



SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

**Challenges of Primary School Headteachers in
Malappuram District**

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Study Report submitted Under the Young Scholars Enrichment
Programme Jointly conducted by SCERT, Kerala &
Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

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LIST OF ABBREVIATIONS

Abbreviation	Explanation
PTA	: Parent Teacher Association
SMC	: School Management Committee
SSK	: Samagra Shiksha Kerala
BRC	: Block Resource Centre
SRG	: School Resource Group
ICT	: Information and Communication Technology
LP	: Lower Primary
UP	: Upper Primary
SCERT	: State Council of Educational Research and Training
DIET	: District Institute of Education and Training
KITE	: Kerala Infrastructure and Technology for Education
PTCM	: Part-Time Contingent Menial
OA	: Office Assistant
KER	: Kerala Education Act & Rule

Chapter I

INTRODUCTION

- ❖ *Need and Significance of the Study*
- ❖ *Statement of the Problem*
- ❖ *Definition of Key Terms*
- ❖ *Objectives of the Study*
- ❖ *Methodology*
- ❖ *Scope and Delimitation of the Study*
- ❖ *Organization of the Report*

School plays a very important role in shaping the minds of future generations. The society has several essential goals for education that are included in the establishment of schools. Schools provide a structured environment where students acquire knowledge, skills, and values that shape their future. Schools are social hubs where students from diverse backgrounds come together. Interacting with peers and teachers helps in developing social skills, empathy, and an understanding of different cultures and perspectives. Schools are essential in helping children establish a basis for a lifetime of learning. Schools offer a disciplined setting. Schools can provide a secure environment for kids to express themselves, grow in confidence, and deal with their feelings. A child's intellectual, social, and emotional development is greatly influenced by their time in school.

Every educational institution needs an official who can keep the school's goals in mind and find innovative ways to make them possible. An essential part of controlling and supervising every aspect of school is the headteacher. The head of the school has a big impact on the results and performance of the institution. Headteacher roles have changed significantly as the educational system adapts to the demands of modern society. Headteachers in schools have a crucial role to play in helping young pupils grow into responsible adults. Their capacity for leadership has a critical role in determining the level of educators, learners, and the institution overall. Their leadership abilities and responsibilities play a major role in the school education process's effectiveness. His dedication affects a school's prestige. The

headteacher is as excellent as the school. The outstanding headteacher is what makes the school excellent. He plays a key role in the overall educational system.

“No scheme of educational reconstruction will produce the desired result unless it is administered with vision and efficiency. The person who plans with vision, who executes with responsibility, is an exact headmaster. The school is aptly called the lengthened shadow of the headmaster because the character of the school reflects or proclaims the character of the headmaster” (Central advisory board of education, as cited in Bhatnagar and Gupta, 2008).

The head of the institution has a large number of duties and responsibilities to complete. A school's ability and success are largely dependent on its headteacher. He is either directly or indirectly involved in every school activity. He is in charge of the whole institution. Before guiding his instructors to their destination, a headteacher must have a clear understanding of the task at hand and its goals. A headteachers responsibility is to analyse the school's goals and then decide on a plan of action to make them a reality. He should keep the educational setting in mind in order to quickly and effectively accomplish his aim using the best approach. A headteachers plan must be carried out with the assistance of the teachers. The duties of a headteacher are extremely varied. He is responsible for overseeing all school activities. He has always dealt with four different groups: students, people, teachers, and authorities. In the real world, he frequently has to deal with arguing and fighting students, complaining parents, and requesting departments while maintaining a balance (Bhatnagar et al., 2008).

Headteachers are facing many challenges on all sides. They are performing the duties of both an administrator and teacher. The duties of headteachers are also very wide as compared to other teachers.

Jeena (2023) studied challenges and problems faced by school authorities in the schools of Kerala- a survey based analysis. The study is an attempt to find out the challenges and problems faced by the head of the institutions in the schools of Kerala and the suggestions from their part to improve the quality of their institution. This study found school principals overloaded with administrative tasks alongside teaching duties. This dual burden hinders their ability to effectively lead their institutions, highlighting the need for policy changes to support principals and improve school quality.

Challenges serve as barriers that affect the smooth functioning of a school. These are challenges that headteachers face on a daily basis, and they have the ability to prevent the school's overall goals. Some of these challenges are limited resources, financial problems, a lack of facilities, time management, etc. The present study tries to explore challenges of primary school headteachers in Malappuram district.

Need and Significance

Primary and upper primary are very important stages for learners in the educational process. All planned activities aimed at the holistic development of students start at the primary stage. There is no doubt that, after healthy human resources, the nation's greatest asset is an efficient and well-educated population.

The child's educational parent is the teacher. He complements the parental role. He has a greater impact on a child's academic development than a parent does. A teacher serves as a mentor, advisor, and information source for their students. They provide guidance, impart information, and help students develop skills and understanding in various subjects. Teachers have the power to motivate and impact students' academic and personal development. Schools run smoothly and creatively when the headteacher and teachers work together efficiently. The headteacher and teachers are responsible for organising the school environment and ensuring that the students succeed.

Headteachers are entrusted with the responsibility of leading all activities necessary for the holistic development of students. If that responsibility cannot be performed very nicely, it will become the reason for the stagnation of a large society that should be the wealth of the country as the citizens of tomorrow. It is in this context that the investigation was started to determine whether the headteachers are able to perform their responsibilities smoothly.

Primary school headteachers in Kerala are required to handle a variety of duties simultaneously. Which may affect their performance. They are supposed to do full time teaching work, organising and carryout curricular and co-curricular activities, class monitoring, and at the same time do all the clerical activities. Moreover they have to keep in touch with parents, departmental officers and society. They are considered responsible for the success and failure of the institution (Parambat, 2000).

The headteacher is the person who is responsible for everything going on in the school. Headteachers are facing many challenges. Working under pressure can cause mental stress, which has an impact on their mental health. Disorganisation, these pressures. The researcher discussed DIET faculties, teachers, and headteachers and acquired information regarding the numerous challenges faced by them. A mere understanding of the challenges is not enough. It is essential to prove them scientifically to find proper solutions. By identifying and understanding the challenges they face, this study can lead to targeted interventions, policy changes, and professional development programs that improve the quality of education.

The duties and responsibilities of headteachers are crucial in developing young students into responsible members of society. Their potential for leadership has a significant impact on how well students, teachers, and the school as a whole are all shaped. However, they deal with a lot of issues in their position as the institutional leader, which makes their task more difficult and challenging.

Studying the challenges faced by primary school headteachers is essential because these leaders play a vital role in shaping the minds of children and creating a supportive learning environment. Investigating these challenges can help students realise how they directly affect their academic performance and learning, which will help create a stronger support network and enhance primary education as a whole. Understanding the challenges they face can help develop strategies to improve their working conditions and satisfaction. Recognising their challenges enables them to recognise areas in which they require more assistance, either in the form of training

courses, greater resources, or enhanced methods of communication with higher administration.

The findings of this study will contribute to the development of support systems for headteachers, which can lead to improved school functioning and better student performance. Moreover, the study's result can also help schools and education systems develop targeted training programs and professional development opportunities that cater to the specific needs of headteachers.

Statement of the Problem

Primary school headteachers hold a pivotal role in the educational journey of young learners. They have the responsibility of supervising every aspect of the school's operations, such as academic programmes, administration, student services, teacher training and development. Primary school headteachers have the rewarding task of shaping the next generation's educational journey. He is the person who is responsible for everything going on in the school. Headteachers are facing a lot of challenges on all sides.

The present study is entitled as, **“Challenges of Primary School Headteachers in Malappuram District”**.

Definition of Key Terms

Challenges

Challenges is a situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore tests a

persons ability (Cambridge Dictionary, n.d.)

In the present study, challenges refers to the difficulties that the primary school headteachers face during their administrative, academic, and personal activities.

Primary School Headteachers

In the present study primary school headteachers are authority or head of both lower primary and upper primary schools who work under government and aided sectors.

Objectives of the Study

The study was carried out with following objectives:

- To find out the challenges of primary school headteachers in Malappuram district in the areas of Administrative, Academic and Personal.
- To compare the challenges of primary school headteachers in Malappuram district with respect to
 1. Section in the school
 2. Type of management
 3. Gender
 4. Years of experience

Methodology

Method

The study adopted qualitative research design. The data was collected through survey method.

Sample

The population considered for the present study is primary school headteachers in Malappuram district. The sample for the study comprised of 100 primary school headteachers working in various primary schools of different sub districts of Malappuram. Simple random sampling was used for the study.

Tool used for Data Collection

The tool used for collecting data is:

- Questionnaire on challenges of primary school headteachers (Kavya & Sareef, 2023)

The questionnaire were prepared by the investigator with help of supervising teacher.

Techniques of Data Analysis

The responses of closed ended items in the questionnaire were analysed by using percentage analysis. And narrative analysis for open ended items.

Chapter II

REVIEW OF RELATED LITERATURE

- ❖ *Review of Related Studies*
- ❖ *Conclusion*

The present study is an attempt to find out the challenges of primary school headteachers in Malappuram district. This chapter contains the studies and books reviewed in the area.

Review of Related Studies

Jeena (2023) studied challenges and problems faced by school authorities in the schools of Kerala- a survey based analysis. The study is an attempt to find out the challenges and problems faced by the head of the institutions in the schools of Kerala and the suggestions from their part to improve the quality of their institution. The sample of the study comprised of 131 high school and higher secondary head of the institutions of Thrissur district in Kerala. This study found school principals overloaded with administrative tasks alongside teaching duties. This dual burden hinders their ability to effectively lead their institutions, highlighting the need for policy changes to support principals and improve school quality.

Lopez et al. (2022) conducted study on the role, experience, and challenges to headmasters of indigenous primary schools amid covid-19 in Malaysia. Purposive sampling was used in this qualitative study to choose the informants. In- depth semi structured interviews with the principals provided the data. Three main topics emerged from the analysis: “roles and responsibilities”, “challenges during the covid-19 epidemic”, and “strategies and expectations”. The study’s conclusions highlighted the vital role principals play in overseeing their institutions, particularly in typical circumstances like covid-19 outbreak. The amount of knowledge about the value of leadership in school organizations has increased as a result of this study.

Bayar and Ozsalin (2021) studied Female school administrators' opinions on the problems they face. The purpose of this study is to identify the problems that female school administrators experience while working for the Ministry Of National Education, as well as to determine their perspectives on these issues. This study was conducted utilizing the phenomenology research design, which is one of the qualitative research design. The participants in this study are 10 female school administrators chosen using the criterion sampling technique, which is one of the purposeful sampling methods. Data were collected using a semi-structured interview form. Due to pandemic conditions during the 2020-2021 academic year, the researchers conducted phone interviews with the participants. The collected data was analysed using descriptive analysis techniques. When the data was evaluated, it was shown that female school administrators viewed school management as a coordinating process and gave importance to cooperation. According to the findings of the study, female school administrators cannot devote adequate time to themselves and their families. In addition it was found that female school administrators had issues with teachers, parents and students.

Onyancha et al. (2021) conducted a study on the headteachers' management challenges affecting pupils' academic performance in public primary schools in Kenyeny Sub-County, Kenya. A conceptual framework was used for the study. The study design employed by the researcher was a descriptive survey. Using a stratified random sampling technique, teachers and headteachers were chosen. 30 percent of the total population, 24 headteachers and 24 standard eight class teachers, were included in the sample. The study determined that the student's academic

performance was impacted by understaffing, over enrollment, inadequate syllabus coverage, rampant unjustified absenteeism reasons, inadequate professional development programs, financial constraints, inadequate physical facilities, headteachers irregular supervision and cases of indiscipline.

Preethi (2021) conducted a study on problems faced by women principals of school: Jaipur and nearby region experience. The method used for the research was a questionnaire and interviews. The sample of the study comprised of 150 principals appointed at primary, secondary, and higher secondary schools in different tehsils of Jaipur District of the state of Rajasthan. To choose the sample, a subjective sampling technique was used. The results show that the problems faced by New Entrants are very much different than those of experienced ones. Also, the challenges faced by rural principal and urban principals differ in many ways. Additionally it was noted that school safety was considered less significant by rural principal than those of urban principals.

Hussain and Sajjad (2020) conducted a study of problems faced by female secondary school headteachers. The difficulties faced by female headteachers in promoting the standard of secondary education were identified by this study. A descriptive survey design was used. Through the use of a piloted questionnaire with a five-point rating system, information was gathered from 15 female secondary school headteachers. The data was analysed in descriptive form. According to the findings of this study the female secondary school head teachers face different problems in promoting the quality of education.

Olorunsola and Belo (2018) conducted a study on administrative challenges and principals' managerial effectiveness in Ogun state public secondary schools. Using simple random and proportionate random sampling techniques, a sample of 900 teachers from 35 schools was selected from the study population of 13123 secondary school teachers in the state. Information was gathered from the respondents using a self-developed tool called the Administrative challenges and principals' managerial effectiveness questionnaire (ACPMEQ). The results showed a significant relationship between administrative challenges and principals' managerial effectiveness. The hypothesis were tested using Pearson's product moment correlation at the 0.05 level of significance. But there was no significant relationship between incessant teachers' transfer and principals'.

Wieczorek and Manard (2018) conducted a study on instructional leadership challenges and practices of novice principals in rural schools. Semi-structured interview used as part of a phenomenological, qualitative study design. The study explores the thoughts and experiences of six new principals leading rural schools in a Midwestern state. Many management and leadership challenges abide by the novice principals as they steer through the new leadership role which includes curriculum knowledge, budget management, time management, timely completion of paperwork and lack of policy knowledge.

Kor and Opare (2017) studied the role of headteachers in ensuring school climate. This study evaluates the role of headteachers in maintaining a sound school climate and examines how the role of headteachers affects the school climate conditions. An exploratory mixed design approach was used. Items in the survey

questionnaire were based on questions from both the Inventory of School Climate (ISC) and the NSCC scale for school climate. The qualitative phase included interviews with 40 headteachers, while the second quantitative phase included the collection of primary data from 110 schools chosen randomly among 513 senior high schools in Ghana's five regions. Data collected during the survey was coded and entered into the SPSS 21 statistical software after which descriptive and inferential analyses were undertaken. It was revealed that the all five roles of headteachers significantly influence school climate.

Mangad and Nath (2015) conducted study on problems of higher secondary school principals in Kerala-dual role of classroom teaching and school administration. The study was conducted through a survey method. The population of the study was higher secondary principals. A representative sample of Kerala's higher secondary principals participated in the study. Using a stratified random sampling technique, the sample was chosen. The sample consists of 58 higher secondary principals from 37 government higher secondary schools and 21 aided higher secondary schools. Structured interview was conducted with principals of selected higher secondary schools in Kerala. The study's findings indicate that higher secondary principals face challenges while managing the school activities.

Ramani (2015) conducted a study on Administrative capabilities and challenges of women heads at school level. The present study adopts purposive sampling technique. The sample taken for the study were 221 women heads from government, government-aided, private and CBSC schools. The tools used for the data collection was personal data sheet, administrative capability inventory (ACI)

and scale on challenges of school principals (SCSP). In the findings of the study, it was found that age group of 30-40 years women heads high in their administrative challenges and age group of above 50 years women heads high in their academic challenges.

Suleman and Pakhtunkhwa (2015) conducted study on Managerial challenges faced by fresh directly appointed secondary school heads in Kohat Division, Pakistan. The study included just 60 male public secondary schools in Kohat Division. Only 60 directly selected secondary school heads, 120 secondary school teachers and 300 students were chosen as sample using a simple random sampling technique. The study was descriptive, with a self-developed structured questionnaire serving as the research tool. The study found that newly appointed secondary school principals face managerial challenges in their institutions.

Wedesango et al. (2015) conducted study on the occupational stress among school headteachers; A case for Hwedza district secondary schools headteachers. Both quantitative and qualitative techniques were used to implement the descriptive survey research design. Using purposive sampling techniques, 30 secondary school headteachers and 30 secondary school ordinary teachers were selected as study participants. The instruments for gathering data were interviews for ordinary schoolteachers and a questionnaire for school heads. The study findings showed that the phenomenon of occupational stress amongst school heads is international issue.

Wise (2015) analysed the study on emerging challenges facing school principals. In the US, a survey was distributed to more than 10000 principals chosen at random. The main ideas and themes of written responses from a representative

sample was analysed. The findings show that principals are dealing with challenges never before seen in education such as the lack of financial resources, increasing pressures on student achievement, the breakdown of communities, overwhelming effects of poverty and a host of other problems, many of which compound to make the job of principals even more difficult.

Conclusion

In this chapter the investigator tried to give a brief idea about theoretical basis of challenges of primary school headteachers and various research studies on challenges faced by headteachers. The above reviews of studies provide a broad view of the area under investigation. There are various studies conducted in different locations. By reviewing these studies, the investigator understands that there is research gap in context. The investigator decided to study the challenges of primary school headteachers in Malappuram district. A review revealed that most of the studies were conducted out of state. It should be noted that the challenges of primary school headteachers in Malappuram district is of vital importance. That inspired the researcher to carry out the present study. Hence the present study is a modest attempt to know the challenges of primary school headteachers in Malappuram district.

Chapter III

METHODOLOGY

- ❖ *Objectives*
- ❖ *Design of the Study*
- ❖ *Tool used for Data Collection*
- ❖ *Sample for the Study*
- ❖ *Data Collection Procedure*
- ❖ *Techniques used for Analysis of Data*

This chapter offers an overview about the research design, data collection procedure, tool used for data collection, and analysis of the collected data. Research methodology refers to the systematic techniques used by the researcher to progress from the initial discovery of the problem to its final conclusion. The present study is an attempt to find out the challenges of primary school headteachers. This section provides brief and precise description of the design of the study.

Methodology of the present study is explained under the following sections.

- Objectives
- Design of the study
- Tool used for data collection
- Sample for the study
- Data collection procedure
- Techniques used for analysis

Objectives

The study was carried out with following objectives:

- To find out the challenges of primary school headteachers in Malappuram district in the areas of Administrative, Academic and Personal.
- To compare the challenges of primary school headteachers in Malappuram district with respect to
 1. Section in the school

2. Type of management
3. Gender
4. Years of experience

Design of the Study

The main aim of the study is to identify the challenges of primary school headteachers in Malappuram district. The study adopted qualitative research.

