teaching heads perform dual roles of being administrators and full time classroom teachers. These school heads may find it very challenging to juggle these two different roles at the same time because they may call for different skills. They may also cause clash of interests which in most cases result in the foregoing of one role at the expense of the other. It must be understood that both roles are fundamental for the school and the students hence none should suffer. The idea was to find challenges that are faced by full time teaching heads in primary schools and their effects on the head and learners. The study also sought to find out strategies teaching heads were using to try and overcome these challenges.

1.3 Research questions

1. What are the challenges faced by full-time teaching heads in primary schools?
2. What are the effects of these challenges to learners taught by the head?
3. What strategies can teaching heads use to overcome these challenges?

1.4 Significance of the study

Heads

The findings of this study may help head teachers with strategies to balance the performance of these dual roles. They may also be helped with various challenges that are faced by other heads in similar positions which they may not have encountered as yet and this may prepare them for these challenges if they encounter them in future. They may also be provided with a close lens to look at the challenges that they face as full time teaching heads.

Students

Students may be given full attention as much as possible. This may ensure syllabi coverage and mastery of concepts hence increased academic achievement and ultimately increased school pass rate. The learners may develop in a holistic way because the teacher may have enough time with them and subjects may be covered in a balanced way.

Parents

Parents may enjoy value for their money when the teacher is going to be in the class most of the time attending to the needs and requirements of the learners. This does not mean all learners may pass their public examinations, but may be developed holistically therefore producing responsible rather than problematic citizens.

Ministry

The ministry may be provided with a clear piece of information which may enable it to see the position and dilemma of a full-time teaching head. The ministry can adjust the number of meetings that are called for during school days. The intricacies and controversies involved may ultimately generate more extensive replicated researches which may lead to more valid and reliable generalization. This research may help government officials and stakeholders of education to develop appropriate and effective strategies and policies to address the challenges facing teaching primary school heads (Juhudi, 2012). Improving public schools means addressing a broad set of issues, and educators, policymakers, and researchers are all searching for ways to address these issues that may raise student achievement and help create great public schools for all students. Investigating the challenges faced by full time teaching heads in schools may also help improve the way these head teachers work and in a way help the students to achieve better results through better and effective management of schools.

1.5 Limitations

- Since the researcher was in the similar position, the researcher may be tempted to expect respondents to have same views with his.
- Random selection as one of the most effective way of sampling could not be applied for the selection of head teachers since those in the situation of performing dual roles were looked forward to be respondents in the study.
- Time was limited. The researcher hand-delivered questionnaires so as to enable him to carry out interviews with students. At the same time the researcher was fully employed by the ministry of education and this had an impact on time.

1.6 Delimitations of the study

This study was carried out in Shurugwi District mostly with primary school heads and students. It was focusing on the challenges faced by heads as administrators and teachers at the same time. The main key result areas (KRAs) of school heads are administrative, but when this same head is also a full time classroom teacher, it means classroom roles also become KRAs.

1.7 Definition of terms

Head-teacher- refers to male or female school head in either acting or substantive position.

Teaching head- refers to a head teacher that is fully responsible with a class and administrative duties.

Dual roles (from the two roles performed by a head teacher) refer to administrative, leadership and classroom roles. In other words it means administrative and teaching duties.

1.8 Summary

In this section the researcher discussed the reasons for carrying an investigation into the challenges that are faced by full time teaching heads in primary schools. In the background the researcher stated what motivated him to carry out this study which he said emanated from his experience as an acting head. A brief review of related literature was done and the researcher tried to identify gaps that this research is going to attempt to fill. The statement of the problem was stated as well as research questions and the significance of the study was also given.

Chapter 2: Literature review

2.0 Introduction

The previous chapter focused on introducing this research project. It looked at the background to the study, statement of the problem, research questions and significance of the problem. In this chapter, a review of relevant related literature was done concerning challenges faced by teaching heads in primary schools. The literature looked for challenges and their effects as well as strategies to overcome the challenges.

2.1 Challenges faced by full-time teaching heads.

2.1.1 Tension between teaching and management

There are many difficulties and problems, which are being confronted by school heads. Mutopa, Maphosa, & Shumba (2006) showed the negative effects of the dual role of managing school affairs and teaching among Zimbabwean school heads. According to Jordan and Whitely (1997) tension between teaching and management has been a recurring feature of research in small schools. A strong feeling among many head teachers of finding it difficult to cope with all the pressures has been revealed by the wording of comments (Jordan and Whitely 1997). Head teachers sometimes attribute the failure to cope with pressures to personal performance. The problem of being a class teacher in charge of a class on full time basis, plus responsibility as head teacher, one never feels having enough time to out both roles well. According to Jordan & Whitely (1997) it might be well agreed upon that head teachers with a full time teaching commitment are being asked to achieve an impossible task in carrying both the teacher and manager roles. Teaching on its own right is a full time responsibility and so is management and leadership. So it is strenuous for a full time classroom teacher to be mandated with the management of a school. To distinguish between the two roles, it is important to look at the duties of a head teacher and duties of a teacher under time management.

Conflict is related to dual role performing. It is viewed as another challenge confronting administrators (Hoy & Miskel, 1999). Apart from having dual roles of admin and teaching, teaching heads may also have their children in their schools. For example the head might be required to teach and discipline his/her child and again being a parent of that child brings a lot of conflict to the head and the child. The conflict comes because of assuming many different roles according to Macionisi (2010). The roles of parent, teacher and parent may orchestrate conflict (Hoy & Miskel, 1999). Makura in his research said one head complained about role conflict as she tried to maintain a balance between instructional and administrative duties. Mutopa et al (2006) concur with the above statement. There is no agreement between the roles if they are performed by the same person.

According to Kahn, Wolfe, Quinn, Snoek and Rosenthal (2010) say role conflict occurs when there are incompatible demands placed upon an employee such that compliance with both roles would be difficult. Macionis et al (2010) says it occurs when people find themselves being pulled in various directions as they try to respond to the many statuses they hold. Full time teaching heads in schools suffer from intra-role conflict where they are expected to complete two tasks at the same time. Conflict on an individual is caused by two imposing and incompatible demands competing against each other according to Hynes & Luis (2012). This role conflict might compete for one's limited time. Full time teaching heads have administrative and teaching roles competing for their limited day hours' work.

2.1.2 Time management

Time management is an act or process of planning and exercising conscious control over the amount of time spent on specific activities to increase effectiveness or efficiency (David, 2001)

Many head teachers according to Jordan & Whitely (1997) cited time as a major constraint upon the progress of the school. A teacher in the classroom is responsible for lesson preparation, presentation, and evaluation of students and their work. They also have other duties as staff members which involve to record and report, taking part in staff meetings, curricular activities and extra-curricular activities which all call for time.

Teaching duties may be defined as all the professional activities encountered by teachers in the course of teaching. Included would be the actual conducting of classes and presentations of lessons, preparation of lessons, requesting of materials and equipment for teaching and learning, evaluating and reporting of student progress and maintenance of such classroom order as is necessary to promote a healthy learning climate. Implied, as well, is an expectation for a teacher to carry out such general pupil supervision as maybe required by law, act, regulation or agreement to assist learners to a reasonable extent. When this same teacher is also the administrator of the school it means extra time is required for both roles to be fairly performed.

On the other hand head teachers have own full time responsibilities like planning, supervising, maintaining order in the school and being the overall accounting officer of the school. Olembo et al (1999) concur with Okumbe (2001) when they say head teachers are responsible for the overall running of the school. If this head teacher is given a class on full time basis, some of the administrative or teaching duties would be sacrificed.

Head teachers need to set priorities, carry out activities on prioritization schedule and reduce time spent on non-priorities as observed by Flore (2006). Raymond (2008) says generally people are faced with the following groups of issues:

- a) Urgent and important issues for example crises, deadlines and problems. These should not be delegated, but carried out personally.
- b) Important, but not urgent for example planning. It should also be carried out personally.
- c) Unimportant and not urgent for example interruptions. These should be dropped so that no time is wasted on such issues.
- d) Unimportant, but urgent for example meetings. These can be delegated so that heads can have enough time to attend to other important meetings. Therefore heads of schools are also faced with similar issues so they should structure them as suggested above so that they can manage the scope of their activities in a balanced manner.

2.1.3 Workload

On average a teacher has ten lessons of 30 minutes each daily, this means a teacher really needs time to prepare for these lessons daily. Presentations calls for the physical presence of the teacher. Presentation is affected by planning, depth of knowledge, clearly defined objectives, sincere liking of students, good health, job satisfaction, a well modulated manner of speech and willingness to adjust and innovate (Jordan and Whitely 1997).

Teachers are required by law to keep accurate records of pupils in their charge. These include absence, lateness, social development, health-status and any other developments positive or negative. Progress records, test records, evaluation records and examination results are other records a teacher is supposed to keep. Ngithi (2013) says too much load on a teacher does not allow hands on approach on activities. It is by these reasons that teaching is viewed as full time job and should be attended to fully.

Olembo et al (1999) say the head teacher restores and maintains order in the school among teachers, students, parents and subordinate staff. By virtue of his authority he protects the school and its personnel from public embarrassment and is accountable for any damage done in the school or its personnel by outsiders. According to Okumbe (2001) head teachers should concern themselves with the overall running of the school. Putting these heads into the classroom on full time basis mean that the overall running of the school maybe neglected or teaching is sacrificed.

This certainly means that head teachers have enough to do daily in terms of leadership and administration without giving them other responsibilities in the classroom as full time teachers.

Heads and teachers continue with their work home as learners do with their home work. These teachers carry out many tasks related to their job like planning, preparing and assessing out of normal work time. They have a lot if paper work to do most of it involving copy and pasting of same information or duplicating.

2.1.4 Teacher-pupil ratio

Enrolments of schools affect the distribution of resources to the schools. Most resources are allocated according to the number of learners in the schools. These resources include teaching-learning materials, grants and human resource, the most important resource. Allocation of teachers is done according to ratios (Henshaw & John, 2006). For primary schools ECD A 1:15, ECD B 1:20 and 1:40 for grades 1 to 7 according to Zimbabwe Education Stats. NationMaster. This means in a small school where the school has all grades from ECD A to grade 7, where the average size of a class is 18, it means two or more classes are to be combined. 18 pupils multiplied by 7 classes gives a total of 126 pupils. This number divided by 40, calls for only three teachers in the school including the head. One technical-vocational teacher will be added in the ration 1:100. There is no way a head at such a station can be non-teaching.