Survey method were used to collect data. In the first phase of the study, the investigator made a thorough study on available literature in challenges of Primary school headteachers. After reviewing the literature, the investigator conducted discussion with primary school headteachers in order to prepare questionnaire. The review of related literature, data collected from the discussion and the investigator referred Kerala education act & rules to understand the duties of primary school headteachers. All these were analysed in finding out more challenges. Based on this the challenges were identified and questionnaire was prepared.

Both open ended and closed ended items were included in the questionnaire. Most of the items are closed ended. The closed ended items is divided into three categories. An open ended item has been added at the end of each section for headteachers to add their own opinions.

Tool used for Data Collection

Questionnaire on challenges of primary school headteachers (Kavya & Sareef, 2023)

The questionnaire were prepared by the investigator with help of supervising teacher. Both open ended and closed ended items were included in the questionnaire. Most of the items are closed ended. The closed ended items is divided into three categories. An open ended item has been added at the end of each section for headteachers to add their own opinions. The detailed description of the questionnaire used for collecting data are given.

Preparation of the Tool

Before the construction of questionnaire the investigator made a thorough study on available literature in challenges of Primary school headteachers. After reviewing the literature, the investigator conducted discussion with primary school headteachers in order to identify the dimensions of challenges faced by primary school headteachers. The discussion was carried out through telephone mode. The review of related literature, data collected from the discussion and the investigator referred Kerala education act & rules to understand the duties of primary school headteachers helped to identify the dimensions of challenges of primary school headteachers. The dimensions of challenges of primary school headteachers thus decided are:

- Administrative challenges
- Academic challenges
- Personal challenges

On the basis of identified dimensions of challenges of primary school headteacher i.e., administrative challenges, academic challenges and personal challenges, the questionnaire on challenges of primary school headteachers was prepared. By consulting with the supervising teacher, the investigator finalized the questionnaire by including 41 items of challenges of primary school headteachers. Open ended items were also included in the questionnaire along with closed ended items. The details regarding the dimensional distribution of the items are:

Administrative Challenges

Primary school headteachers face several administrative challenges that can affect the overall functioning of their schools .Under this section, the investigator included the items associated with administrative matters. Thus, the administrative matters consisted of 23 items in the questionnaire. All these 23 items are included under subheadings such as availability of funds for school activities (1-5), co-operation from the colleagues (6-9), co-operation of PTA and SMC (10-13), co-operation of official agencies like SSK/BRC (14-18) and other matters of administrative assistance (19-23).

Eg.

- I. Availability of funds for school activities (1-5)
 1. In terms of noon meal
 2. In terms of uniform
 3. For the improvement of infrastructure facilities
 4. Distribution of scholarships

5. Organisation of school programmes

Academic Challenges

Primary school headteachers face various academic challenges that limit their capacity to provide high quality instructions. Under this section, the investigator included the items associated with academic matters. Thus, the academic matters consisted of 12 items in the questionnaire. All these 12 items are included under subheadings such as professional development of colleagues (24-28), study activities (29-32) and technology related matters (33-35).

Eg.

I. Professional development of colleagues (24-28)

24. Co-operation of the colleagues in conducting the professional development programmes by the school
25. Participation of the colleagues in the training programme conducted by the government agencies
26. Providing support to the colleagues in teaching learning process
27. Conducting SRG meetings during proper intervals
28. Creating suitable environment for colleagues

Personal Challenges

Primary school headteachers face personal challenges that can affect their well-being and performance. Under this section, the investigator included the items associated with personal matters. Thus, the personal matters consisted of 6 items in

the questionnaire. All these 6 items are included under subheadings such as things to do for personal development (36-39) and in terms of fulfilling family responsibilities (40-41).

Eg.

I. Things to do for personal development (36-39)

- 36. Lack of time
- 37. Conflict caused by excessive responsibility
- 38. Mental stress
- 39. Engaging in entertainments

An open ended item has been added at the end of each section for headteachers to add their own opinions.

Finalization of the Tool

Many revision of constructed questionnaire were done before finalization. The questionnaire on challenges of primary school headteachers was modified by incorporating the suggestions given by experts in the field of education. Thus, the final questionnaire on challenges of primary school headteachers consisted of 41 closed ended items and in the end of each section for headteachers to add their own opinions. The final version of the questionnaire (Malayalam and English) are given in Appendix I and Appendix II respectively.

Validity of the questionnaire was ensured by using face validity. The investigator also consulted experts in the field of education to ensure the face validity of the questionnaire.

The dimension-wise distribution of items in questionnaire on challenges of primary school headteachers (final) is given in table 1.

Table 1

The Dimension-wise Distribution of Items in Questionnaire on Challenges of Primary School Headteachers -Final

SI. No	Dimensions	Items No
1	Administrative challenges	1-23
2	Academic challenges	24-35
3	Personal challenges	36-41

Sample Selected for the Study

The population considered for the present study is primary school headteachers in Malappuram district. The sample for the study comprised of 100 primary school headteachers working in various primary schools of different sub districts of Malappuram. Simple random sampling was used in this study by giving due representation to section in the school, type of management, gender and years of experience.

Section in the school

While selecting the sample investigator decided to include both Lower primary (LP) and Upper primary (UP) section in the school.

Type of management

The existing primary schools in Malappuram district fall into three categories Viz., Government schools, Aided schools and Un-aided schools, in which the present study considers the two categories, Government and aided schools.

Gender

Gender has great influence on findings of research. While selecting the sample investigator take male and female headteachers of primary school.

Years of experience

Primary school headteachers participated in this study differs in their years of service or teaching experience. The years of experience have great importance to challenges of primary school headteachers. In the present study the investigator categorized the total years of experience into four categories Viz., headteachers with 0-5 years of experience, headteachers with 6-10 years of experience, headteachers with 11 to 15 years of experience and headteachers with above 15 years of experience.

The breakup of the final sample selected for the study is given in table 2.

Table 2*Breakup of the Final Sample Selected for the Study*

Sample	Categories	Number of headteachers (N=100)
Section in the school	Lower primary	60
	Upper primary	40
Type of management	Government	49
	Aided	51
Gender	Male	47
	Female	53
Year of experience	0-5 years	73
	6-10 years	9
	11-15 years	7
	Above 15 years	11

List of schools from which data was collected is presented in Appendix III.

Data Collection Procedure

The investigator contacted primary school headteachers working in primary schools in Malappuram district. After identifying the schools, from which sample has to be collected, the investigator met the headteachers of each school. The prepared questionnaire were administered to the primary school headteachers. The questionnaire was used to identify the challenges of primary school headteachers in Malappuram district. The received responses were scored according to the scoring procedure. The heads of the institutions extended full co-operation during the data collection.

Techniques Used for Analysis

The qualitative method has been followed to identify the challenges of primary school headteachers and to compare those challenges. Collected data was analysed by using percentage analysis and narrative analysis.

Percentage analysis

The responses of closed ended items in the ‘questionnaire on challenges of primary school headteachers’ for primary school headteachers were analysed by using percentage analysis. Percentage analysis is a method of converting raw data into percentage forms. Percentage analysis is helped the investigator to analyze the challenges of primary school headteachers.

Narrative analysis

The responses of open ended items in the ‘questionnaire on challenges of primary school headteachers’ for primary school headteachers were analysed by using narrative analysis. Narrative analysis is a qualitative research method that involves analysing texts (such as interview transcripts, survey responses, or written accounts) to identify patterns, themes, and meanings. The responses of open ended items in the questionnaire to analyze the extra challenges given as responses in the extra space provided. The responses collected through open ended items provides an extra insight into the different challenges faced by primary school headteachers.

Chapter IV

ANALYSIS AND INTERPRETATION

- ❖ *Objectives*
- ❖ *Percentage Analysis*
- ❖ *Narrative Analysis*
- ❖ *Conclusion*

This chapter presents the analysis of the collected data and its interpretation. The study aims to analyze the challenges of primary school headteachers in Malappuram district. Data was collected by using ‘questionnaire on challenges of primary school headteachers’. The questionnaire consists of both closed ended and open ended items. The data were analysed in accordance with major objectives of the study. The percentage analysis and narrative analysis were done.

Percentage Analysis

Responses of headteachers of primary schools for closed ended items are analysed by using percentage analysis.

- Challenges of primary school headteachers for the total sample
- Comparison of Challenges of primary school headteachers based on section (Lower primary and Upper primary schools)
- Comparison of Challenges of primary school headteachers based on type of management (Government and Aided school)
- Comparison of Challenges of primary school headteachers based on gender (Male and Female)
- Comparison of Challenges of primary school headteachers based on years of experience (0-5 years, 6-10 years, 11-15 years and above 15 years)

Narrative Analysis

Responses of headteachers of primary schools for open ended items are analysed by using narrative analysis.

- Responses of primary school headteachers on challenges

Challenges of Primary School Headteachers for the Total Sample

The responses of headteachers to the closed ended items in the questionnaire on challenges were analysed. The challenges like administrative, academic, and personal challenges are analysed separately and is presented below. Percentage analysis were used to analyze the responses of headteachers.

Administrative Challenges

Under this section, the investigator included the items associated with school administrative matters. Thus, the administrative matters consisted of 23 items in the questionnaire. All these 23 items are included under subheadings such as availability of funds for school activities, co-operation from the colleagues, co-operation of PTA and SMC, co-operation of official agencies like SSK/BRC and other matters of administrative assistance.

Table 3

Data showing Availability of Funds for School Activities in Administrative Matters
(N=100)

Item No	Items	Yes		No	
		N	%	N	%
1	Noon meal	73	73	27	27
2	Uniform	80	80	20	20
3	For the improvement of infrastructure facilities	53	53	47	47
4	Distribution of Scholarships	68	68	32	32
5	Organisation of School programmes	39	39	61	61

Table 3 reveals that 73 percent of headteachers responded that they have no challenges in terms of noon meal while 27 percent of headteachers opposed this. Similarly in terms of uniform funds 80 percent of headteachers responded that they have no challenges in the availability of uniform funds and 20 percent of headteachers disagreed. For the improvement of infrastructure facilities 53 percent of headteachers responded that they have no challenges while 47 percent of headteachers opposed this. In the case of distribution of scholarships 68 percent of headteachers responded that they have no challenges 32 percent of headteachers disagreed. In the case of organisation of school programs 39 percent of headteachers responded that they have no challenges while 61 percent opposed this.

Hence, it can be concluded that majority of headteachers reported no funding challenges for noon meals, uniforms, and scholarships. However, many

headteachers faced challenges in securing funds for improving infrastructure facilities and organising school programmes.

Table 4

Data showing Co-operation from the Colleagues in Administrative Matters (N=100)

Item No	Items	Yes		No	
		N	%	N	%
6	Administrative matters	97	97	3	3
7	Preparation of timetable	99	99	1	1
8	Delegating the duties	99	99	1	1
9	Public relation	96	96	4	4

Table 4 indicates that 97 percent of primary school headteachers has no challenges regarding administrative matters whereas 3 percent of primary head school teachers responded that they face challenges. In the matters regarding preparation of timetable 99 percent of primary school headteachers has no challenges while 1 percent of headteachers opposed this. In the case of delegating the duties 99 percent of headteachers responded that they have no challenges 1 percent of headteachers disagreed. In the case of public relation 96 percent of headteachers responded that they have no challenges while 4 percent opposed this.

From the above results it becomes clear that, the majority of primary school headteachers face no challenges in administrative matters, preparation of timetable, delegating the duties, and public relation. Only minority facing challenges in these areas. This indicating strong co-operation among colleagues in these areas.

Table 5*Data showing Co-operation of PTA and SMC in Administrative Matters (N=100)*

Item No	Items	Yes		No	
		N	%	N	%
10	Addressing the inadequacy of funds	72	72	28	28
11	Preparing the infrastructure facilities	56	56	44	44
12	Creating suitable environment for learning activities	87	87	13	13
13	Creating secured learning atmosphere for children	90	90	10	10

It is evident from table 5, 72 percent of headteachers responded that they have no challenges regarding addressing the inadequacy of funds while 28 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 56 percent of headteachers responded that they have no challenges and 44 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 87 percent of headteachers responded that they have no challenges while 13 percent of headteachers opposed this. In the case of creating secured learning atmosphere for children 90 percent of headteachers responded that they have no challenges 10 percent headteachers disagreed.

The data discloses the majority of primary school headteachers experience good co-operation with the PTA and SMC in addressing funding inadequacies, creating suitable learning environments, and ensuring a secured learning atmosphere for children. However, nearly half of the headteachers face difficulties in preparing the infrastructure facilities.

Table 6

Data showing Co-operation of Official Agencies like SSK/BRC in Administrative matters (N=100)

Item No	Items	Yes		No	
		N	%	N	%
14	Making funds available	85	85	15	15
15	Preparing the infrastructure facilities	46	46	54	54
16	Organising training for colleagues	97	97	3	3
17	Providing technological facilities	75	75	25	25
18	Implementing inclusive education	95	95	5	5

From the results in table 6 shows that 85 percent of primary school headteachers has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 15 percent of primary head school teachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 46 percent of primary school headteachers has no challenges while 54 percent of headteachers opposed this. In the case of organising training for colleagues 97 percent of headteachers responded that they have no challenges 3 percent of headteachers disagreed. In the case of providing technological facilities 75 percent of headteachers responded that they have no challenges while 25 percent opposed this. In the matters regarding implementing inclusive education 95 percent of primary school headteachers has no challenges while 5 percent headteachers opposed this.

Hence, it can be concluded that strong co-operation with official agencies like SSK/BRC in making funds available, organising training for colleagues, and implementing inclusive education, with only a small minority facing challenges. However more than half of the headteachers face challenges in preparing infrastructure facilities. And many headteachers faced challenges in providing technological facilities.

Table 7

Data showing other matters of administrative assistance in administrative matters (N=100)

Item No	Items	Yes		No	
		N	%	N	%
19	Availability of services of office staff	52	52	48	48
20	Basic facilities for teaching and learning activities in schools	77	77	23	23
21	Failure to properly maintain records and registers	21	21	79	79
22	Participation in the headmaster's association	100	100	0	0
23	Participation in training programs conducted by non-governmental agencies as part of professional development	49	49	51	51

Table 7 indicates that 52 percent of primary school headteachers has no challenges regarding the availability of services of office staff whereas 48 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 77 percent of primary school headteachers has no challenges while 23 percent of headteachers

opposed this. 21 percent of headteachers face challenges to properly maintain records and registers while 79 percent of headteachers does not have any challenges. The result also indicates that all headteachers responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 49 percent of primary school headteachers has no challenges while 51 percent of headteachers face challenges.

From the above results it becomes clear that most headteachers do not face challenges in basic facilities for teaching and learning activities, maintaining records and participation in headmasters association. However, nearly half of the headteachers face difficulties in the availability of the office staff and participation in training programs.

Academic Challenges

Under this section, the investigator included the items associated with academic matters. Thus, the academic matters consisted of 12 items in the questionnaire. All these 12 items are included under subheadings such as professional development of colleagues, study activities and technology related matters.

Table 8

Data showing Professional Development of Colleagues in Academic Matters
(N=100)

Item No	Items	Yes		No	
		N	%	N	%
24	Cooperation of the colleagues in conducting the professional development programmes by the school	100	100	0	0
25	Participation of the colleagues in the training programme conducted by the government agencies	100	100	0	0
26	Providing support to the colleagues in the field of teaching learning process	100	100	0	0
27	Conducting SRG meetings during proper intervals	100	100	0	0
28	Creating suitable environments for colleagues	99	99	1	1

Table 8 reveals that all headteachers responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings during proper intervals. In the case of creating suitable environment for colleagues 99 percent of primary school headteachers has no challenges while 1 percent of headteachers face challenges.

It can be found out that most headteachers do not face challenges colleague co-operation for professional development, participation in government training

programs, support in teaching, conducting SRG meetings, and creating suitable environments for colleagues. This suggests a highly supportive and co-operative environment for professional development matters among primary school staff.

Table 9

Data showing Study Activities in Academic Matters (N=100)

Item No	Items	Yes		No	
		N	%	N	%
29	Evaluating the colleagues in teaching learning process	94	94	6	6
30	Providing Support for the colleagues in their innovative teaching learning activities	99	99	1	1
31	Difficulties in organising co-curricular activities	43	43	57	57
32	Systematically assessing children and providing remedial teaching	92	92	8	8

Table 9 indicates that 94 percent of primary school headteachers has no challenges regarding evaluating the colleagues in teaching learning process whereas 6 percent of primary school headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities 99 percent of primary school headteachers has no challenges while 1 percent headteachers opposed this. 43 percent of headteachers face challenges in organising co-curricular activities while 57 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 92 percent of headteachers responded that they have no challenges while 8 percent opposed this.

Hence, it can be concluded that most headteachers do not face challenges in evaluating colleagues in the teaching learning process, supporting innovative teaching learning activities, and systematically assessing children with remedial teaching. However, nearly half of the headteachers report difficulties in organising co-curricular activities, indicating this as a crucial area for improvement.

Table 10

Data showing Technology Related Matters in Academic Matters (N=100)

Item No	Items	Yes		No	
		N	%	N	%
33	Knowledge about advanced technology	83	83	17	17
34	Availability of necessary training related to technology	64	64	36	36
35	ICT resources related to technology	79	79	21	21

From the results in table 10 shows that 83 percent of primary school headteachers has no challenges regarding the knowledge about advanced technology whereas 17 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 64 percent of primary school headteachers has no challenges while 36 percent of headteachers opposed this. 79 percent of headteachers face challenges related to ICT resources related to technology while 21% headteachers does not have any challenges.

It is evident that most headteachers have no challenges with knowledge of advanced technology and ICT resources. . However, many headteachers faced

challenges with the availability of necessary training related to technology, highlighting a need for improved training opportunities.

Personal Challenges

Under this section, the investigator included the items associated with personal matters. Thus, the personal matters consisted of 6 items in the questionnaire. All these 6 items are included under subheadings such as things to do for personal development and in terms of fulfilling family responsibilities.

Table 11

Data showing things to do for Personal Development in Personal Matters (N=100)

Item No	Items	Yes		No	
		N	%	N	%
36	Lack of time	68	68	32	32
37	Conflict caused by excessive responsibility	64	64	36	36
38	Mental stress	58	58	42	42
39	Engaging in entertainments	70	70	30	30

Table 11 indicates that 68 percent of headteachers face challenges related to lack of time while 32 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 64 percent of headteachers face challenges where as 36 percent of headteachers does not have any challenges. 58 percent of headteachers face challenges related to mental stress while 42 percent of headteachers does not have any challenges. In the matters of engaging in

entertainments 70 percent of headteachers responded that they have no challenges where as 30 percent of headteachers disagreed.

Hence, it can be concluded that majority of headteachers face challenges related to lack of time, excessive responsibility, and mental stress whereas many headteachers have no challenges in engaging in entertainments. They suggest finding some free time in between their other challenges.

Table 12

Data showing in Terms of fulfilling family Responsibilities in Personal Matters (N=100)

Item No.	Items	Yes		No	
		N	%	N	%
40	Time spend with family	60	60	40	40
41	Support from family members	99	99	1	1

Table 12 discloses that 60 percent of primary school headteachers has no challenges regarding time spend with family whereas 40 percent of primary head school teachers responded that they face challenges. In the matters regarding support from family members 99 percent of primary school headteachers has no challenges while 1 percent headteachers opposed this.

From the above results it becomes clear that most of the headteachers face challenges in spending time with their families where as many headteachers have no challenges in the case of support from family members. This indicates a balance needed between professional responsibilities and personal life commitments for headteachers.

Comparison of Challenges of Primary School Headteachers based on Subsamples

Comparison of the challenges of primary school headteachers based on subsamples is given below

Comparison of Challenges of Primary School Headteachers based on Section in the School

The data showing the comparison of Challenges of primary school headteachers based on section in the school (Lower primary and Upper primary) is given below

Table 13

Data showing Availability of Funds for School Activities in Administrative Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No.	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
1	Noon meal	45	75	15	25	28	70.0	12	30.0
2	Uniform	56	93.3	4	6.7	24	60.0	16	40.4
3	For the improvement of infrastructure facilities	34	56.7	26	43.3	19	47.5	21	52.5
4	Distribution of Scholarships	49	81.7	11	18.3	19	47.5	21	52.5
5	Organisation of School programmess	26	43.3	34	56.7	13	32.5	27	67.5

Table 13 reveals that 75 percent of headteachers in the LP section responded that they have no challenges in terms of noon meal while 25 percent of headteachers

opposed this. Similarly in terms of uniform funds 93.3 percent of headteachers in the LP section responded that they have no challenges in the availability of uniform funds and 6.7 percent of headteachers disagreed. For the improvement of infrastructure facilities 56.7 percent of headteachers in the LP section responded that they have no challenges while 43.3 percent of headteachers opposed this. In the case of distribution of scholarships 81.7 percent of headteachers in the LP section responded that they have no challenges 18.3 percent of headteachers disagreed. In the case of organisation of school programmes 43.3 percent of headteachers in the LP section responded that they have no challenges while 56.7 percent opposed this.

From the above table in terms of noon meal the value reveals that 70 percent of headteachers in the UP section responded that they have no challenges while 30 percent of headteachers opposed this. Similarly in terms of uniform funds 60 percent of headteachers in the UP section responded that they have no challenges and 40.4 percent of headteachers disagreed. For the improvement of infrastructure facilities 47.5 percent of headteachers in the UP section responded that they have no challenges while 52.5 percent of headteachers opposed this. In the case of distribution of scholarships 47.5 percent of headteachers in the UP section responded that they have no challenges 52.5 percent of headteachers disagreed. In the case of organisation of school programmes 32.5 percent of headteachers in the UP section responded that they have no challenges while 67.5 percent opposed this.

Hence, it can be concluded that a higher percentage of headteachers in the lower primary section reported fewer challenges compared to upper primary section.

But in the case of organisation of school programs and the improvement of infrastructure facilities, where both sections faced more challenges.

Table 14

Data showing Co-operation from the Colleagues in Administrative Matters based on Lower Primary (LP) and Upper Primary Section (UP)

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
6	Administrative matters	58	96.7	2	3.3	39	97.5	1	2.5
7	Preparation of timetable	59	98.3	1	1.7	40	100	0	0
8	Delegating the duties	59	98.3	1	1.7	40	100	0	0
9	Public relation	57	95	3	5.0	39	97.5	1	2.5

Table 14 indicates that 96.7 percent of primary school headteachers in the LP section has no challenges regarding administrative matters, whereas 3.3 percent of primary head school teachers responded that they face challenges. In the matters regarding preparation of timetable 98.3 percent of primary school headteachers in the LP section has no challenges while 1.7 percent headteachers opposed this. In the case of delegating the duties 98.3 percent of headteachers in the LP section responded that they have no challenges 1.7 percent headteachers disagreed. In the case of public relation 95 percent headteachers in the LP section responded that they have no challenges while 5.0 percent opposed this.

It is evident from table 14, 97.5 percent of primary school headteachers has no challenges in the UP section regarding administrative matters whereas 2.5 percent of primary head school teachers responded that they face challenges. In the matters regarding preparation of timetable, delegating the duties all primary school headteachers responded that they have no challenges. In the case of public relation 97.5 percent headteachers in the UP section responded that they have no challenges while 2.5 percent opposed this.

From the above results it becomes clear that most primary school headteachers in both lower and upper primary sections reported no challenges in administrative matters, timetable preparation, duty delegation, and public relation. Only a small percentage of headteachers face challenges in these areas.

Table 15

Data showing Co-operation of PTA and SMC in Administrative Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
10	Addressing the inadequacy of funds	43	71.7	17	28.3	29	72.5	11	27.5
11	Preparing the infrastructure facilities	35	58.3	25	41.7	21	52.5	19	47.5
12	Creating suitable environment for learning activities	55	91.7	5	8.3	32	80.0	8	20.0
13	Creating secured learning atmosphere for children	56	93.3	4	6.7	34	85.0	6	15.0

From the results in table 15 shows that 71.7 percent of headteachers in the LP section responded that they have no challenges in addressing the inadequacy of funds while 28.3 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 58.3 percent of headteachers in the LP section responded that they have no challenges and 41.7 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 91.7 percent of headteachers in the LP section responded that they have no challenges while 8.3 percent of headteachers opposed this. In the case of creating secured learning atmosphere for children 93.3 percent of headteachers in the LP section responded that they have no challenges 6.7 percent of headteachers disagreed.

Table 15 indicates that 72.5 percent of headteachers in the UP section responded that they have no challenges in addressing the inadequacy of funds while 27.5 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 52.5 percent of headteachers in the UP section responded that they have no challenges and 47.5 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 80 percent of headteachers in the UP section responded that they have no challenges while 20 percent of headteachers opposed this. In the case of creating safe learning environment for children 85 percent of headteachers in the UP section responded that they have no challenges 15 percent of headteachers disagreed.

It is evident that majority of primary school headteachers in both lower and upper primary sections reported that no challenges in addressing the inadequacy of funds, creating suitable learning environments, and ensuring a secured learning

atmosphere for children. However, more number of headteachers, especially in the upper primary section face challenges in preparing the infrastructure facilities of the schools.

Table 16

Data showing Co-operation of Official Agencies like SSK/BRC in Administrative Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
14	Making funds available	52	86.7	8	13.3	33	82.5	7	17.5
15	Preparing the infrastructure facilities	30	50	30	50.0	16	40.0	24	60.0
16	Organising training for colleagues	57	95	3	5.0	40	100	0	0
17	Providing technological facilities	45	75	15	25	30	75.0	10	25.0
18	Implementing inclusive education	57	95	3	5.0	38	95.0	2	5.0

Table 16 reveals that 86.7 percent of primary school headteachers in the LP section has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 13.3 percent of primary head school teachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 50 percent of primary school headteachers in the LP section

has no challenges while 50 percent headteachers opposed this. In the case of organising training for colleagues 95 percent of headteachers in the LP section responded that they have no challenges 5 percent headteachers disagreed. In the case of providing technological facilities 75 percent of headteachers in the LP section responded that they have no challenges while 25 percent opposed this. In the matters regarding implementing inclusive education 95 percent of primary school headteachers in the LP section has no challenges while 5 percent headteachers opposed this.

Table 16 indicates that 82.5 percent of primary school headteachers in the UP section has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 17.5 percent of primary head school teachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 40 percent of primary school headteachers in the UP section has no challenges while 60 percent of headteachers opposed this. In the case of organising training for colleagues all headteachers in the UP section responded that they have no challenges. In the case of providing technological facilities 75 percent of headteachers in the UP section responded that they have no challenges while 25 percent opposed this. In the matters regarding implementing inclusive education 95 percent of primary school headteachers in the UP section has no challenges while 5 percent headteachers opposed this.

Hence, it can be concluded that most primary school headteachers in both lower and upper primary sections reported that no challenges in co-operating with official agencies like SSK/BRC in making funds available, organising training for

colleagues, providing technological facilities, and implementing inclusive education. However, a lot number of headteachers, particularly in the upper primary section, face challenges in preparing the infrastructure facilities of the schools.

Table 17

Data showing other Matters of Administrative Assistance in Administrative Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
19	Availability of services of office staff	24	40.0	36	60.0	28	70.0	12	30.0
20	Basic facilities for teaching and learning activities in schools	47	78.3	13	21.7	30	75.0	10	25.0
21	Failure to properly maintain records and registers	11	18.3	49	81.7	10	25.0	30	75.0
22	Participation in the headmasters association	60	100	0	0	40	100	0	0
23	Participation in training programs conducted by non-governmental agencies as part of professional development	29	48.3	31	51.7	20	50.0	20	50.0

Table 17 discloses that 40 percent of primary school headteachers in the LP section has no challenges regarding the availability of services of office staff whereas 60 percent of primary school head teachers responded that they face

challenges. In the matters regarding basic facilities for teaching and learning activities in school 78.3 percent of primary school headteachers in the LP section has no challenges while 21.7 percent of headteachers opposed this. 18.3 percent of headteachers in the LP section face challenges to properly maintain records and registers while 81.7 percent of headteachers does not have any challenges. The result also indicates that all headteachers in the LP section responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 48.3 percent of primary school headteachers in the LP section has no challenges while 51.7 percent of headteachers face challenges.

Table 17 shows that 70 percent of primary school headteachers in the UP section has no challenges regarding the availability of services of office staff whereas 30 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 75 percent of primary school headteachers in the UP section has no challenges while 25 percent of headteachers opposed this. 25 percent of headteachers in the UP section face challenges to properly maintain records and registers while 75 percent of headteachers does not have any challenges. The result also indicates that all headteachers in the UP section responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 50 percent of primary school headteachers in the UP section has no challenges while 50 percent of headteachers face challenges.

From the above results it becomes clear that most primary school headteachers in both lower and upper primary sections reported that no challenges in basic facilities for teaching and learning, maintaining records and registers, and participating in the headmasters association. However a lot number of headteachers in the lower primary section face challenges with the availability of office staff services and participation in training programs by non-governmental agencies. And upper primary headteachers also face some challenges in these areas.

Table 18

Data showing Professional Development of Colleagues in Academic Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
24	Co-operation of the colleagues in conducting the professional development programmes by the school	60	100	0	0	40	100	0	0
25	Participation of the colleagues in the training programme conducted by the government agencies	60	100	0	0	40	100	0	0
26	Providing support to the colleagues in the field of teaching learning process	60	100	0	0	40	100	0	0
27	Conducting SRG meetings during proper intervals	60	100	0	0	40	100	0	0
28	Creating suitable environments for colleagues	59	98.3	1	1.7	40	100	0	0

Table 18 indicates that all headteachers in the LP section responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings during proper intervals. In the case of creating suitable environment for colleagues 98.3 percent of primary school headteachers in the LP section has no challenges while 1.7 percent of headteachers face challenges.

Table 18 reveals that all headteachers in the UP section responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, conducting SRG meetings on proper intervals and creating suitable environment for colleagues.

From the above results it becomes clear that all primary school headteachers in both lower and upper primary sections reported that no challenges in co-operation of the colleagues in conducting the professional development programmes, participation of the colleagues in the training programme conducted by the government agencies, support in teaching, conducting SRG meetings, and creating a suitable environment for colleagues.

Table 19

Data showing Study Activities in Academic Matters based on Lower Primary (LP) and Upper Primary Section (UP)

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
29	Evaluating the colleagues in teaching learning process	57	95.0	3	5.0	37	92.5	3	7.5
30	Providing Support for the colleagues in their innovative teaching learning activities	60	100	0	0	39	97.5	1	2.5
31	Difficulties in organising co-curricular activities	27	45.0	33	55.0	16	40.0	24	60.0
32	Systematically assessing children and providing remedial teaching	55	91.7	5	8.3	37	92.5	3	7.5

Table 19 shows that 95 percent of primary school headteachers in the LP section has no challenges regarding evaluating the colleagues in teaching learning process whereas 5 percent of primary school headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities all primary school headteachers in the LP section has no challenges. 45 percent of headteachers in the LP section face challenges in organising co-curricular activities while 55 percent of headteachers does not have any challenges. In the case of systematically assessing

children and providing remedial teaching 91.7 percent of headteachers responded that they have no challenges while 8.3 percent opposed this.

Table 19 reveals that 92.5 percent of primary school headteachers in the UP section has no challenges regarding evaluating the colleagues in teaching learning process whereas 7.5 percent of primary school headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities 97.5 percent of primary school headteachers in the UP section has no challenges whereas 2.5 percent of primary school headteachers responded that they face challenges. 40 percent of headteachers in the UP section face challenges in organising co-curricular activities while 60 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 92.5 percent of headteachers responded that they have no challenges while 7.5 percent opposed this.

Hence, it can be concluded that most primary school headteachers in both lower and upper primary sections reported that no challenges in evaluating colleagues, supporting innovative teaching activities, and systematically assessing children, and providing remedial teaching. However a minimal number of headteachers face challenges in organising co-curricular activities in both lower and upper primary section.

Table 20

Data showing Technology Related Matters in Academic Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
33	Knowledge about advanced technology	49	81.7	11	18.3	34	85.0	6	15.0
34	Availability of necessary training related to technology	34	56.7	26	43.3	30	75.0	10	25.0
35	ICT resources related to technology	49	81.7	11	18.3	30	75.0	10	25.0

Table 20 illustrates that 81.7 percent of primary school headteachers in the LP section has no challenges regarding the knowledge about advanced technology whereas 18.3 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 56.7 percent of primary school headteachers in the LP section has no challenges while 43.3 percent of headteachers opposed this. 81.7 percent of headteachers in the LP section face challenges related to ICT resources related to technology while 18.3 percent of headteachers does not have any challenges.

Table 20 shows that 85 percent of primary school headteachers in the UP section has no challenges regarding the knowledge about advanced technology whereas 15 percent of primary school headteachers responded that they face

challenges. In the matters regarding availability of necessary training related to technology 75 percent of primary school headteachers in the UP section has no challenges while 25 percent of headteachers opposed this. 75 percent of headteachers in the UP section face challenges related to ICT resources related to technology while 25 headteachers does not have any challenges.

From the above results it becomes clear that majority of primary school headteachers face no challenges in both lower and upper primary sections in knowledge about advanced technology. However, a minimum number of headteachers face challenges regarding Availability of necessary training related to technology and ICT resources. In the case of ICT resources related to technology comparatively the head teachers of upper primary section faces more challenges.

Table 21

Data showing Things to do for Personal Development in Personal Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
36	Lack of time	43	71.7	17	28.3	25	62.5	15	37.5
37	Conflict caused by excessive responsibility	41	68.3	19	31.7	23	57.5	17	42.5
38	Mental stress	38	63.3	22	36.7	20	50.0	20	50.0
39	Engaging in entertainments	38	63.3	22	36.7	32	80.0	8	20.0

Table 21 reveals that shows that 71.7 percent of headteachers in the LP section face challenges related to lack of time while 28.3 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 68.3 percent of headteachers in the LP section face challenges where as 31.7 percent of headteachers does not have any challenges. 63.3 percent of headteachers in the LP section face challenges related to mental stress while 36.7 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 63.3 percent of headteachers in the LP section responded that they have no challenges where as 36.7 percent of headteachers disagreed.

Table 21 indicates that shows that 62.5 percent of headteachers in the UP section face challenges related to lack of time while 37.5 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 57.5 percent of headteachers in the UP section face challenges where as 42.5 percent of headteachers does not have any challenges. 50 percent of headteachers in the UP section face challenges related to mental stress while 50 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 80 percent of headteachers in the UP section responded that they have no challenges where as 20 percent of headteachers disagreed.

Hence, it can be concluded that majority of primary school headteachers in both lower and upper primary sections face challenges related to lack of time, excessive responsibility, and mental stress. Whereas, a majority do not face challenges in entertainments in both section.

Table 22

Data showing in Terms of Fulfilling Family Responsibilities in Personal Matters based on Lower Primary (LP) and Upper Primary Section (UP).

Item No.	Items	Lower primary section N=60				Upper primary section N=40			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
40	Time spend with family	34	56.7	26	43.3	26	65.0	14	35.0
41	Support from family members	59	98.3	1	1.7	40	100	0	0

Table 22 reveals that 56.7 percent of primary school headteachers in the LP section has no challenges regarding time spend with family whereas 43.3 percent of primary head school teachers responded that they face challenges. In the matters regarding support from family members 98.3 percent of primary school headteachers in the LP section has no challenges while 1.7 percent of headteachers opposed this.

Table 22 illustrates that 65 percent of primary school headteachers in the UP section has no challenges regarding time spend with family whereas 35 percent of primary school headteachers responded that they face challenges. In the matters regarding support from family members all primary school headteachers in the UP section has no challenges.

The data discloses the majority of primary school headteachers do not face challenges in the case of support from family members in both sections. However, a

less number of headteachers face challenges in spending time with family especially in lower primary section.

Comparison of Challenges of Primary School Headteachers based on Type of Management (Government and Aided Schools)

The data showing the comparison of challenges of primary school headteachers based on type of management (Government and Aided Schools) is given below

Table 23

Data showing Availability of Funds for School Activities in Administrative Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
1	Noon meal	36	73.5	13	26.5	37	72.5	14	27.5
2	Uniform	45	91.8	4	8.2	35	68.6	16	31.4
3	For the improvement of infrastructure facilities	33	67.3	16	32.7	20	39.2	31	60.8
4	Distribution of Scholarships	33	67.3	16	32.7	35	68.6	16	31.4
5	Organisation of School programmes	20	40.8	29	59.2	19	37.3	32	62.7

Table 23 reveals that 73.5 percent of headteachers working in government schools responded that they have no challenges in terms of noon meal while 26.5 percent of headteachers opposed this. Similarly in terms of uniform funds 91.8 percent of headteachers in working in government schools responded that they have no challenges and 8.2 percent of headteachers disagreed. For the improvement of infrastructure facilities 67.3 percent of headteachers working in government schools responded that they have no challenges while 32.7 percent of headteachers opposed this. In the case of distribution of scholarships 67.3 percent of headteachers working in government schools responded that they have no challenges 32.7 percent of headteachers disagreed. In the case of organisation of school programmes 40.8 percent of headteachers working in government schools responded that they have no challenges while 59.2 percent opposed this.