According to Smith (2013) pupils in large classes drift off task because of too much instruction from the teacher to the whole class instead of individualised attention and low attaining students are most affected. Blatchford, Basset and Brown (2011) say smaller classes are widely believed to benefit all pupils because of individual attention from teachers. In other words students benefit from being in small classes. In other developed countries like San Marino Poland and Cuba there are good ratios of 1:6, 1:8 or 1:10. If these were the ratios in Zimbabwe even those schools with small enrolments were not going to have combined classes.

Most scholars have been researching on class size reduction for some time now. Their advocacy is on reducing teacher/pupil ratio. The aim of reducing class sizes is to necessitate individualized teaching that is teacher student interaction according to Hartie (2005). The whole idea is to improve student learning (Biddle, & Berliner, 2002). The only problem why most countries are failing to reduce teacher pupil ratio is the cost associated with it. In Zimbabwe for example if the ratio is going to be reduced to 1:35 for grade 3 through grade 7, many teachers will be required for deployment in schools, not even mentioning the 1:15 and 1:20 for ECD A & B respectively. This will strain the budget of the government.

Surveys conducted by various authorities revealed that smaller classes enable learners to benefit more especially under achievers (Graue, Hatch, Rao, & Oen, 2007). There are learners with unique needs in schools that require preferential treatment in terms of teaching methods and individual attention. Head teachers are often out and thus they may not have enough time with learners in order to cater for their individual needs.

Teachers that were interviewed by different researchers pointed out that they would remain in the teaching field for longer periods if classes were reduced. Smaller class size increases teacher

morale. According to Ehrenberg, Brewer, Gamoran & Willms. (2001) say some teachers are dissatisfied with their jobs because of the number of learners they have in their classes. For example, if there are 45 or more students in a class, it is difficult for this teacher to actively engage all learners in learning, marking of exercises is difficult especially considering that Math, English and Shona/Ndebele plus one or two content subjects have daily exercise. This in turn will also affect the number of items given per subject hence sub-standard education is provided. This will even be worse if the class is under the charge of a full time head.

Finn, and Boyd-Zaharias (2005) showed a positive relationship between reduced class size and outcome. They said there is increased academic performance. Babcock and Betts (2009) stated that small class size better enable teachers to engage low effort students. The number of learners in some of the schools in the resettlement areas of Shurugwi matches with the ratios of the developed nations and this is supposed to be taken advantage of and make use of individualised teaching to improve performance of learners.

2.2 Effects of challenges to learners taught by heads.

2.2.1 Schools failing to live to the learners' expectations

Apart from home, school is the single most important place in the lives of most children. Their experience of school will play a vital part in their lives and will determine their academic performance, social and probably their occupational future. So this means that schools should create environments that are positive and conducive for learners to pursue their education meaningfully. According to Ngithi (2013) students tend to become negative towards their learning if they are without a teacher most of their time. Schools sometimes fail to live to what admission officers say when enrolling learners. They rarely tell about ins and outs and the limitations and shortcomings of a place according to Cuburn and Treeger (2003). There is no

way it can ever be mentioned that sometimes the teacher (head) will leave learners alone in order to attend to other school business.

Education contributes to the society's growth and development, which thus raises income for all (World Bank 1999). One cannot be educated and still remain poor. It is for this reason that education needs efficient management and administration, hence the need to investigate problems faced by primary teaching heads which are likely to affect the administration of schools because of dual roles of teaching heads (Vulliamy and Webb 1995).

2.2.2 Failing to tackle assignments properly

Students maybe left something to do by the teacher when s/he knows that s/he will not be around the next day. The work may be hard for the learners especially without proper explanations or assistance. Reading and writing of assignments can be challenging for most of the learners if they work on their own (Kadison and DiGeronimo, 2004). Composition writing and homework threaten learners if they do not get assistance. According to Ngithi (2013) too much load on a teacher does not allow for hands on activities, giving of assignments and follow-up is difficult, frequent practice is limited. This in the end affects the quality of education for learners. Learners are the centre of each activity in the school. They are the most important stakeholders of which they must be accorded all the attention that they deserve during school hours. Head teachers being the accounting officers in schools it means they are not in a position to attend to the need of their learners on full time basis.

2.2.3 Indiscipline

Discipline is also very important in the learning of pupils. Hongo and Mugambi (2002) say that good discipline is best achieved through positive and powerful school spirit so that pupils learn the desired attitude from those around them. Indiscipline is caused by rules not being enforced,

lack of leadership, poor student teacher relationship, lack of motivation and bad habits. For example if a student becomes used to coming to school late, it will be hard for him/her to change this behaviour. According to <http://www.huffingtonpost.com> if a child goes unpunished for transgressing school or class rules, s/he goes on to commit more offences. The problem of producing students with disciplinary behavior does not end at school, but goes beyond the school society and nation. Such graduates are not responsible. They cannot take care of themselves, the next person not mentioning the world around them.

The head is often out and this takes away a role model and mentor from the learners. There is no one to constantly correct and guide the learners. The learners are not occupied most of their time and this may cause mischief in learners. These learners may also be punished unnecessarily for making noise, fighting, tearing books and other unwanted behavior, but the punisher may forget that the students were unoccupied. This may cause naughtiness in pupils. Instead of punishing these pupils, they should be attended to.

2.3 Strategies that teaching heads can use to overcome the challenges that they face

Full time teaching heads in primary schools have to find ways to try and rationalize their operations if their dual roles are not to end up causing draw backs in the running of the school. The head teacher has to find ways of balancing administrative and teaching roles so that none of the two roles suffer at the expense of the other. Both roles are important that they require full attention.

2.3.1 Delegation of duties

On the other hand head teachers are the senior teachers at a school and are responsible for managing staff and setting policies for the school. The head teacher often has part time responsibilities for classroom teaching. According to Lukas & Borowieck (2014) head teachers should delegate some of their responsibilities for effective and efficient running of the school.

The role of the head teacher as legally defined is responsible for pupil safety, pupil education, supervision of staff management and development, staff cooperation, school administration and reports to local and responsible authorities. The head of the school is placed in a considerable responsibility of management. Commonwealth secretariat (1993) states that, although the head teacher delegates many responsibilities, he/she is responsible for all planning, organizing, directing, controlling, staffing, innovation, coordinating, motivating and actualizing the educational goals and objectives of the institutions and the country. Some of the challenges which confront them are critical and may have great negative impact on quality of education. Olembo et al (1999) stress that, it is the responsibility of the head teacher to maintain educational standards and discipline in the schools and also play other important roles.

If the head decides to forego teaching at the expense of administration the learners are going to be adversely affected in terms of time (attention from the teacher), syllabus coverage and quality of learning. On the other hand, if the head decides to give more time to teaching at the expense of administrative duties, the school may be found wanting in so many areas.

The head should participate actively in other school activities when s/he is present, attend training or refresher courses to improve skills and knowledge in school management, build team spirit, establish effective communication channels and make decisions in the best interest of learners (Education and Manpower Bureau, 2006). It is important that heads involve teachers, learners and parents in the planning phase of the school and in decision making so that every goal or vision is shared by every member hence its achievement will be everyone's primary aim. If teachers are involved in planning and decision making they won't be a problem to heads if they ask them to take charge of their classes during the time they are committed somewhere.

Schools have become big business in more ways than in size. The responsibility of teaching is a full time job and so is management. Much, much more progress would be made in all areas if each is treated separately. In this respect it means a head should be a head in full capacity and a teacher should also be a full time teacher. The above statement asserts that these roles should not be performed by the same person. A school head should focus on administration and leadership while a teacher focuses on classroom teaching. This certainly allows each of the roles enough time and proper execution. This may also enable the provision of quality education by schools.

2.4 Summary

The literature review in this chapter elaborated on various challenges that may be facing primary school teaching heads. It has also pointed out comprehensively on factors that may be affecting provision of quality education. The factors were inferred from various sources which carried out similar studies. The sources showed quiet pertinent issues which school heads are generally facing. Some of the issues included lack of required skills and time. For the head that is in charge of a class on full time basis, it is very clear that this head will have a challenge of time in trying to balance between the two roles. However, the literature review is relatively limited, as the area under study has not been fully developed. Therefore the gap which may be left out in the impending research and those that are observed with the reviewed literature may necessitate an in-depth study that may lead to deeper exploration into the variables affecting teaching heads in the district, province and the country at large. The next chapter discusses methodology

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter focuses on how the research was conducted. It explained the methodology of the study in reference to research design, locale of the study, target population and sampling strategies. It also explained the research instruments used in the study, piloting of the instruments, data collection process, methods used to collect the data and data analysis techniques.

3.1 Research design

The research was qualitative in nature and it adopted a descriptive survey design. Chiromo (2009) says qualitative research is that research that provides findings not arrived at by means of statistical procedures or other means of quantification. This research was about people's social life in their work places so it adopted descriptive method and qualitative procedure. Orodho (2005) supports the use of descriptive survey research on the same basis. It is believed that management of primary school by a full time teaching head is multifaceted and carries with it quite a range of challenges. The schools' efforts to cope with such challenges rest on the relevant transaction of research findings such as of this one. Creswell (2012) states that a qualitative descriptive design utilizes in depth methodologies to present what was or what is in a given social set up. They further stress that studies are concerned with the conditions, existing relationships, opinion held, processes going on and trends developing among others.

Chiromo (2009) says that the descriptive survey is perhaps the most frequently used method of research in Educational research. It is a method which is used to describe what we see, hear and read. He says that it is not only structural attempt to obtain facts and opinion from the respondents about the current conditions of themes, but involves elements of comparison and of relationship of one kind or another. In view of this study, descriptive design enables the researcher to obtain facts and opinions of the school stakeholders on the challenges faced by

head teachers in the management of primary schools and giving alternative approaches on how to cope with ever increasing management challenges.

Orodho (2005) further supports that descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification.

Descriptive research is important and was very applicable to my area of study because the study required respondents to explain and describe issues in question. The bulk of the questions answered by participants did not call for yes or no answers, but stating and explaining phenomena. All respondents involved in this research were required to explain their responses in full so that every detail was captured. The challenges that are faced by full time teaching heads needed to be stated and explained hence the need to adopt descriptive design in this research.

3.2 Population and Sample

The study was carried out in Shurugwi District in Midlands Province. The district comprises of 25 primary schools headed by full time teaching heads. The researcher drew a 20% sample from the 25 schools and also 20% of learners from the selected schools. On average each class had 16 learners. 16 multiplied by 5 equals 80 learners. 20% of 80 were 16 participants. However, the researcher made them 20 so that 4 could be selected from each class of the selected head. A sample that is too large simply implies a waste of time and resources while a very small sample can yield estimates of inadequate precision. Smith (2013) says a larger sample can yield more accurate results, but excessive responses can be pricey. According to Wiersima (1995) a fraction of 20% is enough for a total population of less than 100 in a descriptive survey.