Table 23 also shows that 72.5 percent of headteachers working in aided schools responded that they have no challenges in terms of noon meal while 27.5 percent of headteachers opposed this. Similarly in terms of uniform funds 68.6 percent of headteachers in working in aided schools responded that they have no challenges and 31.4 percent of headteachers disagreed. For the improvement of infrastructure facilities 39.2 percent of headteachers working in aided schools responded that they have no challenges while 60.8 percent of headteachers opposed this. In the case of distribution of scholarships 68.6 percent of headteachers working in aided schools responded that they have no challenges 31.4 percent of headteachers disagreed. In the case of organisation of school programmes 37.3

percent of headteachers working in aided schools responded that they have no challenges while 62.7 percent opposed this.

Hence, it can be concluded that most headteachers in both government and aided schools reported that no challenges with funding for noon meals, uniforms, and scholarships distribution. However, more number of headteachers in both types of schools face challenges in improving infrastructure facilities and organisation of school programs. These challenges are more noticeable in aided schools.

Table 24

Data showing Co-operation from the Colleagues in Administrative Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
6	Administrative matters	46	93.9	3	6.1	51	100	0	0
7	Preparation of timetable	48	98.0	1	2.0	51	100	0	0
8	Delegating the duties	48	98.0	1	2.0	51	100	0	0
9	Public relation	47	95.9	2	4.1	49	96.1	2	3.9

Table 24 indicates that 93.9 percent of primary school headteachers working in government schools has no challenges regarding administrative matters whereas 6.1 percent of primary school headteachers responded that they face challenges. In the matters regarding preparation of timetable 98 percent of primary school headteachers working in government schools has no challenges where as 2 percent

of primary school headteachers face challenges. In the case of delegating the duties 98 percent of primary school headteachers working in government schools responded that they have no challenges whereas 2 percent of headteachers responded that they face challenges. In the case of public relation 95.9 percent of headteachers working in government schools responded that they have no challenges while 4.1 percent opposed this.

In table 24, regarding administrative matters, preparation of timetable, in delegating the duties it shows that all primary school headteachers working in aided schools responded that they have no challenges. In the case of public relation 96.1 percent of headteachers working in aided schools responded that they have no challenges while 3.9 percent opposed this.

From the above results it becomes clear that most primary school headteachers in both government and aided schools reported that no challenges in administrative matters, preparation of timetables, in delegating the duties, and public relation. The headteachers of government schools reported that slightly more challenges than those of aided schools.

Table 25

Data showing Co-operation of PTA and SMC in Administrative Matters based on Government and Aided Schools

Item No.	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
10	Addressing the inadequacy of funds	34	69.4	15	30.6	38	74.5	13	25.5
11	Preparing the infrastructure facilities	35	71.4	14	28.6	21	41.2	30	58.8
12	Creating suitable environment for learning activities	39	79.6	10	20.4	48	94.1	3	5.9
13	Creating secured learning atmosphere for children	44	89.8	5	10.2	46	90.2	5	9.8

From table 25 we can interpret that 69.4 percent of headteachers working in government schools responded that they have no challenges regarding addressing the inadequacy of funds while 30.6 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 71.4 percent of headteachers working in government schools responded that they have no challenges and 26.8 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 76.6 percent of headteachers working in government schools responded that they have no challenges while 20.4 percent of headteachers opposed this. In the

case of creating secured learning atmosphere for children 89.8 percent of headteachers working in government schools responded that they have no challenges 10.2 percent of headteachers disagreed.

Table 25 also reveals that 74.5 percent of headteachers working in aided schools responded that they have no challenges regarding addressing the inadequacy of funds while 25.5 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 41.2 percent of headteachers working in aided schools responded that they have no challenges and 58.8 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 94.1 percent of headteachers working in aided schools responded that they have no challenges while 5.9 percent of headteachers opposed this. In the case of creating secured learning atmosphere for children 90.2 percent of headteachers working in aided schools responded that they have no challenges 9.8 percent headteachers disagreed.

It is evident that most headteachers in both government and aided schools reported that no challenges in addressing the inadequacy of funds, creating suitable environment for learning activities, creating secured learning atmosphere for children. However, preparing the infrastructure facilities is more challenging for headteachers in aided schools compared to those in government schools.

Table 26

Data showing Co-operation of Official Agencies like SSK/BRC in Administrative Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
14	Making funds available	46	93.9	3	6.1	39	76.5	12	23.5
15	Preparing the infrastructure facilities	37	75.5	12	24.5	9	17.6	42	82.4
16	Organising training for colleagues	48	98.0	1	2.0	49	96.1	2	3.9
17	Providing technological facilities	36	73.5	13	26.5	39	76.5	12	23.5
18	Implementing inclusive education	47	95.9	2	4.1	48	94.1	3	5.9

Table 26 reveals that 93.9 percent of primary school headteachers working in government schools has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 6.1 percent of primary head school teachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 75.5 percent of primary school headteachers working in government schools has no challenges while 24.5 percent of headteachers opposed this. In the case of organising training for colleagues 98 percent of primary school headteachers working in government schools responded

that they have no challenges where as 2 percent of headteachers opposed this. In the case of providing technological facilities 73.5 percent of headteachers working in government schools responded that they have no challenges while 26.5 percent opposed this. In the matters regarding implementing inclusive education 95.9 percent of primary school headteachers working in government schools has no challenges while 4.1 percent headteachers opposed this.

Table 26 also shows that 76.5 percent of primary school headteachers working in aided schools has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 23.5 percent of primary head school teachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 17.6 percent of primary school headteachers working in aided schools has no challenges while 82.4 percent headteachers opposed this. In the case of organising training for colleagues 96.1 percent of primary school headteachers working in aided schools responded that they have no challenges where as 3.9 percent headteachers opposed this. In the case of providing technological facilities 76.5 percent headteachers working in aided schools responded that they have no challenges while 23.5 percent opposed this. In the matters regarding implementing inclusive education 94.1 percent of primary school headteachers working in government schools has no challenges while 5.9 percent of headteachers opposed this.

It can be found out that headteachers in the government schools face less challenges compared to those in aided schools in co-operating with official agencies like SSK/BRC for making funds available, preparing infrastructure facilities,

organising training for colleagues, providing technological facilities, and implementing inclusive education. In the case of preparing the infrastructure facilities, most government school headteachers reported that no challenges, whereas most aided school headteachers do face challenges.

Table 27

Data showing other Matters of Administrative Assistance in Administrative Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
19	Availability of services of office staff	25	51.0	24	49.0	27	52.9	24	47.1
20	Basic facilities for teaching and learning activities in schools	33	67.3	16	32.7	44	86.3	7	13.7
21	Failure to properly maintain records and registers	10	20.4	39	79.6	11	21.6	40	78.4
22	Participation in the headmasters association	49	100	0	0	51	100	0	0
23	Participation in training programs conducted by non-governmental agencies as part of professional development	23	46.9	26	53.1	26	51.0	25	49.0

Table 27 indicates that 51 percent of primary school headteachers working in government schools has no challenges regarding the availability of services of office staff whereas 49 percent of primary school head teachers responded that they face

challenges. In the matters regarding basic facilities for teaching and learning activities in school 67.3 percent of primary school headteachers working in government schools has no challenges while 32.7 percent of headteachers opposed this. 20.4 percent of headteachers working in government schools face challenges to properly maintain records and registers while 79.6 percent of headteachers does not have any challenges. The result also indicates that all headteachers working in government schools responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 46.9 percent of primary school headteachers working in government schools has no challenges while 53.1 percent of headteachers face challenges.

Table 27 also shows that 52.9 percent of primary school headteachers working in aided schools has no challenges regarding the availability of services of office staff whereas 47.1 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 86.3 percent of primary school headteachers working in aided schools has no challenges while 13.7 percent of headteachers oppose this. 21.6 percent of headteachers working in aided schools face challenges to properly maintain records and registers while 78.4 percent of headteachers does not have any challenges. The result also indicates that all headteachers working in aided schools responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 51 percent of primary school

headteachers working in aided schools has no challenges while 49 percent of headteachers face challenges.

It is evident that aided schools generally face less challenges in basic facilities for teaching and learning activities compared to government schools. However, in the case of maintaining records and Participating in training programs conducted by non-governmental agencies, both types of schools experience challenges. Both government and aided schools headteachers reported that they do not face challenges in the case of participation in the headmasters association.

Table 28

Data showing Professional Development of Colleagues in Academic Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
24	Co-operation of the colleagues in conducting the professional development programmes by the school	49	100	0	0	51	100	0	0
25	Participation of the colleagues in the training programme conducted by the government agencies	49	100	0	0	51	100	0	0
26	Providing support to the colleagues in the field of teaching learning process	49	100	0	0	51	100	0	0
27	Conducting SRG meetings during proper intervals	49	100	0	0	51	100	0	0
28	Creating suitable environments for colleagues	49	100	0	0	50	98.0	1	2.0

In table 28, results indicates that all headteachers working in government schools responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings on proper intervals and creating suitable environment for colleagues.

In table 28, results also indicates that all headteachers working in aided schools responded that they have no challenges in the matters of cooperation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings on proper intervals. In the case of creating suitable environment for colleagues 98 percent of primary school headteachers working in aided schools has no challenges while 2 percent of headteachers face challenges.

Hence, it can be concluded that both government and aided schools report no challenges in the case of co-operation of the colleagues in conducting the professional development programmes by the school, Participation of the colleagues in the training programme conducted by the government agencies, Providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings during proper intervals. However, a small percentage of aided school

headteachers face challenges in creating suitable environments for colleagues compared to government schools.

Table 29

Data showing Study Activities in Academic Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
29	Evaluating the colleagues in teaching learning process	46	93.9	3	6.1	48	94.1	3	5.9
30	Providing Support for the colleagues in their innovative teaching learning activities	48	98.0	1	2.0	51	100	0	0
31	Difficulties in organising co-curricular activities	22	44.9	27	55.1	21	41.2	30	58.8
32	Systematically assessing children and providing remedial teaching	44	89.8	5	10.2	48	94.1	3	5.9

From the results in table 29 shows that 93.9 percent of primary school headteachers working in government schools has no challenges regarding evaluating the colleagues in teaching learning process whereas 6.1 percent of primary school headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities 98 percent

of primary school headteachers working in government schools whereas 2 percent of primary school headteachers responded that they face challenges. 44.9 percent of headteachers working in government schools face challenges in organising co-curricular activities while 55.1 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 89.8 percent of headteachers working in government schools responded that they have no challenges while 10.2 percent opposed this.

In table 29, it can be seen that 94.1 percent of primary school headteachers working in aided schools has no challenges regarding evaluating the colleagues in teaching learning process whereas 5.9 percent of primary school headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities all primary school headteachers working in aided schools have no challenges. 41.2 percent of headteachers working in aided schools face challenges in organising co-curricular activities while 58.8 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 94.1 percent of headteachers working in aided schools responded that they have no challenges while 5.9 percent opposed this.

From the above results it becomes clear that government schools face more challenges in organising co-curricular activities compared to aided schools. Both government and aided schools face less challenges in the case of evaluating the colleagues in teaching learning process and providing Support for the colleagues in their innovative teaching learning activities. In the case of systematically

assessing children and providing remedial teaching, both government and aided schools face few challenges.

Table 30

Data showing Technology Related Matters in Academic Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
33	Knowledge about advanced technology	42	85.7	7	14.3	41	80.4	10	19.6
34	Availability of necessary training related to technology	30	61.2	19	38.8	34	66.7	17	33.3
35	ICT resources related to technology	39	79.6	10	20.4	40	78.4	11	21.6

Table 30 indicates that 85.7 percent of primary school headteachers working in government schools has no challenges regarding the knowledge about advanced technology whereas 14.3 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 61.2 percent of primary school headteachers working in government schools has no challenges while 38.8 percent of headteachers opposed this. 79.6 percent of headteachers working in government schools face challenges related to ICT resources related to technology while 20.4 percent of headteachers does not have any challenges.

Table 30 also shows 80.4 percent of primary school headteachers working in aided schools has no challenges regarding the knowledge about advanced technology whereas 19.6 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 66.7 percent of primary school headteachers working in aided schools has no challenges while 33.3 percent of headteachers opposed this. 21.6 percent of headteachers working in aided schools face challenges related to ICT resources related to technology while 78.4 percent of headteachers does not have any challenges.

Hence, it can be concluded that both government and aided schools have good knowledge about advanced technology and minority in aided schools face challenges. In the case of availability of necessary training related to technology both government and aided schools face challenges. Aided schools face more challenges in the case of ICT resources related to technology

Table 31

Data showing Things to do for Personal Development in Personal Matters based on Government and Aided Schools

Item No.	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
36	Lack of time	35	71.4	14	28.6	33	64.7	18	35.3
37	Conflict caused by excessive responsibility	28	57.1	21	42.9	36	70.6	15	29.4
38	Mental stress	26	53.1	23	46.9	32	62.7	19	37.3
39	Engaging in entertainments	30	61.2	19	38.8	40	78.4	11	21.6

Table 31 illustrates that 71.4 percent of headteachers working in government schools face challenges related to lack of time while 28.6 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 57.1 percent of headteachers working in government schools face challenges where as 42.9 percent of headteachers does not have any challenges. 53.1 percent of headteachers working in government schools face challenges related to mental stress while 46.9 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 61.2 percent of headteachers working in government schools responded that they have no challenges where as 38.8 percent of headteachers disagreed.

In table 31, it can be seen that 64.7 percent of headteachers working in aided schools face challenges related to lack of time while 35.3 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 70.6 percent of headteachers working in aided schools face challenges where as 29.4 percent of headteachers does not have any challenges. 62.7 percent of headteachers working in aided schools face challenges related to mental stress while 37.3 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 78.4 percent of headteachers working in aided schools responded that they have no challenges where as 21.6 percent of headteachers disagreed.

It can be found out that headteachers in both government and aided schools face significant challenges related to lack of time, excessive responsibility and mental stress. In the case of excessive responsibility and mental stress higher percentage of headteachers in aided schools face high challenges than government schools. However, a majority of headteachers in both schools do not face challenges in the area of engaging in entertainments. And aided school teachers reporting fewer challenges in this area.

Table 32

Data showing in terms of Fulfilling Family Responsibilities in Personal Matters based on Government and Aided Schools

Item No	Items	Government School N=49				Aided School N=51			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
40	Time spend with family	30	61.2	19	38.8	30	58.8	21	41.2
41	Support from family members	49	100	0	0	50	98.0	1	2.0

From table 32 we can interpret that 61.2 percent of primary school headteachers working in government schools has no challenges regarding time spend with family whereas 38.8 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members all primary school headteachers working in government schools has no challenges.

Table 32 also reveals that 58.8 percent of primary school headteachers working in aided schools has no challenges regarding time spend with family whereas 41.2 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members 98 percent of primary school headteachers working in aided schools has no challenges whereas 2 percent of headteachers disagreed.

Hence, it can be concluded that in the case of time spend with family aided school headteachers face more challenges than government school headteachers. All headteachers in government schools and nearly all headteachers in aided schools reported that they receive support from their family members.

Comparison of Challenges of primary school headteachers based on gender (Male and Female)

The data showing the comparison of Challenges of primary school headteachers based on gender (Male and Female) is given below

Table 33

Data showing Availability of Funds for School Activities in Administrative Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
1	Noon meal	32	68.1	15	31.9	41	77.4	12	22.6
2	Uniform	35	74.5	12	25.5	45	84.9	8	15.1
3	For the improvement of infrastructure facilities	29	61.7	18	38.3	24	45.3	29	54.7
4	Distribution of Scholarships	28	59.6	19	40.4	40	75.5	13	24.5
5	Organisation of School programmes	19	40.4	28	59.6	20	37.7	33	62.3

Table 33 reveals that 68.1 percent of male headteachers responded that they have no challenges in terms of noon meal while 31.9 percent of headteachers opposed this. Similarly in terms of uniform funds 74.5 percent of male headteachers responded that they have no challenges in the availability of uniform funds and 25.5 percent of headteachers disagreed. For the improvement of infrastructure facilities 61.7 percent of male headteachers responded that they have no challenges while 38.3 percent of headteachers opposed this. In the case of distribution of scholarships 59.6 percent of male headteachers responded that they have no challenges 40.4 percent of headteachers disagreed. In the case of organisation of school programmes 40.4 percent male headteachers responded that they have no challenges while 59.6 percent opposed this.

Table 33 shows that 77.4 percent of female headteachers responded that they have no challenges in terms of noon meal while 22.6 percent of headteachers opposed this. Similarly in terms of uniform funds 84.9 percent of male headteachers responded that they have no challenges in the availability of uniform funds and 15.1 percent of headteachers disagreed. For the improvement of infrastructure facilities 45.3 percent of female headteachers responded that they have no challenges while 54.7 percent headteachers opposed this. In the case of distribution of scholarships 75.5 percent of male headteachers responded that they have no challenges 24.5 percent of headteachers disagreed. In the case of organisation of school programmes 37.7 percent of female headteachers responded that they have no challenges while 62.3 percent opposed this.

Hence, it can be concluded majority of female headteachers reported that no challenges in securing funds for noon meals, uniforms, and scholarships compared to male headteachers. In the case of improvement of infrastructure facilities and organisation of school programmes, both male and female headteachers face challenges. Female headteachers face more challenges than male headteachers in these areas.

Table 34

Data showing Co-operation from the Colleagues in Administrative Matters based on Male and Female

Item No	Items	Female N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
6	Administrative matters	46	97.9	1	2.1	51	96.2	2	3.8
7	Preparation of timetable	47	100	0	0	52	98.1	1	1.9
8	Delegating the duties	47	100	0	0	52	98.1	1	1.9
9	Public relation	44	93.6	3	6.4	52	98.1	1	1.9

Table 34 indicates that 97.9 percent of male headteachers responded that they have no challenges regarding administrative while 2.1 percent opposed this. In the case of preparation of timetable, in delegating the duties it shows that all male headteachers responded that they have no challenges. In the case of public relation 93.6 percent of male headteachers responded that they have no challenges while 6.4 percent opposed this.