The target population comprised of full time teaching heads and learners taught by these heads. School heads and students are directly affected by the challenges faced by teaching heads and therefore were at the centre of this study. The study used a none-probability sampling technique known as purposive sampling for the selection of heads. This is backed by Orodho (2005) who says that purposive sampling involves selecting participants using a set criterion. The criterion used here was selection of head teachers that can be easily accessed. Chiromo (2009) says purposive sampling involves the researcher hand-picking cases to be included in the research. Selection of subjects was based on the judgment of the researcher on the applicability of the selected respondents.

For the selection of pupils, names of boys and girls were put in a hat separately for simple random selection. This is to allow independence in the selection of participants (Chiromo, 2009). The selection of one participant does not affect or determine the selection of the next participant.

3.3 Instruments

Questionnaires for head teachers

It was necessary to get the diverse experiences and perspectives of the above stated sample and responses on challenges faced by the teaching heads. The questionnaires were administered by the researcher so that he could also have time to interview learners while the head teacher was completing the questionnaire. This also ensured 100% return rate of the questionnaires. The questionnaire used had open and close ended questions. The bulk of the questions were open ended to allow explanations and descriptions. Qualitative researchers in education continually ask people questions requiring them to explain what they are experiencing, how they interpret their experiences and how they themselves structure the social world in which they live (Patton, 2002). The researcher considered questionnaires as ideal for data collection for this research

because information needed to be collected from participants using same questions that were standardized and response per question were easy to analyse.

The researcher had enough time after administering the questionnaires to go through the responses and critically analysed them. Anonymity is possible with the questionnaires (Patton, 2002). The questionnaire was structured in such a way that no respondent could be identified in order to comply with research ethics. Respondents completed the questionnaires to the best of their knowledge since they were not going to write in their names. The same questions were answered by all participants. The same questions were answered by different participants, so the researcher had a chance of getting a variety of responses on the same question and was in a position to triangulate the data.

Orodho (2005) also underscores the importance of questionnaire. He states that the use of questionnaires in research studies is very common. He however warns that although it is popular it would be wrong to see it as an easy option or as a technique that can be used without prior preparation. The questionnaires also have disadvantages. It was in the wake of this knowledge that the researcher supplemented the questionnaires with other tools of data collection such as interview schedules.

Interview guide for students

According to Mugenda and Mungenda (1999) interviews provide in-depth data which is not possible to get using questionnaires and interviews make it possible to attain data required to meet specific objectives of the study. They also guard against confusing questions since the interviewer can clarify the questions thereby helping the respondents to give relevant responses. Interviews were more feasible than questionnaires especially for primary learners who may fail to interpret questionnaires. The interviewer had room to adapt and adjust to the situation and

secure as much information as possible from the respondents. The researcher adjusted by rephrasing questions that seemed ambiguous to learners. Because of face to face the researcher had a chance to analyse the situation and as a result extracted some sensitive information which respondents were not able to divulge if not probed. Learners if well probed may bring out very important information and this is only possible if the researcher has face to face interview with respondents.

Kane (1995) stated that interviews are modified to fit in the situation. They are able to convey empathy, build trust between the interviewer and the interviewees and provide a clear understanding of respondents' point of view. In this case the researcher can adjust to suit the needs of the interviewee. The researcher also created a positive environment by having pep talks with participants before carrying out the exact interview.

3.4 Data collection procedures.

After securing a letter of approval from the Ministry of Education to visit schools for the purpose of collecting data, the researcher personally visited the sampled primary schools having made prior arrangements with the head teachers on the most appropriate date and time for the visit. The researcher also obtained informed consent from different participants before they were asked to take part in interviews and completing questionnaires. Somer and Somer (2004) say that ethical consideration such as confidentiality, anonymity and avoidance of deception are very important issues in social research.

The purpose of the research was clearly articulated to respondents before they were engaged. Confidentiality was assured in terms of information given and identities. Saunders, Lewis and Thornhill (2003) talk of research ethics as the appropriateness of the researcher's behavior in relation to the rights of those who become subjects of the research or project and those who may be affected by it. During the visit the researcher created rapport with respondents and the purpose

of the research explained ensuring that each respondent understands what they were required to do. The respondents were then requested to fill in the questionnaire for the researcher to collect at the end of the visit. The researcher adhered to research ethics and demonstrated appropriate behavior in respect of the rights of all those that were involved in the research. While head teachers were asked to complete questionnaires, students from the head teacher's class were interviewed. The interview was for learners because the researcher anticipated a challenge in interpreting the questions in the questionnaire. The semi-structured interview was used to try and get in depth information from pupils concerning the challenges they faced during the absence of their teacher.

3.5 Data Analysis plan

In the analysis qualitative approaches was used. Qualitatively the researcher extracted data information from the research instruments and analyzed them through presentation, and examining the relationships between variables. The researcher also used descriptive method to analyze gathered data. Some of the information was presented in tabular form. The researcher considered all responds to draw conclusions in a descriptive way. Responses from participants were read carefully and critically in order to put information into meaningful units (Kleiman, 2004). The meaning units which were related were integrated in an attempt to clarify the sense in them. Essential information that had to do with the phenomena under study was taken. An elaboration of the findings was done. This included the descriptions of the essential meaning that had been discovered through data collection. The structure of the phenomena was articulated using information from respondents. After all the questionnaires and interviews had been administered, the researcher scrutinized the instruments for completeness. A descriptive report was given. Data was organized into related themes. The researcher evaluated the usefulness of collected information in relation to research questions.