Table 34 also shows that 96.2 percent of female headteachers has no challenges regarding administrative matters whereas 3.8 percent of primary head school teachers responded that they face challenges. In the matters regarding preparation of timetable 98.1 percent of female headteachers has no challenges while 1.9 percent of headteachers opposed this. In the case of delegating the duties 98.1 percent of headteachers responded that they have no challenges 1.9 percent of headteachers disagreed. In the case of public relation 98.1 percent female headteachers responded that they have no challenges while 1.9 percent opposed this.

From the above results it becomes clear that in the case of administrative matters, preparation of timetable, in delegating the duties and public relation both male and female headteachers reported minimal challenges. Most of them indicated strong co-operation from colleagues in these areas.

Table 35

Data showing Co-operation of PTA and SMC in Administrative Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
10	Addressing the inadequacy of funds	34	72.3	13	27.7	38	71.7	15	28.3
11	Preparing the infrastructure facilities	25	53.2	22	46.8	31	58.5	22	41.5
12	Creating suitable environment for learning activities	40	85.1	7	14.9	47	88.7	6	11.3
13	Creating secured learning atmosphere for children	41	87.2	6	12.8	49	92.5	4	7.5

Table 35 illustrates that 72.3 percent of male headteachers responded that they have no challenges regarding addressing the inadequacy of funds while 27.7 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 53.2 percent of male headteachers working responded that they have no challenges and 46.8 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 85.1 percent of male headteachers responded that they have no challenges while 14.9 percent of headteachers opposed this. In the case of creating secured learning environment for children 87.2 percent of male headteachers responded that they have no challenges 12.8 percent of headteachers disagreed.

Table 35 also reveals that 71.7 percent of female headteachers responded that they have no challenges regarding addressing the inadequacy of funds while 28.3 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 58.5 percent of female headteachers working responded that they have no challenges and 41.5 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 88.7 percent of female headteachers responded that they have no challenges while 11.3 percent of headteachers opposed this. In the case of creating secured learning environment for children 92.5 percent of female headteachers responded that they have no challenges 7.5 percent of headteachers disagreed.

It is evident that majority of male and female headteachers reported that they have no challenges in addressing the inadequacy of funds and preparing the infrastructure facilities. In the case of creating a suitable environment for learning

activities and secured learning atmosphere for children, female headteachers reported less challenges compared to male headteachers.

Table 36

Data showing Co-operation of Official Agencies like SSK/BRC in Administrative Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
14	Making funds available	41	87.2	6	12.8	44	83.0	9	17.0
15	Preparing the infrastructure facilities	21	44.7	26	55.3	25	47.2	28	52.8
16	Organizing training for colleagues	46	97.9	1	2.1	51	96.2	2	3.8
17	Providing technological facilities	37	78.7	10	21.3	38	71.7	15	28.3
18	Implementing inclusive education	44	93.6	3	6.4	51	96.2	2	3.8

Table 36 reveals that 87.2 percent of male headteachers has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 12.8 percent of headteachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 44.7 percent of male headteachers has no challenges while 55.3 percent of headteachers opposed this. In the case of organising training for colleagues 97.9 percent of male headteachers

responded that they have no challenges where as 2.1 percent of headteachers opposed this. In the case of providing technological facilities 78.7 percent of male headteachers responded that they have no challenges while 21.3 percent opposed this. In the matters regarding implementing inclusive education 93.6 percent of primary school male headteachers has no challenges while 6.4 percent headteachers opposed this.

Table 36 also shows that 83 percent of female headteachers has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 17 percent of headteachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 47.2 percent of female headteachers has no challenges while 52.8 percent of headteachers opposed this. In the case of organising training for colleagues 96.2 percent of female headteachers responded that they have no challenges where as 3.8 percent headteachers opposed this. In the case of providing technological facilities 71.7 percent of female headteachers responded that they have no challenges while 28.3 percent opposed this. In the matters regarding implementing inclusive education 96.2 percent of primary school female headteachers has no challenges while 3.8 percent of headteachers opposed this.

Hence, it can be concluded that a Majority of both male and female headteachers pointed out few challenges in co-operating with official agencies like SSK/BRC, particularly in making funds available, organising training for colleagues, and implementing inclusive education. In preparing the infrastructure facilities male headteachers face more challenges than female headteachers. And in

the case of providing technological facilities, female headteachers face more challenges than male headteachers.

Table 37

Data showing other Matters of Administrative Assistance in Administrative Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
19	Availability of services of office staff	26	55.3	21	44.7	26	49.1	27	50.9
20	Basic facilities for teaching and learning activities in schools	38	80.9	9	19.1	39	73.6	14	26.4
21	Failure to properly maintain records and registers	10	21.3	37	78.7	11	20.8	42	79.2
22	Participation in the headmasters association	47	100	0	0	53	100	0	0
23	Participation in training programs conducted by non-governmental agencies as part of professional development	25	53.2	22	46.8	24	45.3	29	54.7

In table 37, it can be seen that 55.3 percent of male headteachers has no challenges regarding the availability of services of office staff whereas 44.7 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 80.9 percent

of primary school headteachers has no challenges while 19.1 percent of headteachers opposed this. 21.3 percent of male headteachers face challenges to properly maintain records and registers while 78.7 percent of headteachers does not have any challenges. The result also indicates that all male headteachers responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 53.2 percent of male headteachers has no challenges while 46.8 percent of headteachers face challenges.

Table 37 also reveals that 49.1 percent of female headteachers has no challenges regarding the availability of services of office staff whereas 50.9 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 73.6 percent of primary school headteachers has no challenges while 26.4 percent of female headteachers opposed this. 20.8 percent of female headteachers face challenges to properly maintain records and registers while 79.2 percent of headteachers does not have any challenges. The result also indicates that all female headteachers responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 45.3 percent of female headteachers has no challenges while 54.7 percent of headteachers face challenges.

From the above results it becomes clear that majority of male and female headteachers responded that they have no challenges in the case of basic facilities for teaching and learning activities in schools, properly maintain records and

registers and Participation in the headmasters association. In the case of availability of services of office staff and participation in training programs conducted by non-governmental agencies as part of professional development female headteachers face more challenges than male headteachers.

Table 38

Data showing Professional Development of Colleagues in Academic Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
24	Cooperation of the colleagues in conducting the professional development programmes by the school	47	100	0	0	53	100	0	0
25	Participation of the colleagues in the training programme conducted by the government agencies	47	100	0	0	53	100	0	0
26	Providing support to the colleagues in the field of teaching learning process	47	100	0	0	53	100	0	0
27	Conducting SRG meetings during proper intervals	47	100	0	0	53	100	0	0
28	Creating suitable environments for colleagues	47	100	0	0	52	98.1	1	1.9

In table 38, the results indicates that all male headteachers responded that they have no challenges in the matters of cooperation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, conducting SRG meetings during proper intervals and creating suitable environment for colleagues.

In table 38, the results also reveals that all female headteachers responded that they have no challenges in the matters of cooperation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, conducting SRG meetings during proper intervals. In the case of creating suitable environment for colleagues 98.1 percent of female headteachers has no challenges while 1.9 percent of headteachers face challenges.

It is evident that both male and female headteachers face no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process and conducting SRG meetings during proper intervals. In the case of creating suitable environments for colleagues female headteachers face few challenges than male headteachers.

Table 39*Data showing Study Activities in Academic Matters based on Male and Female*

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
29	Evaluating the colleagues in teaching learning process	44	93.6	3	6.4	50	94.3	3	5.7
30	Providing Support for the colleagues in their innovative teaching learning activities	47	100	0	0	52	98.1	1	1.9
31	Difficulties in organising co-curricular activities	16	34.0	31	66.0	27	50.9	26	49.1
32	Systematically assessing children and providing remedial teaching	45	95.7	2	4.3	47	88.7	6	11.3

Table 39 reveals that 93.6 percent of primary school male headteachers has no challenges regarding evaluating the colleagues in teaching learning process whereas 6.4 percent of headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities all male headteachers have no challenges. 34 percent of male headteachers face challenges in organising co-curricular activities while 66 percent of headteachers does not have any challenges. In the case of systematically assessing

children and providing remedial teaching 95.7 percent of male headteachers responded that they have no challenges while 4.3 percent opposed this.

Table 39 also indicates that 94.3 percent of female headteachers has no challenges regarding evaluating the colleagues in teaching learning process whereas 5.7 percent of headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities 98.1 percent of female headteachers have no challenges whereas 1.9 percent of headteachers face challenges. 50.9 percent of female headteachers face challenges in organising co-curricular activities while 49.1 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 88.7 percent of female headteachers responded that they have no challenges while 11.3 percent opposed this.

Hence, it can be concluded that Majority of male and female headteachers face no challenges in the case of evaluating the colleagues in teaching learning process and providing Support for the colleagues in their innovative teaching learning activities. However, in the case of difficulties in organising co-curricular activities female headteachers face more challenges than male headteachers. And in the matter of systematically assessing children and providing remedial teaching female headteacher face more challenges than male headteachers.

Table 40

Data showing Technology Related Matters in Academic Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
33	Knowledge about advanced technology	38	80.9	9	19.1	45	84.9	8	15.1
34	Availability of necessary training related to technology	33	70.2	14	29.8	31	58.5	22	41.5
35	ICT resources related to technology	39	83.0	8	17.0	40	75.5	13	24.5

In table 40, it can be seen that 80.9 percent of primary school male headteachers has no challenges regarding the knowledge about advanced technology whereas 19.1 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 70.2 percent of primary school male headteachers has no challenges while 29.8 percent of headteachers opposed this. 83 percent of male headteachers face challenges related to ICT resources related to technology while 17 percent of headteachers does not have any challenges.

Table 40 also shows that 84.9 percent of female headteachers has no challenges regarding the knowledge about advanced technology whereas 15.1

percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 58.5 percent of female headteachers has no challenges while 41.5 percent of headteachers opposed this. 75.5 percent of female headteachers face challenges related to ICT resources related to technology while 24.5 percent of headteachers does not have any challenges.

From the results it becomes clear that most male and female headteachers face no challenges regarding knowledge about advanced technology. However, female headteachers face more challenges regarding Availability of necessary training related to technology and ICT resources related to technology than male headteachers.

Table 41

Data showing Things to do for Personal Development in Personal Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
36	Lack of time	32	68.1	15	31.9	36	67.9	17	32.1
37	Conflict caused by excessive responsibility	27	57.4	20	42.6	37	69.8	16	30.2
38	Mental stress	23	48.9	24	51.1	35	66.0	18	34.0
39	Engaging in entertainments	38	80.9	9	19.1	32	60.4	21	39.6

Table 41 shows that 68.1 percent of male headteachers face challenges related to lack of time while 31.9 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 57.4 percent of male headteachers face challenges where as 42.6 percent of headteachers does not have any challenges. 48.9 percent of male headteachers face challenges related to mental stress while 51.1 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 80.9 percent of headteachers responded that they have no challenges where as 19.1 percent of headteachers disagreed.

Table 41 also indicates that 67.9 percent of female headteachers face challenges related to lack of time while 32.1 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 69.8 percent of female headteachers face challenges where as 30.2 percent of headteachers does not have any challenges. 66 percent of female headteachers face challenges related to mental stress while 34 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 60.4 percent of headteachers responded that they have no challenges where as 39.6 percent of headteachers disagreed.

Hence, it can be concluded that majority of both male and female headteachers face challenges related to lack of time and excessive responsibility. Regarding mental stress female headteachers face more challenges compared to male headteachers. Engaging in entertainments female headteachers face more challenges than male headteachers.

Table 42

Data showing in terms of Fulfilling Family Responsibilities in Personal Matters based on Male and Female

Item No	Items	Male N=47				Female N=53			
		Yes		No		Yes		No	
		N	%	N	%	N	%	N	%
40	Time spend with family	32	68.1	15	31.9	28	52.8	25	47.2
41	Support from family members	47	100	0	0	52	98.1	1	1.9

In table 42, it can be seen that 68.1 percent of male headteachers has no challenges regarding time spend with family whereas 31.9 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members all male headteachers has no challenges.

Table 42 also indicates that 52.8 percent of female headteachers has no challenges regarding time spend with family whereas 47.2 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members 98.1 percent of female headteachers has no challenges whereas 1.9 percent of headteachers disagreed.

It is evident that majority of female headteachers face more challenges than male headteachers regarding time spend with family. Both male and female headteachers have no challenges regarding support from family members.

Comparison of Challenges of primary school headteachers based on Experience (0 - 5 years, 6 - 10 years, 11 - 15 years and above 15 years)

The data showing the comparison of Challenges of primary school headteachers based on Experience (0 - 5 years, 6 - 10 years, 11-15 years and above 15 years) is given below

Figure 1

Graphical Representation of the Availability of Funds for School Activities in Administrative Matters based on Years of Experience

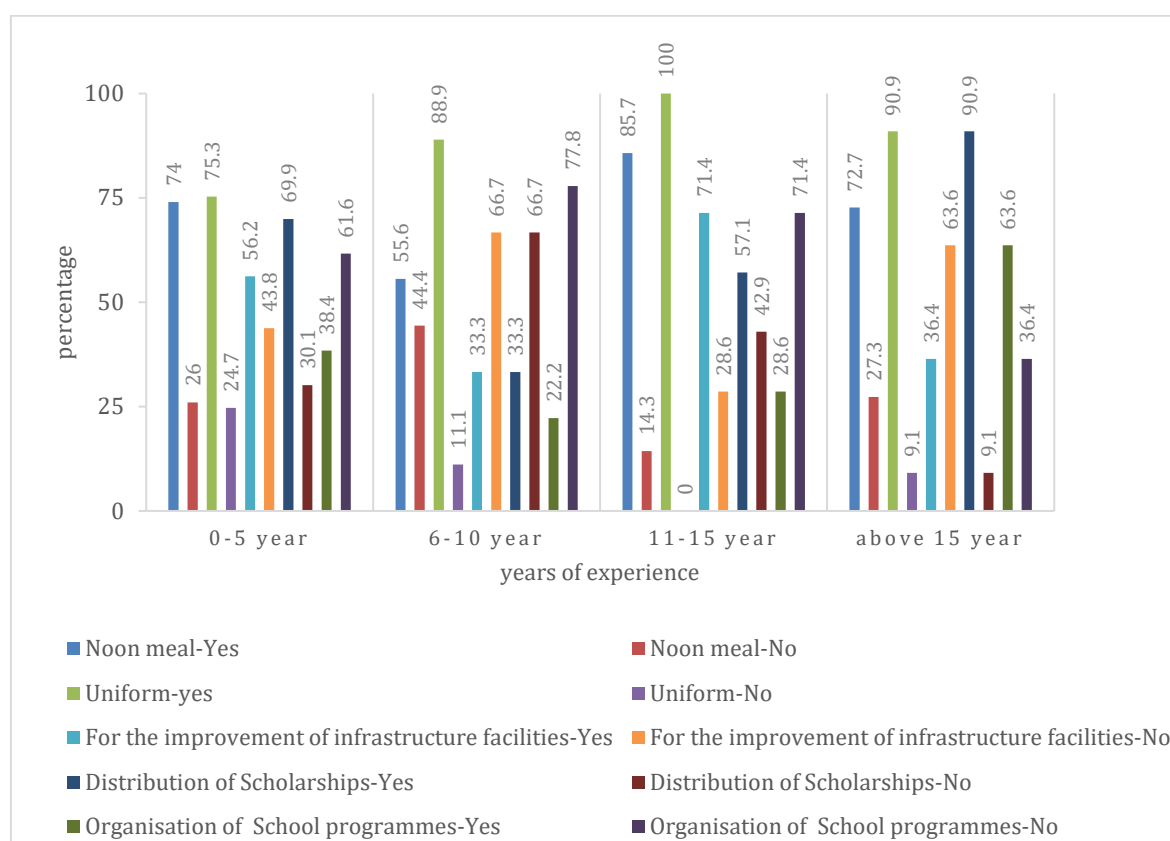


Figure 1 indicates that 74 percent of headteachers with 0 to 5 years of experience responded that they have no challenges in terms of noon meal while 26

percent of headteachers opposed this. Similarly in terms of uniform funds 75.3 percent of headteachers with 0 to 5 years of experience responded that they have no challenges in the availability of uniform funds and 24.7 percent of headteachers disagreed. For the improvement of infrastructure facilities 56.2 percent of headteachers with 0 to 5 years of experience responded that they have no challenges while 43.8 percent of headteachers opposed this. In the case of distribution of scholarships 69.9 percent of headteachers with 0 to 5 years of experience responded that they have no challenges 30.1 percent of headteachers disagreed. In the case of organisation of school programmes 38.4 percent of headteachers with 0 to 5 years of experience responded that they have no challenges while 61.6 percent opposed this.

Figure 1 also reveals that 55.6 percent of headteachers with 6 to 10 years of experience responded that they have no challenges in terms of noon meal while 44.4 percent of headteachers opposed this. Similarly in terms of uniform funds 88.9 percent of headteachers with 6 to 10 years of experience responded that they have no challenges in the availability of uniform funds and 11.1 percent of headteachers disagreed. For the improvement of infrastructure facilities 33.3 percent of headteachers with 6 to 10 years of experience responded that they have no challenges while 66.7 percent of headteachers opposed this. In the case of distribution of scholarships 33.3 percent of headteachers with 6 to 10 years of experience responded that they have no challenges 66.7 percent of headteachers disagreed. In the case of organisation of school programmes 22.2 percent of headteachers with 6 to 10 years of experience responded that they have no challenges while 77.8 percent opposed this.

Figure 1 also shows that 85.7 percent of headteachers with 11 to 15 years of experience responded that they have no challenges in terms of noon meal while 14.3 percent of headteachers opposed this. Similarly in terms of uniform funds all headteachers with 11 to 15 years of experience responded that they have no challenges in the availability of uniform funds. For the improvement of infrastructure facilities 71.4 percent of headteachers with 11 to 15 years of experience responded that they have no challenges while 28.6 percent of headteachers opposed this. In the case of distribution of scholarships 57.1 percent of headteachers with 11 to 15 years of experience responded that they have no challenges 42.9 percent of headteachers disagreed. In the case of organisation of school programmes 28.6 percent of headteachers with 11 to 15 years of experience responded that they have no challenges while 71.4 percent opposed this.

Figure 1 it is also clear that 72.7 percent of headteachers with above 15 years of experience responded that they have no challenges in terms of noon meal while 27.3 percent of headteachers opposed this. Similarly in terms of uniform funds 90.9 percent of headteachers with above 15 years of experience responded that they have no challenges in the availability of uniform funds while 9.1 percent of headteachers opposed this. For the improvement of infrastructure facilities 36.4 percent of headteachers with above 15 years of experience responded that they have no challenges while 63.6 percent of headteachers opposed this. In the case of distribution of scholarships 90.9 percent of headteachers with above 15 years of experience responded that they have no challenges 9.1 percent of headteachers disagreed. In the case of organisation of school programmes 63.6 percent

headteachers with above 15 years of experience responded that they have no challenges while 36.4 percent opposed this.

From the figure it can be concluded that primary school headteachers face more challenges in the case of infrastructure facilities and organisation of school programmes. Whereas they face less challenges in the case of noon meal, uniform, distribution of Scholarships. Of all the years, primary school headteachers of 6-10 years of experience face most challenges. When comparing all the years of experience of primary school headteachers, primary school headteachers with 11-15 years and above 15 years face less challenges than 0-5 years and 6-10 years. i.e., when years of experience increases challenges decreases.

Figure 2

Graphical Representation of the Co-Operation from Colleagues of Years of Experience

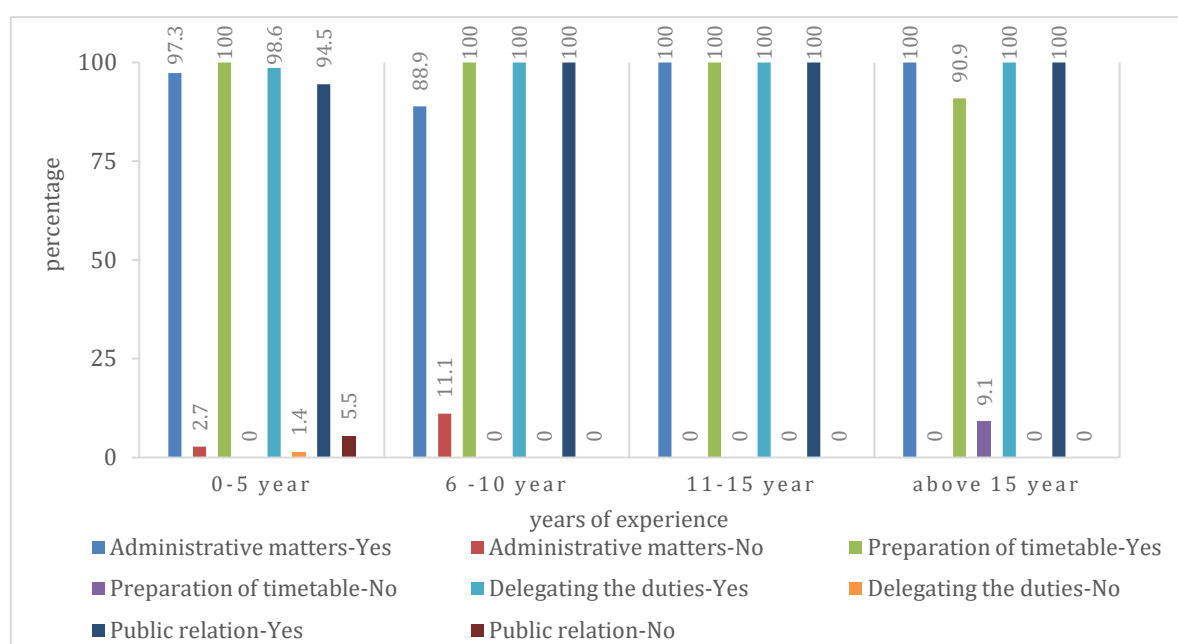


Figure 2 indicates that 97.3 percent of headteachers with 0-5 years of experience has no challenges regarding administrative matters whereas 2.7 percent of primary school headteachers responded that they face challenges. In the matters regarding preparation of timetable all headteachers with 0-5 years of experience has no challenges. In the case of delegating the duties 98.6 percent of headteachers with 0-5 years of experience responded that they have no challenges 1.4 percent of headteachers disagreed. In the case of public relation 94.5 percent of headteachers with 0-5 years of experience responded that they have no challenges while 5.5 percent opposed this.

Figure 2 also shows that 88.9 percent of headteachers with 6-10 years of experience has no challenges regarding administrative matters whereas 11.1 percent of primary school headteachers responded that they face challenges. In the matters regarding preparation of timetable, in delegating the duties, and in the case of public relation all headteachers with 6-10 years of experience has no challenges.

From the results in figure 2, regarding administrative matters, preparation of timetable, in delegating the duties, and in the case of public relation all headteachers with 11-15 years of experience has no challenges.

From the results in figure 2, regarding administrative matters, in delegating the duties, and in the case of public relation all headteachers with above 15 years of experience has no challenges. In the case of preparation of timetable 90.9 percent headteachers with above 15 years of experience responded that they have no challenges while 9.1 percent opposed this.

From the above results it becomes clear that headteachers of all years of experience has less challenges. In the years 11 to 15 and above 15, face less challenges compared to 0-5 and 6-10 years. i.e., when years of experience increases challenges decreases.

Figure 3

Graphical Representation of the Co-operation of PTA/SMC based on Years of Experience

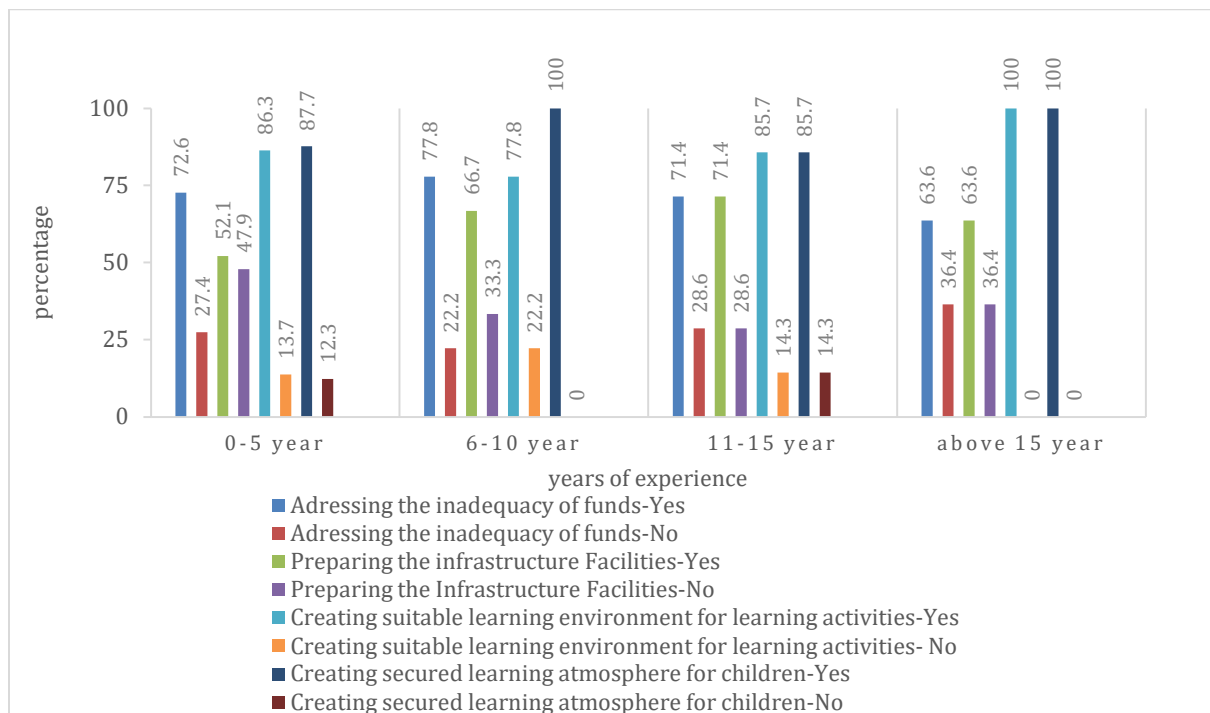


Figure 3 reveals that 72.6 percent of headteachers with 0-5 years of experience responded that they have no challenges that regarding addressing the inadequacy of funds while 27.4 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 52.1 percent of headteachers with 0-5 years of experience working responded that they have no challenges and 47.9 percent of

headteachers disagreed. In the case of creating suitable environment for learning activities 86.3 percent of headteachers with 0-5 years of experience responded that they have no challenges while 13.7 percent of headteachers opposed this. In the case of creating secured learning atmosphere for children 87.7 percent of headteachers with 0-5 years of experience responded that they have no challenges 12.3 percent of headteachers disagreed.

Figure 3 also indicates that 77.8 percent of headteachers with 6-10 years of experience responded that they have no challenges regarding addressing the inadequacy of funds while 22.2 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 66.7 percent of headteachers with 6-10 years of experience working responded that they have no challenges and 33.3 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 77.8 percent of headteachers with 6-10 years of experience responded that they have no challenges while 22.2 percent of headteachers opposed this. In the case of creating secured learning atmosphere for children all headteachers with 6-10 years of experience responded that they have no challenges.

Figure 3 also shows that 71.4 percent of headteachers with 11-15 years of experience responded that they have no challenges regarding addressing the inadequacy of funds while 28.6 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 71.4 percent of headteachers with 11-15 years of experience working responded that they have no challenges and 28.6 percent of headteachers disagreed. In the case of creating suitable environment for learning activities 85.7 percent of headteachers with 11-15 years of experience responded

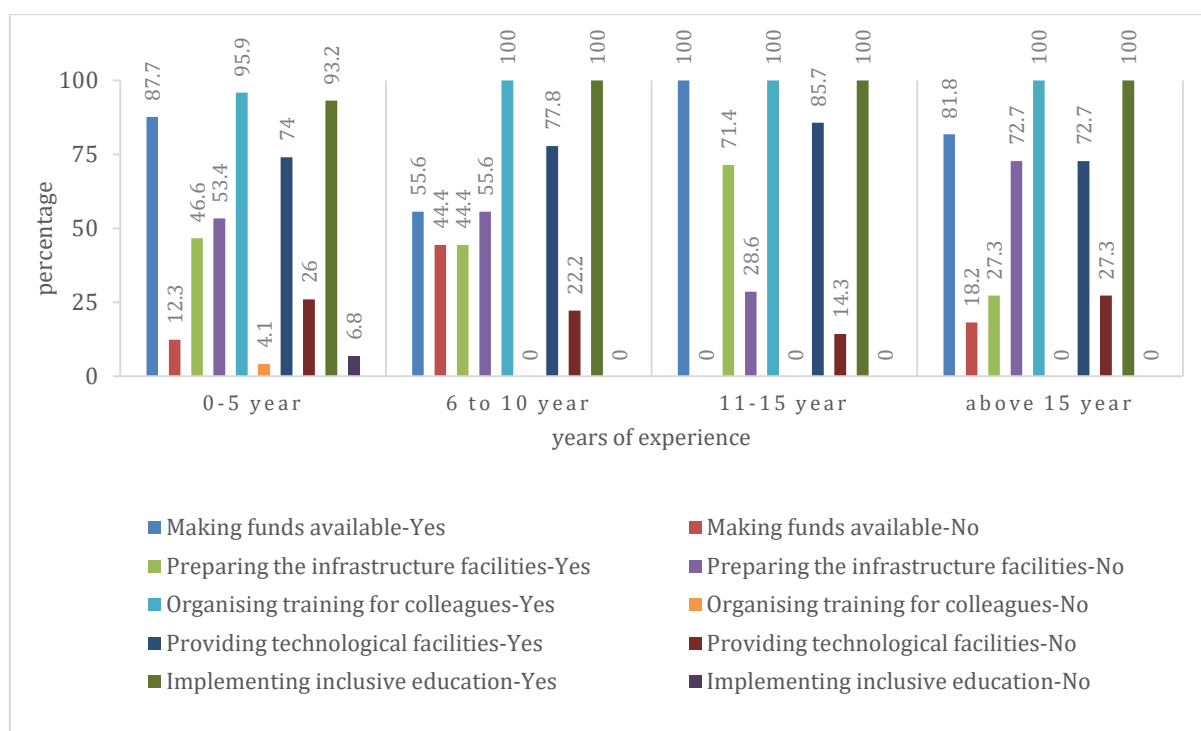
that they have no challenges while 14.3 percent of headteachers opposed this. In the case of creating secured learning atmosphere for children 85.7 percent of headteachers with 11-15 years of experience responded that they have no challenges. While 14.3 percent of headteachers opposed this.

From figure 3 it is also clear that 63.6 percent of headteachers with above 15 years of experience responded that they have no challenges regarding addressing the inadequacy of funds while 36.4 percent of headteachers opposed this. Similarly, in preparing the infrastructure facilities 63.6 percent of headteachers with above 15 years of experience responded that they have no challenges and 36.4 percent of headteachers disagreed. In the case of creating suitable environment for learning activities and creating secured learning atmosphere for children all headteachers with above 15 years of experience responded that they have no challenges.

It can be found that, regardless of their years of experience they face less challenges in creating suitable environment for learning activities. When compared to other years of experience primary school headteachers with above 15 years of experience face more challenges.

Figure 4

Graphical Representation of the Co-operation of Official Agencies like SSK/BRC based on Years of Experience



From the results in figure 4 it shows that 87.7 percent of headteachers with 0-5 years of experience has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 12.3 percent of headteachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 46.6 percent of headteachers with 0-5 years of experience has no challenges while 53.4 percent of headteachers opposed this. In the case of organising training for colleagues 95.9 percent of headteachers with 0-5 years of experience responded that they have no challenges where as 4.1 percent of headteachers opposed this. In the case of providing technological facilities 74

percent of headteachers with 0-5 years of experience responded that they have no challenges while 26 percent opposed this. In the matters regarding implementing inclusive education 93.2 percent of primary school headteachers with 0-5 years of experience has no challenges while 6.8 percent headteachers opposed this.

Figure 4 discloses that 55.6 percent of headteachers with 6-10 years of experience has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available whereas 44.4 percent of headteachers responded that they face challenges. In the matters regarding preparing the infrastructure facilities 44.4 percent of headteachers with 6-10 years of experience has no challenges while 55.6 percent of headteachers opposed this. In the case of organising training for colleagues all headteachers with 6-10 years of experience responded that they have no challenges. In the case of providing technological facilities 77.8 percent of headteachers with 6-10 years of experience responded that they have no challenges while 22.2 percent opposed this. In the matters regarding implementing inclusive education all primary school headteachers with 6-10 years of experience has no challenges.

Figure 4 also shows that all headteachers with 11-15 years of experience has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available. In the matters regarding preparing the infrastructure facilities 71.4 percent of headteachers with 11-15 years of experience has no challenges while 28.6 percent of headteachers opposed this. In the case of organising training for colleagues all headteachers with 11-15 years of experience responded that they have no challenges. In the case of providing technological facilities 85.7 percent of

headteachers with 11-15 years of experience responded that they have no challenges while 14.3 percent opposed this. In the matters regarding implementing inclusive education all primary school headteachers with 11-15 years of experience has no challenges.

From from figure 4 it is also clear that 81.8 percent of headteachers with above 15 years of experience has no challenges regarding co-operation of official agencies like SSK/BRC in making funds available while 18.2 percent of headteachers opposed this. In the matters regarding preparing the infrastructure facilities 27.3 percent of headteachers with above 15 years of experience has no challenges while 72.7 percent headteachers opposed this. In the case of organising training for colleagues all headteachers with above 15 years of experience responded that they have no challenges. In the case of providing technological facilities 72.7 percent of headteachers with above 15 years of experience responded that they have no challenges while 27.3 percent opposed this. In the matters regarding implementing inclusive education all primary school headteachers with above 15 years of experience has no challenges.

Hence it can be concluded that, regardless of their years of experience they face less challenges in organising training for colleagues and implementing inclusive education. The challenges are present in making funds available and preparing infrastructure facilities with primary school headteachers of 6-10 and 15 years of experience.