3.6 Summary

A descriptive survey was adopted for this study. A sample size of 20% comprising of 7 head teachers and 20 pupils was sampled from a population of 25 schools and 80 pupils. The heads were purposively sampled while learners were sampled using simple random technique. Data was collected using questionnaires and interviews. The researcher personally administered the instruments.

Chapter 4: Data presentation, analysis and discussion

4.0 Introduction

The chapter presents data that was found on challenges faced by full-time teaching heads in primary schools in Shurugwi district. The data is going to be presented, analysed and discussed.

The study intended to answer the following three questions:

1. What are the challenges faced by full-time teaching heads in primary schools?
2. What are the effects of these challenges to learners taught by these heads?
3. What strategies are used by teaching heads to overcome the challenges?

The research was conducted on a sample size of 7 head teachers and 20 students. All the head teachers were personally visited and so were the learners from the head's class and this means a 100% return rate for the questionnaires. Mungenda & Mungenda (1999) talk of a 50% and above as being good return rate for statistical purposes.

4.1 personal data of participants

Table 4.1.1 Participants by gender

n = 7		
Male	Female	Total
5	2	7

Out of 7 total participants, males are more than half the total number of females. I think this is so because female heads do not like to be deployed in rural areas. Another reason could be that women do not apply for the posts because they do not want to be separated from their families.

Table 4.1.2 Participants by age

n = 7						
	20-30	31-35	36-40	41-45	46+	Total
Male	0	0	0	1	4	5
Female	0	0	0	0	2	2
Total	0	0	0	1	6	7

Most of the participants are over 46 years. I think most of them have been in the service for a long period and probably that is why they are heads of schools. If this group of heads retires, we can see young heads coming into the system.

Table 4.1.3 Participants by marital status

	single	married	divorced	widowed	Total
Male	0	5	0	0	5
Female	0	1	0	1	2
Total	0	6	0	1	7

n=7

6 participants are married and 1 is widowed. By virtue of their ages it is not surprising that they are married.

Table 4.1.4 Participants by teaching experience

	6-10	11-15	16-20	21+	Total
Male	0	0	1	4	5
Female	0	0	0	2	2
Total	0	0	1	6	7

n=7

6 of the participants have more than 21 years in the field and 1 is now between 16 & 20. Their teaching experience may probably be the reason why they are heads of schools. With their experiences, they have encountered a lot in the field and I believe I got the right information from them.

Table 4.1.5 Participants by academic qualification

	Zimbabwe Junior Certificate	Ordinary level	Advanced level	Total
Male	0	5	0	5
Female	0	2	0	2
Total	0	7	0	7

n=7

7 participants are Ordinary level graduates. This is probably because by then Advanced level places were limited.

Table 4.1.6 Participants by professional qualification

	n=7				
	Certificate of Education (CE)	Diploma in Education (DE)	CE + first Degree	DE + first Degree	Total
Male	1	0	3	1	5
Female	0	0	2	0	2
Total	1	0	5	1	7

6 participants are degreed and 1 holds a CE. The one that is not degreed may be in acting position while the other 6 are substantive. The ministry now demands degrees for one to be promoted into headship position.

Table 4.2 Challenges faced by full time teaching heads

	n=7	
challenge	Frequency	percentage
Dual roles	5	71.4
Time management	7	100
workload	5	71.4

A question on the questionnaire sought to find out the challenges faced by full time teaching heads. Among the responses heads indicated that they had the following challenges from the data given in the table. 7 (100%) of the participants indicated that time management is a cause of concern, 5 (71.4%) indicated dual roles as another challenge and another 5 (71.4%) indicated workload as a challenge as well.

Table 4.3 Effects of challenges to learners taught by full time teaching heads

	n=20	
Effect	frequency	percentage
Not being attended to	20	100

Challenges in tackling assignments	16	80
Fighting or bullying	20	100
Playing truancy	15	75
Destroying school property like textbooks, furniture & exercise books	12	60

A question on the questionnaire sought to find out the effects of challenges faced by full time teaching heads to learners taught by the head. 20 (100%) participants indicated that they were not attended to most of the time. 16 (80%) of the participants said they had problems addressing assignments their teachers left for them during their absence. They said they were now performing poorly in terms of reading and writing comparing with their previous grades. Another 20 (100%) indicated that they spent most of their time running around and fighting and in the end others were bullied. 15 (75%) indicated that they were now playing truancy. They had developed a disliking of schooling. 12 (60%) said they destroyed school property including their own exercise books.

4.4 Strategies used by full time teaching heads to overcome challenges that they face

n=7

Strategy	frequency	percentage
Having non-teaching head in every school	5	71.4
Delegation of duties	5	71.4
Working extra hours	2	28.5
Reviewing teacher-pupil ratio	3	42.8

A question in the questionnaire sought to find the strategies that full time teaching heads can use to overcome challenges that they face. Among the responses heads indicated that they had the following challenges from the data given in the table above. 5 (71.4%) of the participants indicated that every school despite its size must have a non-teaching head. Another 5 (71.4%) suggested that heads must delegate some of their duties to other staff members. 2 (28.5%) said

that heads should be prepared to work extra time. 3 out of 7 (42.8%) suggested reviewing teacher-pupil ratio.