Figure 5

Graphical Representation of other Matters of Administrative Assistance based on Years of Experience

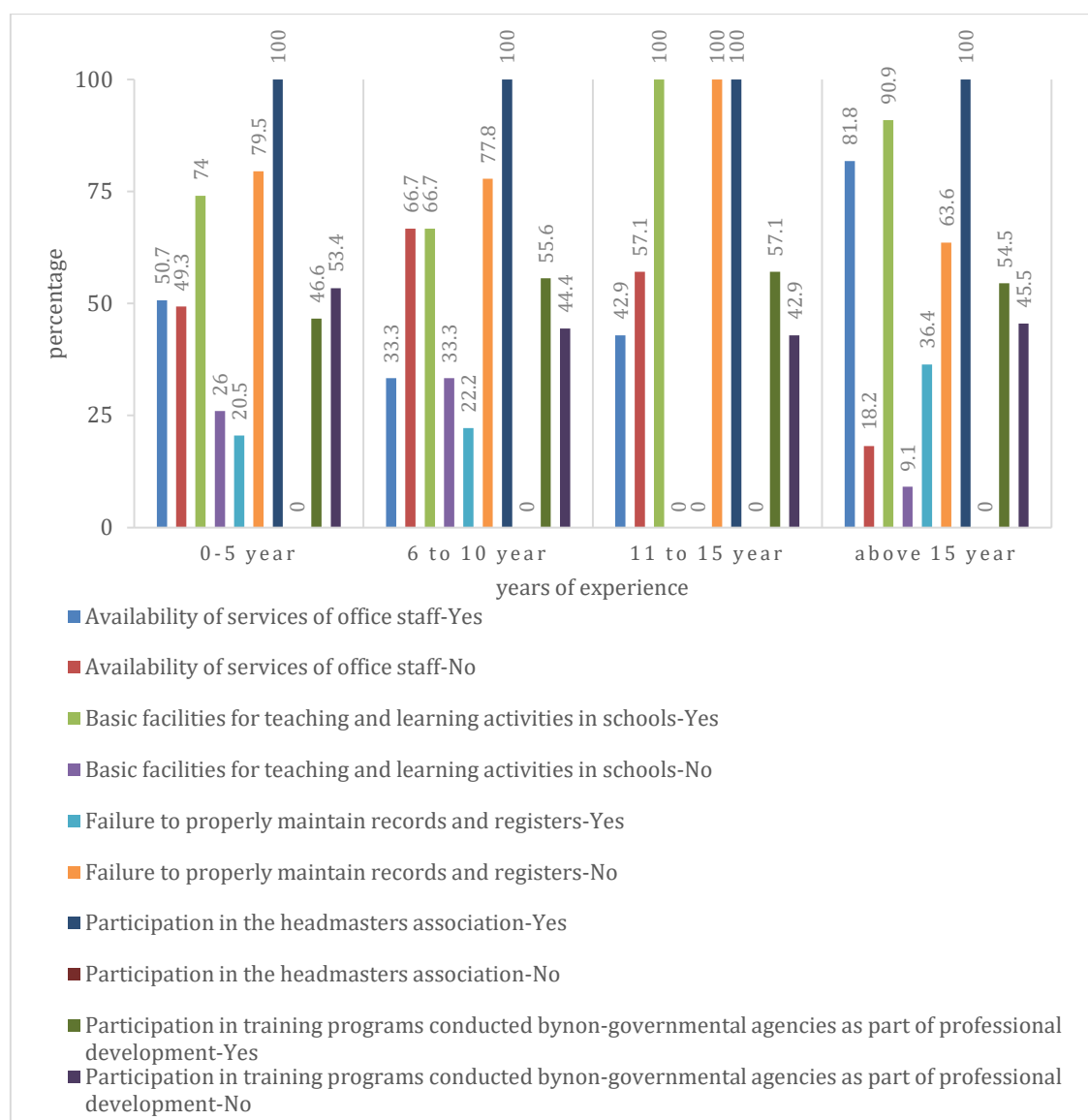


Figure 5 indicates that 50.7 percent of headteachers with 0-5 years of experience has no challenges regarding the availability of services of office staff whereas 49.3 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning

activities in school 74 percent of primary school headteachers with 0-5 years of experience has no challenges while 26 percent of headteachers opposed this. 20.5 percent of headteachers with 0-5 years of experience face challenges to properly maintain records and registers while 79.5 percent of headteachers does not have any challenges. The result also indicates that all headteachers with 0-5 years of experience responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 46.6 percent of headteachers with 0-5 years of experience has no challenges while 53.4 percent of headteachers face challenges.

From the results in figure 5 it shows that 33.3 percent of headteachers with 6-10 years of experience has no challenges regarding the availability of services of office staff whereas 66.7 percent of primary school head teachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 66.7 percent of primary school headteachers with 6-10 years of experience has no challenges while 33.3 percent of headteachers opposed this. 22.2 percent of headteachers with 6-10 years of experience face challenges to properly maintain records and registers while 77.8 percent of headteachers does not have any challenges. The result also indicates that all headteachers with 6-10 years of experience responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 55.6 percent of

headteachers with 6-10 years of experience has no challenges while 44.4 percent of headteachers face challenges.

Figure 5 also reveals that 42.9 percent of headteachers with 11-15 years of experience has no challenges regarding the availability of services of office staff whereas 57.1 percent of primary school headteachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school all headteachers with 11-15 years of experience has no challenges. All headteachers with 11-15 years of experience does not have any challenges to properly maintain records and registers. The result also indicates that all headteachers with 11-15 years of experience responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 57.1 percent of headteachers with 11-15 years of experience has no challenges while 42.9 percent of headteachers face challenges.

From figure 5 it is also clear that 81.8 percent of headteachers with above 15 years of experience has no challenges regarding the availability of services of office staff whereas 18.2 percent of primary school headteachers responded that they face challenges. In the matters regarding basic facilities for teaching and learning activities in school 90.9 percent of headteachers with above 15 years of experience has no challenges whereas 9.1 percent of headteachers responded that they face challenges. 36.4 percent of headteachers with above 15 years of experience responded that they face challenges where as 63.6 percent of headteachers does not have any challenges to properly maintain records and registers. The result also

indicates that all headteachers with above 15 years of experience responded that they have no challenges participating in the headmasters association. In the case of participation in training programs conducted by non-governmental agencies as part of professional development 54.5 percent of headteachers with above 15 years of experience has no challenges while 45.5 percent of headteachers face challenges.

From the above results it becomes clear that primary school headteachers with more experience face less challenges in the case of availability of services of office staff, properly maintain records and registers and participation in training programs conducted by non-governmental agencies as part of professional development, compared to less experienced headteachers.

Figure 6

Graphical Representation of Professional Development of Colleagues in Academic Matters based on Years of Experience

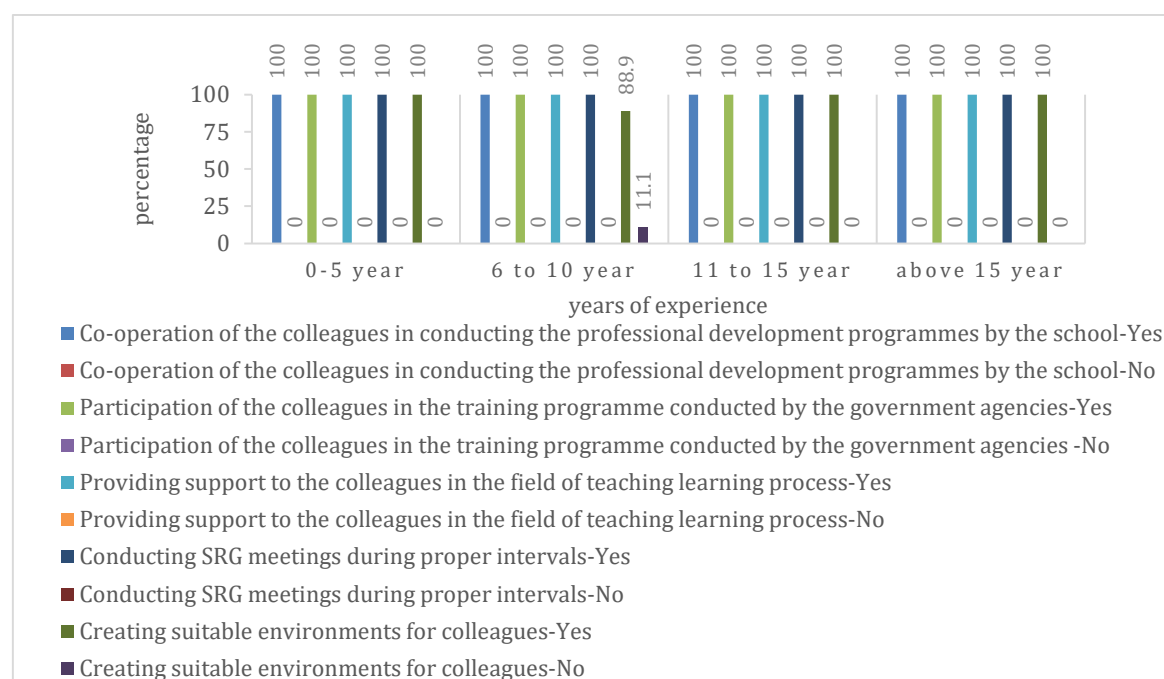


Figure 6 illustrates that all headteachers with 0-5 years of experience responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, conducting SRG meetings during proper intervals and creating suitable environment for colleagues.

Figure 6 also shows that all headteachers with 6-10 years of experience responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings during proper intervals. In the case of creating suitable environment for colleagues 88.9 percent of headteachers with 6-10 years of experience has no challenges where as 11.1 percent of headteachers responded that they face challenges.

Figure 6 reveals that all headteachers with 11-15 years of experience responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, conducting SRG meetings during proper intervals and creating suitable environment for colleagues.

From figure 6 it is also clear that all headteachers with above 15 years of experience responded that they have no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process, conducting SRG meetings during proper intervals and creating suitable environment for colleagues.

It is evident that primary school headteachers of all years of experience has no challenges in colleague co-operation for professional development, participation in government training programs, support in the teaching learning process and conducting SRG meetings

Figure 7

Graphical Representation of study Activities in Academic Matters based on Years of Experience

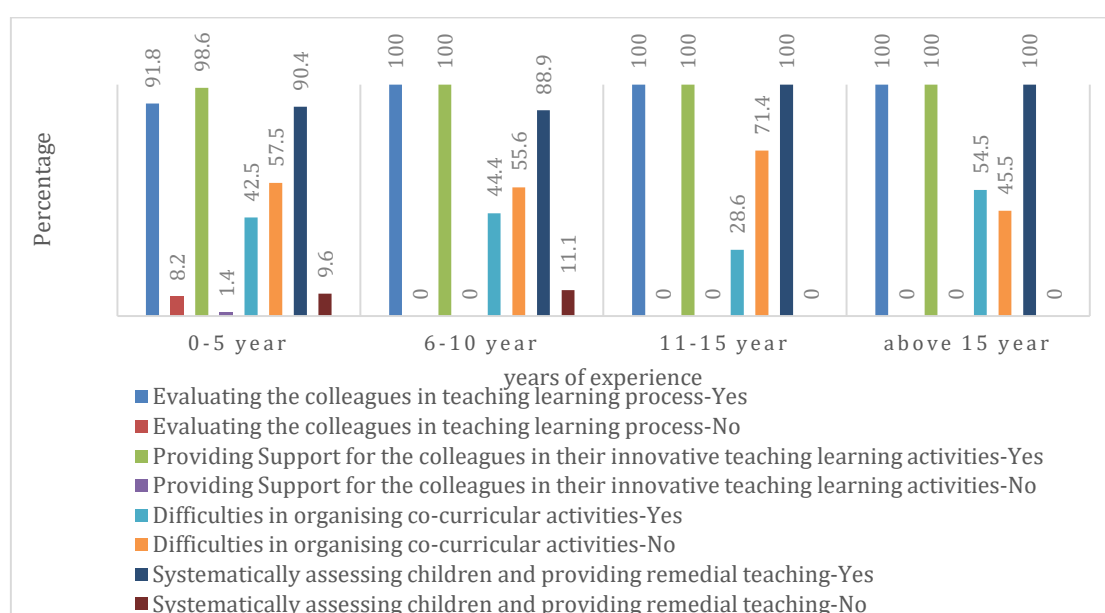


Figure 7 shows that 91.8 percent of headteachers with 0-5 years of experience has no challenges regarding evaluating the colleagues in teaching learning process whereas 8.2 percent of headteachers responded that they face challenges. In the matters regarding providing support for the colleagues in their innovative teaching learning activities 98.6 percent of headteachers with 0-5 years of experience have no challenges whereas 1.4 percent of headteachers face challenges. 42.5 percent of headteachers with 0-5 years of experience face challenges in organising co-curricular activities while 57.5 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 90.4 percent of headteachers with 0-5 years of experience responded that they have no challenges while 9.6 percent opposed this.

Figure 7 also indicates that all headteachers with 6-10 years of experience has no challenges regarding evaluating the colleagues in teaching learning process and providing support for the colleagues in their innovative teaching learning activities. 44.4 percent of headteachers with 6-10 years of experience face challenges in organising co-curricular activities while 55.6 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching 88.9 percent of headteachers with 6-10 years of experience responded that they have no challenges while 11.1 percent opposed this.

From the results in figure 7 it shows that all headteachers with 11-15 years of experience has no challenges regarding evaluating the colleagues in teaching learning process and providing support for the colleagues in their innovative

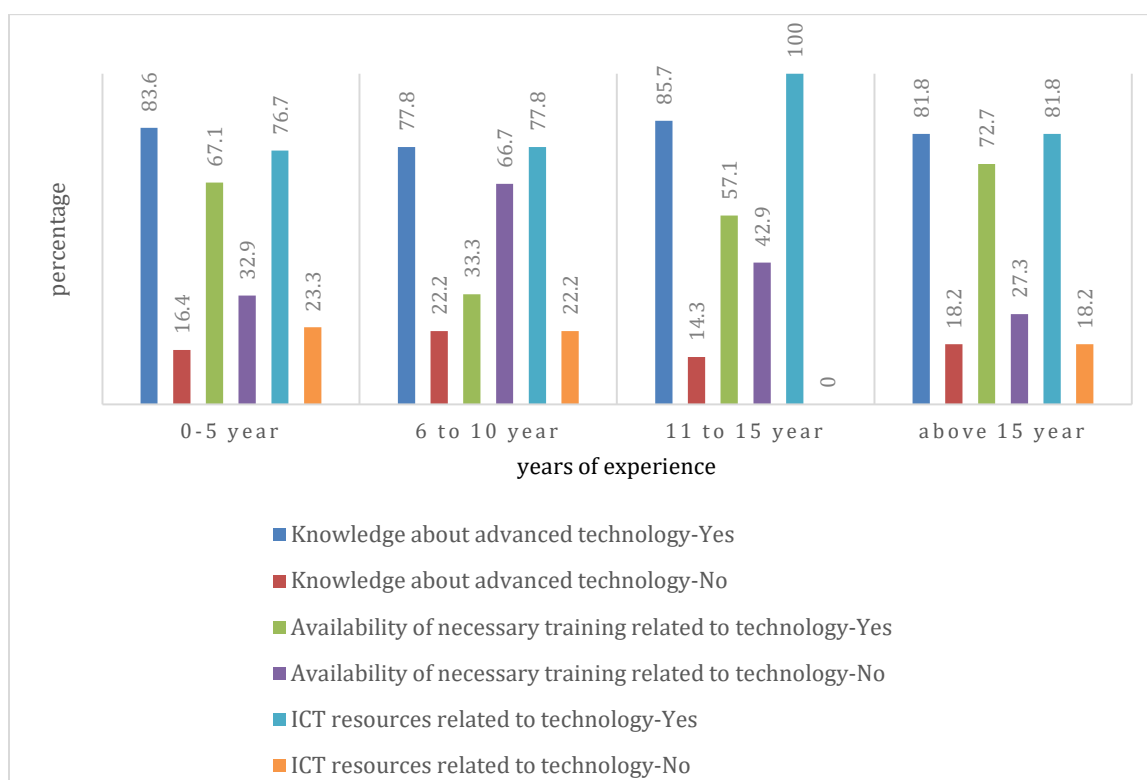
teaching learning activities. 28.6 percent of headteachers with 11-15 years of experience face challenges in organising co-curricular activities while 71.4 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching all headteachers with 11-15 years of experience responded that they have no challenges.

Figure 7 it is also clear that all headteachers with above 15 years of experience has no challenges regarding evaluating the colleagues in teaching learning process and providing support for the colleagues in their innovative teaching learning activities. 54.5 percent of headteachers with above 15 years of experience face challenges in organising co-curricular activities while 45.5 percent of headteachers does not have any challenges. In the case of systematically assessing children and providing remedial teaching all headteachers with above 15 years of experience responded that they have no challenges.

Hence, it can be concluded that headteachers of all years of experience has no challenges in evaluating the colleagues in teaching learning process and providing support for the colleagues in their innovative teaching learning activities. Of all the years, primary school headteachers of above 15 years of experience face most challenges in organising co-curricular activities compared to less experienced headteachers. And headteachers with less experience face more challenges in systematically assessing children and providing remedial teaching compared to experienced headteachers.

Figure 8

*Graphical Representation of Technology Related Matters in Academic Matters
based on Years of Experience*



From the results in figure 8 shows that 83.6 percent of headteachers with 0-5 years of experience has no challenges regarding the knowledge about advanced technology whereas 16.4 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 67.1 percent of headteachers with 0-5 years of experience has no challenges while 32.9 percent of headteachers opposed this. 76.7 percent of headteachers with 0-5 years of experience face challenges related to ICT resources related to technology while 23.3 percent of headteachers does not have any challenges.

From figure 8 it is also clear that 77.8 percent of headteachers with 6-10 years of experience has no challenges regarding the knowledge about advanced technology whereas 22.2 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 33.3 percent of headteachers with 6-10 years of experience has no challenges while 66.7 percent of headteachers opposed this. 77.8 percent of headteachers with 6-10 years of experience face challenges related to ICT resources related to technology while 22.2 percent of headteachers does not have any challenges.

Figure 8 indicates that 85.7 percent of headteachers with 11-15 years of experience has no challenges regarding the knowledge about advanced technology whereas 14.3 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 57.1 percent of headteachers with 11-15 years of experience has no challenges while 42.9 percent of headteachers opposed this. All headteachers with 11-15 years of experience does not have any challenges.

Figure 8 also reveals that 81.8 percent of headteachers with above 15 years of experience has no challenges regarding the knowledge about advanced technology whereas 18.2 percent of primary school headteachers responded that they face challenges. In the matters regarding availability of necessary training related to technology 72.7 percent of headteachers with above 15 years of experience has no challenges while 27.3 percent of headteachers opposed this. 81.8 percent of headteachers with above 15 years of experience does not have any

challenges where as 18.2 percent of headteachers responded that they face challenges.

From the above results it becomes clear that primary school headteachers above 15 years of experience has lesser challenges in knowledge about advanced technology, Availability of necessary training related to technology, and ICT resources related to technology. Primary school headteachers with 6-10 years of experience face many challenges in availability of necessary training related to technology.