4.5 Discussion

From the findings it has been revealed that full time teaching heads in primary schools are faced with challenges and these challenges impact on their performance both in administration and teaching. These challenges also impact on the performance of learners. Data collected indicated that head teachers have challenges with dual roles. This concurs with what was found out by Mutopa et al (2006) in their research. They said dual roles have negative effects on managing school affairs and teaching among Zimbabwean school heads. Participants indicated that there is tension between teaching and management because both are full time responsibilities. According to Raphael & Dillon (2011) having dual roles in the school has its challenges. They went on to say that the tension between these two roles would eventually surface. Dual roles create dilemmas for heads and if continued will mean that one of the roles will suffer at the expense of the other. Mutopa et al (2006) in their research found out that teachers blamed heads for being deeply engulfed in administrative duties at the expense of teaching. As a result these heads were perceived as inefficient. If the head decides to accord more time to administrative duties it means teaching is compromised and in the end learner performance is adversely affected. Pass rate of these classes and ultimately grade seven may be affected.

The researcher also found out that heads have a challenge with time management. This came out as most heads indicated that they do not have enough time to perform both roles effectively and efficiently. Most heads said they are often out on school business leaving their learners unattended. Jordan & Whitely (1997) say that head teachers cited lack of time to manage schools

well. This has also been revealed by participants in this research when they said they became ineffective and inefficient in their operations because of time. One can never feel having enough time to perform the dual role of teaching and management. The information provided by participants also showed that most head teachers forgo teaching. They dedicate most of their time to administrative duties as stated by learners.

Learners taught by heads are affected by challenges which are faced by their teacher. These learners are left unattended most of the time and without any work to do. This means that these learners are free to do anything because they are unoccupied. Instead of engaging themselves with learning activities, they start bullying each other, running around and visiting the toilets endless times. Ngithi (2013) says learners tend to dislike schooling if they are without a teacher most of their time. These learners as revealed in the interviews end up destroying school property because they have no one to attend to them. Schools when enrolling learners only mention their strengths hiding their weaknesses. Cubum and Treeger (2003) say there is no way a place can mention its shortcomings. However, these schools are not doing any good to themselves because in the end school property is going to be destroyed and absenteeism and dropouts maybe common features of these schools.

Students perform poorly was one of the main challenges that students alluded to. They said syllabuses were not adequately covered because their teacher is often away. As a result they are left to do work which they have not been taught. Kadison and DiGeronimo (2004) say reading and writing assignments maybe challenging to learners if they are not helped. Ngithi (2013) echoes similar sentiments when she says too much load on a teacher does not allow for hands on approach. This teacher does not have time to help slow learners and to cater for individual needs. Henshaw (2006) says learners benefit from individual attention. These learners do not enjoy

individualized teaching because every time their teacher comes, things are done in a crush program trying to cover for lost time.

Learners also talked of lack of discipline on their part. The learners said they engage into mischief behavior because of being unoccupied. In the end they are punished for noise making and other unexpected behaviors without being given something to do. Hongo and Mugambi (2002) say that good discipline is best achieved through positive and powerful school spirit so that pupils learn the desired attitude from those around them. These learners are still young so they need a teacher around most of the time so that they are constantly corrected and directed. Students interviewed clearly indicated that they cannot do without a teacher so this means they want a teacher on a full time basis.

On the strategies to curb the challenges that are faced by full time teaching heads in primary schools both heads and students echoed similar sentiments. Heads suggested that every school despite its size must have a non teaching head. Learners also showed this when they said they are not happy to be taught by head teachers because they leave them when attending to administrative issues. Jordan & Whitely (1997) had the same findings. Heads interviewed by Jordan & Whitely clearly stated that if they could, this was one thing they would want to change. They would want to see every school with a non teaching head despite the size of the school. Raphael & Dillon concur with the above statements when they say having dual roles have negative impact on the overall running of the school. Findings from both studies have revealed that a head teacher must be non teaching in every school. These heads in small schools can however, be allocated part time classroom duties. These include teaching of technical vocational subjects (practical subjects) like Agriculture, Home Economics, Music and Art. Heads can fair

well with these subjects because they are not so demanding and the head will not be a full time class teacher. This assumption is based on the number of periods per subject for these subjects.

Data collected indicated the importance and need to delegate duties. Participants suggested that head teachers can delegate some of their duties to other staff members. According to one participant, heads should burden other teachers with their classes when they are out. The word “burden” shows that the head leaves the class so many times. Davies (1994) says all aspects of management cannot be the responsibility of one person. <http://www.emcmodule2blogspot.com> concurs with the above by saying one cannot teach all subjects, head all the departments, be on duty everyday of the week, deal with all cases...alone. The findings of this study as indicated by heads reveal that heads should delegate some of their responsibilities to other staff members.

Learners also mentioned that head teachers should ask other teachers to take charge of their classes every time they are occupied elsewhere. Head teachers can demonstrate good leadership skills through delegating duties to subordinates. Delegation of duties puts trust in followers and trains them to perform duties in a better way. Lukas & Borowieck (2014) say some institutions have bursars who look into the administrative issues of schools and this lives the head of school free to focus on leading teaching and learning. The school heads remain the accounting officers of their schools, so it means they delegate administrative duties to the bursar especially those to do with finance. The heads must however be informed that they cannot delegate authority of spending money and making final decisions. Commonwealth secretariat (1993) states that, although the head teacher delegates many responsibilities, he/she is responsible for all planning, organizing, directing, controlling, staffing, innovation, coordinating, motivating and actualizing the educational goals and objectives of the institutions and the country. Olembo et al (1999) concurs with the above sentiments by saying heads are responsible for maintaining discipline and

other roles in the institution. This clearly indicates that the heads should delegate some of their duties, but still remain accountable.

Another strategy that was suggested by teaching heads is reviewing of teacher-pupil ratio. This will see the number of teachers increasing at every station. The current ratios of 1:15 for ECD A, 1:20 for ECD B and 1:40 for grades 1 to 7 call for combination of classes in schools with average class sizes of 16 students. Allocation of teachers in schools is done according to ratios (Henshaw, 2006). Because of the size of the classes in schools with small enrolments, learners were supposed to enjoy individualized teaching, but it is not the case because the teacher is out on several occasions. When the teacher returns the instruction comes from the teacher to the learners in order to cover for lost time.

4.6 Summary

The chapter focused on data presentation, analysis and discussion. This was done to verify findings against literature review. Findings from participants were presented using tables and below each table an analysis of the data was done. A discussion of all the findings was later done in depth linking findings with review of related literature.

Chapter 5: Summary, Conclusion and Recommendations

5.0 Introduction

In the preceding chapter data gathered from respondents was presented, analysed and discussed.

This chapter is going to summarise the whole research, arrive at conclusions and give practical recommendations.

5.1 Summary

The research investigated the challenges that are faced by full time teaching heads in Shurugwi district. The researcher was motivated to carry this research mainly by his experience as an acting head teacher. During this period he faced challenges related to the teaching of his class and managing the school. Three research questions were formulated and these are:

What are the challenges that are faced by full time teaching heads in primary schools?

What are the effects of these challenges to learners taught by heads?

What strategies can teaching heads use to overcome these challenges?

Heads, learners, parents and the ministry were identified as main beneficiaries of this research and their benefits were stated under the significance of the study.

Reviewed literature highlighted on various challenges that are faced by heads in primary schools.

These challenges according to authorities consulted included dual roles, time management and teacher pupil ratio. Literature reviewed showed that heads of schools have challenges that they face. The literature also intended to close the gaps that were left by my predecessors who looked at challenges faced by heads and I was looking at challenges faced by full time teaching heads.

The review of the related literature was centred on the three questions of the research. The idea was to look at literature that support or refute the findings of this research.

A descriptive survey was adopted for this study. A sample size of 20% comprising of 7 head teachers and 20 pupils was sampled from a population of 25 schools and 80 pupils. The heads

were purposively sampled while learners were sampled using simple random technique. Data was collected using questionnaires and interviews. The researcher personally administered the instruments.

After the collection of data, the researcher presented the data using tables and analysed it qualitatively. Findings revealed that full time teaching heads have challenges. These challenges include dual roles, time management and teacher-pupil ratio. Findings also showed that learners taught by these heads are negatively affected by these challenges. Learners indicated that they were not being attended to fully and as a result they ended up failing to cover syllabi of different subjects. They also said this caused development of a negative attitude towards schooling and they ended up playing truancy. From the findings it was also noted that certain strategies can be used to deal with the challenges that are faced by full time teaching heads. Some of the suggestions include delegation of duties by heads, working extra hours and having non-teaching heads in all schools.

5.2 Conclusion

From the findings it can be concluded that full time teaching heads in primary schools have challenges which emanate from dual roles and time management. These dual roles create tension between teaching and management. Having teaching heads in schools is a serious challenge that will either affect the overall running of the school or the class being taken by the head. The head teacher may not perform these duties effectively and efficiently at the same time.

Time management is also a challenge for teaching heads according to findings from participants. This challenge affects on planning of lessons and supervision of teachers as well as overall management of the school. Both teaching and supervision need to be done during working hours hence a challenge for teaching heads.

From the findings it was also noted that because of dual roles and time management, heads end up having an unbearable workload. Heads should plan their teaching and supervision, carry out the planned activities and attend to other school activities like meetings in and out of the school. All these responsibilities place a great deal of workload on the head.

Learners indicated that they are negatively affected by challenges faced by heads. Findings from the research showed that learners are left unattended most of the time. The fact that learners are not attended to most of the time brings along with it other problems like bullying, playing truancy, destroying of school furniture, textbooks and exercise books and failure to perform on or above average academically. In the end the pass rate of the school at grade 7 may be affected.

From the findings both learners and heads came up with strategies that may be used to deal with the challenges faced by teaching heads. The strategies include having non-teaching heads in all schools, delegating of duties by heads, reducing heads' workloads and reviewing teacher-pupil ratio. These strategies are meant to ensure proper management of schools and quality education to learners.

5.3 Recommendations

Basing on the conclusions arrived at, the researcher made the following recommendations:

- i. The Ministry of Education needs to look into the position of a head without considering the size of the school. All schools despite their size need to have non-teaching heads.
- ii. The ministry needs to review teacher-pupil ratio to 1:10 for ECD A, 1:15 for ECD B, 1:25 for grades 1 to 3 and 1:35 for grades 4 to 7. This will increase the number of teachers at a station leaving the head free to focus more on administrative duties.

- iii. The ministry should stream line the workload of the head and reduce paper work as well as frequency of visits to the education offices by the head.
- iv. Heads should delegate some of their responsibilities to other members of staff. This will help ease the pressure on the head.
- v. Head teachers should work extra time in order to improve and balance performance on both teaching and management. They can carry out teaching and supervision during working hours then plan after hours.

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