Figure 9

Graphical Representation of Things to do for Personal Development in Personal Matters based on Years of Experience

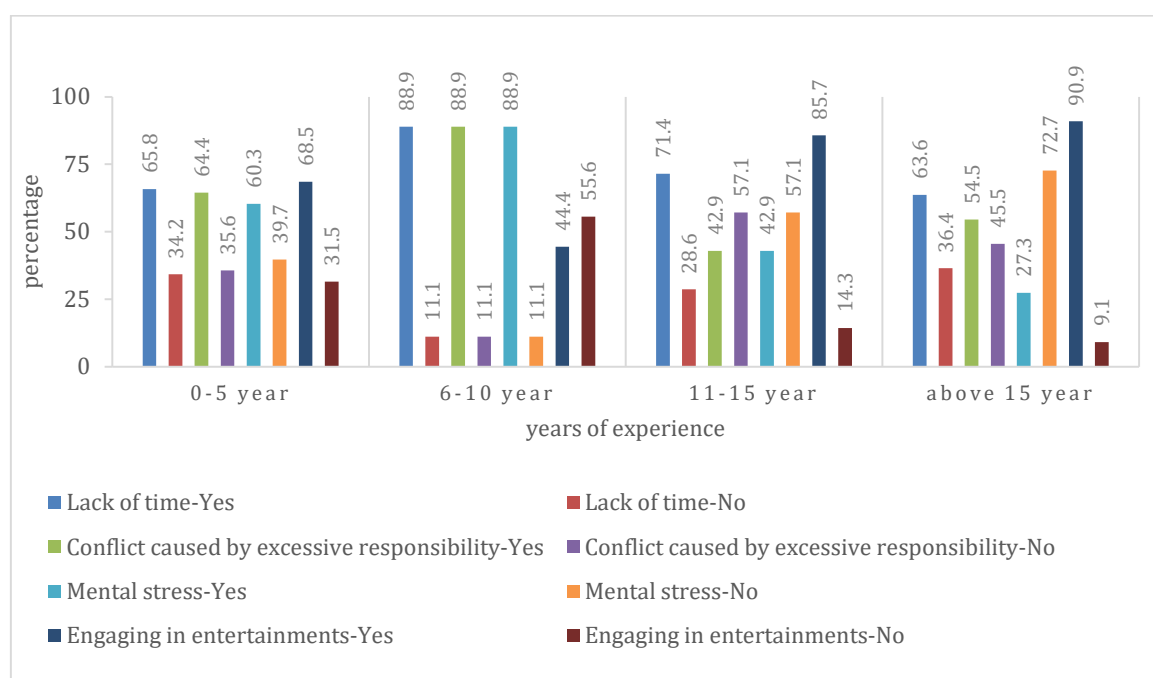


Figure 9 illustrates that 65.8 percent of headteachers with 0-5 years of experience face challenges related to lack of time while 34.2 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 64.4 percent of headteachers with 0-5 years of experience face challenges where as 35.6 percent of headteachers does not have any challenges. 60.3 percent of headteachers with 0-5 years of experience face challenges related to mental stress while 39.7 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 68.5 percent of headteachers responded that they have no challenges where as 31.5 percent of headteachers disagreed.

Figure 9 also shows that 88.9 percent of headteachers with 6-10 years of experience face challenges related to lack of time while 11.1 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 88.9 percent of headteachers with 6-10 years of experience face challenges where as 11.1 percent of headteachers does not have any challenges. 88.9 percent of headteachers with 6-10 years of experience face challenges related to mental stress while 11.1 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 44.4 percent of headteachers responded that they have no challenges where as 55.6 percent of headteachers disagreed.

Figure 9 also reveals that 71.4 percent of headteachers with 11-15 years of experience face challenges related to lack of time while 28.6 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 42.9 percent of headteachers with 11-15 years of experience face challenges where as 57.1 percent of headteachers does not have any challenges. 42.9

percent of headteachers with 11-15 years of experience face challenges related to mental stress while 57.1 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 85.7 percent of headteachers responded that they have no challenges where as 14.3 percent of headteachers disagreed.

Figure 9 shows that 63.6 percent of headteachers with above 15 years of experience face challenges related to lack of time while 36.4 percent of headteachers does not have any challenges. In the case of conflict caused by excessive responsibility 54.5 percent of headteachers with above 15 years of experience face challenges where as 45.5 percent of headteachers does not have any challenges. 27.3 percent of headteachers with above 15 years of experience face challenges related to mental stress while 72.7 percent of headteachers does not have any challenges. In the matters of engaging in entertainments 90.9 percent of headteachers responded that they have no challenges whereas 9.1percent of headteachers disagreed.

Hence, it can be concluded that headteachers with 6-10 years of experience face the most challenges related to Lack of time, excessive responsibility, and mental stress. Whereas, those with more than 15 years of experience face less challenges in managing mental stress and engaging in entertainments.

Figure 10

Graphical Representation of Fulfilling Family Responsibilities in Personal Matters based on Years of Experience

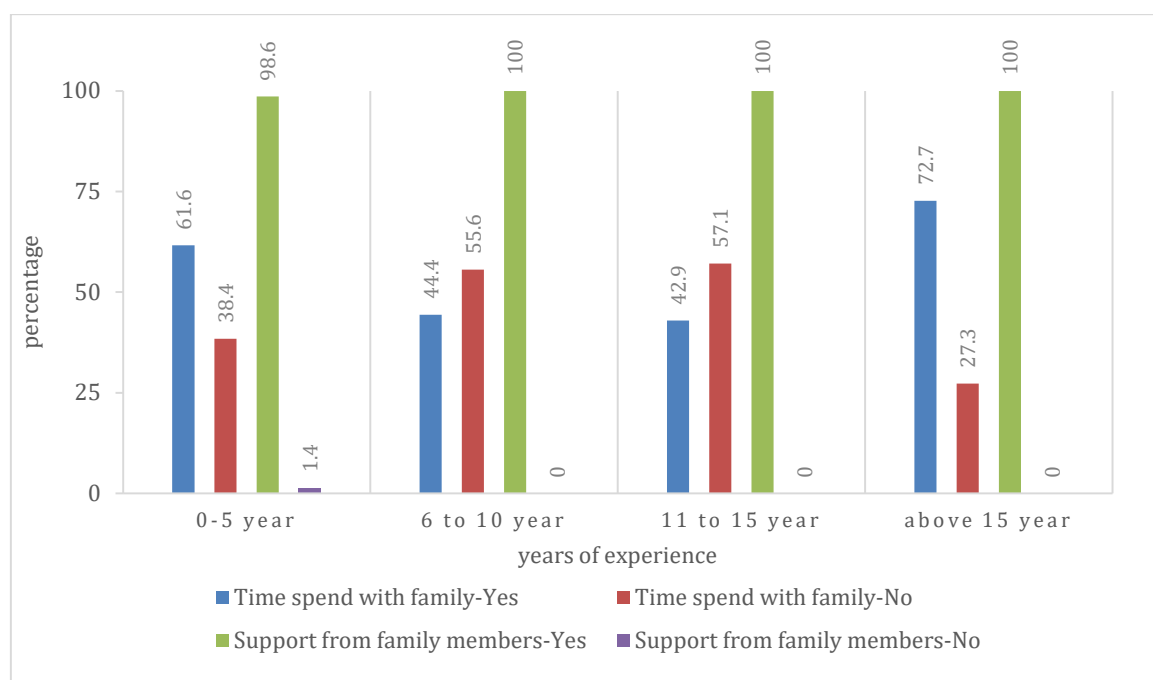


Figure 10 shows that 61.6 percent of headteachers with 0-5 years of experience has no challenges regarding time spend with family whereas 38.4 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members 98.6 percent of headteachers with 0-5 years of experience has no challenges whereas 1.4 percent of headteachers disagreed.

Figure 10 also reveals that 44.4 percent of headteachers with 6-10 years of experience has no challenges regarding time spend with family whereas 55.6 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members all headteachers with 6-10 years of experience has no challenges.

Figure 10 indicates that 42.9 percent of headteachers with 11-15 years of experience has no challenges regarding time spend with family whereas 57.1 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members all headteachers with 11-15 years of experience has no challenges.

From figure 10 it is also clear that 72.7 percent of headteachers with above 15 years of experience has no challenges regarding time spend with family whereas 27.3 percent of primary school head teachers responded that they face challenges. In the matters regarding support from family members all headteachers with above 15 years of experience has no challenges.

Hence, it can be concluded that almost all primary school headteachers receive stronger support from family members. In the case of time spend with family, primary school headteachers with years of experience 11-15 years face more challenges. Primary school headteachers above 15 years of experience has comparatively less challenges than primary school headteachers with 0-5 years of experience.

Narrative Analysis of Primary School Headteachers Responses on Challenges

This section analyses the responses collected from the open ended items on challenges. Results of narrative analysis are explained under the following heads.

Administrative Challenges

Primary school headteachers face several administrative challenges that can affect the overall functioning of their schools. The various administrative challenges are identified and explained in detail.

Late and Insufficient Noon Meal Fund

The noon meal provided to children is enough to help them to stay healthy. But it was realised that the headmasters had to overcome many challenges in making noon meal distribution effective. The biggest problems faced by headteachers is financial. One is the delay in receiving the funds for the noon meal. If it is not received on time, headteachers advance a huge amount to meet the immediate needs related to the noon meal. Another problem is the lack of sufficient funds. Variety in the items during lunch time is also important for making the children happy and healthy. In order to meet these needs, the headteachers have to take money from their own pockets. The delay and lack of sufficient noon meal funds hinder the smooth running of school meal programmes, which are crucial for student nutrition and wellbeing. Generally, all the headteachers have a very positive attitude towards the noon meal project. But these difficulties naturally cause a lot of challenges to headteachers.

Lack of Training

To reach a powerful personality both administratively and academically requires proper training. Headteachers come across a lot of difficulties. There is a possibility of a lack of sufficient training for them. Even though the different agencies impart a lot of training, but not all the teachers receive it on time. Lack of proper training affects headteachers professional development opportunities and their performance. There is a noticeable gap in leadership training for headteachers, which limits their ability to effectively manage the school and address various challenges. Headteachers must have adequate training in management and

leadership techniques in order to successfully manage their teams, carry out educational changes and manage the challenges of their job.

PTA Related Issues

Headteachers face several challenges related to PTA. Over interference by PTA is creating a lot of challenges for the headteachers. The excessive involvement of the PTA can create difficulties for headteachers in managing the school. One of the most difficult aspects of the headteachers job is managing PTA involvement with ongoing leadership. And the irresponsible behaviour of the PTA is another challenge faced by the headteacher. Managing these challenges takes up a lot of the headteachers time and energy, resulting in increased stress and less concentration on operating the school effectively. When PTA is involved in the positive development of the children, it becomes a strength for the school and a great support for headteachers.

Pressure from Multiple Projects and Programs

Projects and programmes by different government agencies are very important for educational development. The government agencies like SCERT, Samagra Shiksha Kerala (SSK), District Institute of Education and Training (DIET), and Kerala Infrastructure and Technology for Education (KITE) have a lot of projects and programmes for implementing in schools, especially to enhance the quality of primary education. Each project comes with its own set of requirements, deadlines, and reporting processes. When all the projects come to one single school, headteachers face a lot of difficulties.

Difficulty in Completing Records on Time

Headteachers often struggle with the timely completion of records because of many administrative responsibilities and a lack of sufficient support. It takes a lot of time and effort to maintain the paperwork needed for different educational programmes and student records, which is difficult to manage along with teaching and other duties.

Lack of Sufficient Infrastructure

The lack of adequate infrastructure facilities has a major effect on headteachers, making it challenging to create a positive learning environment. They must deal with overcrowded classrooms, insufficient instructional materials, and poor sanitation, which reduce student participation and performance. Overcrowded classrooms can negatively impact the quality of education, making it difficult for teachers and headteachers to provide individual attention to students. Inadequate classroom electrification poses a significant barrier to utilising ICT in education. In the absence of sufficient sources of electricity and an adequate power supply, teachers cannot integrate digital tools effectively into their lessons. Inadequate electrification can affect the overall school environment. Classrooms that are not equipped with smart rooms face limitations in integrating digital learning tools. So headteachers face a lot of challenges related to infrastructure.

Lack of Office Staff

The lack of specific office staff, such as clerks in primary schools, makes headteachers administrative responsibilities more difficult. This absence of

assistance significantly hinders the efficient administration of the school. The headteacher himself prepares all the documents related to teacher services, salary related documents, admission related documents for children and scholarship related documents. It is a big challenge to perform all the duties alone. An assistant is essential for office related matters. In the lower primary session, there is a provision for only one PTCM but in upper primary session there is a provision for one office assistant (OA) and one PTCM.

Academic Challenges

Primary school headteachers face various academic challenges that limit their capacity to provide high quality instructions. The various academic challenges are identified and explained in detail.

Class Charge to the Headteachers

Assigning class charge to headteachers in the lower primary section creates a major challenge because it forces them to combine both teaching and administrative responsibilities. Co-curricular activities and excess day celebrations affect academic activities. Due to which classroom activities are not completed on time. Headteachers already have heavy responsibilities. Adding classroom teaching duties to this can be stressful. This dual can lead to several problems. Usually, in upper primary classes, the headteachers won't have any class charges. They do have administrative duties only. But in lower primary classes, if the number of students are less than 150, the headteacher has to take an additional class charge for any classes from one to four. But for schools where the number of students are more than 150 the headteacher will be spared from their class charge duties.

Busy Schedule

Headteachers often struggle with their busy schedules. Headteachers have to take leave from school when they are going to perform administrative matters and lack of time to spend school campus. That creates a lot of difficulty. Headteachers office duties, frequent travel for various purposes, and excess day celebrations, make it difficult for them to do academic monitoring. This lack of effective evaluation can lead to inconsistencies in teaching quality and negatively affect student outcomes.

Lack of Permanent Teachers

Lack of permanent teachers affects headteachers by increasing their workload and stress level. They frequently have to identify and manage temporary teachers, which can result in unpredictable teaching quality and break the continuity of students learning. This circumstance forces headteachers to spend more time on administrative duties associated with recruitment rather than focusing on instructional leadership and innovation. The absence of permanent teachers, especially in government schools, creates more difficulties for headteachers.

Lack of Knowledge in ICT

A lack of knowledge in ICT impacts headteachers by limiting their ability to effectively integrate technology into administrative and academic processes. If the headteacher is not updated in these matters, they feel a lot of difficulties to meet the needs. So sometimes they have to depend on other teachers. When the headteachers depend on the other teachers, their classes will suffer. And also, headteachers face challenges in receiving timely training on modern digital systems essential for

school management and classroom instruction. This lack of training affect to utilise new technologies. The absence of proper training also hinders administrative duties.

Difficulty in Ensuring Inclusive Classrooms

Headteachers face challenges in providing an inclusive classroom climate. Obtaining necessary resources, such as specialised educational materials, assistive devices, and support staff, can be demanding. Especially with limited budgets. Managing classroom dynamics to ensure that all students, including those with disabilities, are engaged and supported creates additional difficulty. Also, headteachers face difficulties while dealing with differently abled students. These challenges include ensuring inclusive education, providing suitable support services, and meeting each student's unique learning requirements within the schools resources. In addition to ensuring the staff and instructors receive specialised training, headteachers are responsible for managing special education.

Personal Challenges

Primary school headteachers face personal challenges that can affect their well-being and performance. The high responsibilities and duties of the position often lead to stress and pressure. Managing work with personal life can be challenging due to extended work hours and the need to be available for school related matters even after regular working hours. The various personal challenges are identified and explained in detail.

Extended Working Hours

Headteachers face the challenge of handling requests for data outside of official hours, which can create personal challenges. This duty frequently interferes with personal time, which reduces the harmony between work and life. Number of notifications received from various departments regarding data collection and lack of time for submission of data. Headteachers face additional stress due to deadline pressure and frequent notifications from multiple agencies for data collection. This workload consumes valuable time. High workloads are a major issue for headteachers.

Unable to Look after Health Matter

Primary school headteachers frequently have little time to take care of their personal health due to the demanding nature of their work. Which can result in negative consequences and several lifelong deceases. The stress and long hours of the job make it harder for them to fulfil their jobs successfully.

Financial Difficulties

Financial difficulties are also a major concern. Many primary school headteachers have to take money from their own pockets. Headteachers find that their salaries are entirely consumed by the expenses associated with running the school. This leaves individuals with financial stress and reduces their ability to meet personal financial goals. Limited funds can limit resources such as classroom materials and co-curricular activities. This economic difficulty can also affect the improvement of the school.

Completion on Activities in Time

Several orders from the authority's, headteachers face challenges related to completing activities on time. There are situations where one is forced to act without clear planning due to last minute orders. This can lead to emotions of confusion and tension, as they must make decisions quickly without adequate information. The constant pressure to meet all these responsibilities can interfere with their ability to lead the school. Such circumstances can harm the quality of education and school management.

Pressure from the Society

The community expects a lot from the primary school headteachers. Headteachers are responsible for everything that occurs at their school. The complete responsibility of the school falls on the shoulders of headteachers. If any mistakes occur, the community will blame the headteacher. This constant pressure to keep everything perfect can be stressful, making it difficult for headteachers to manage their responsibilities without worry. So headteachers face several challenges related to pressure from society.

Lack of Personal Time

Headteachers of primary schools are often faced with a lack of free time, which impacts their ability to interact with their families. There is a little time for relaxation and personal activities due to the demands of the job. This can lead to feelings of guilt and frustration. The constant pressure to balance professional duties with personal life causes relationships.

Conclusion

The responses of primary school headteachers on challenges, the investigator to reach the following conclusions. From the analysis of the data, most headteachers in both government and aided schools reported no challenges with funding for noon meals, uniforms, or scholarship distribution. However, the delay and lack of sufficient noon meal funds are the biggest problems faced by headteachers. This highlights the need to receive adequate and timely funding for noon meal programs. And more headteachers in both government and aided schools face challenges in improving infrastructure facilities and organising school programs. These challenges are more noticeable in aided schools.

Regardless of gender, school type, section in the school, or years of experience, primary school headteachers regularly manage administrative responsibility with minimal challenges. This indicates strong co-operation from colleagues in these areas. However, government schools sometimes face more administrative challenges compared to aided schools.

In the case of creating a suitable environment for learning activities and a safe learning environment for children, female headteachers reported fewer challenges compared to male headteachers. Challenges in infrastructure facilities are more noticeable in upper primary sections and aided schools. Government schools generally report fewer challenges in these areas. This indicates strong co-operation from PTA and SMC. However, headteachers face several challenges related to PTA. Over interference by PTA is creating a lot of challenges for the headteachers. The

excessive involvement of the PTA can create difficulties for headteachers in managing the school. When PTA is involved in the positive development of the children, it becomes a strength for the school and a great support for headteachers.

The study found that headteachers in government schools face fewer challenges compared to those in aided schools in co-operating with official agencies like SSK/BRC for making funds available, preparing physical situations, organising training for colleagues, providing technological facilities, and implementing inclusive education.

From the analysis of the data, it is also evident that headteachers come across a lot of administrative challenges. There is a possibility of a lack of sufficient training for them. Even though the different agencies impart a lot of training, not all the teachers receive it on time. And projects and programmes by different government agencies come with their own set of requirements, deadlines, and reporting processes. When all the projects come to one single school, headteachers face difficulties. Headteachers often struggle with the timely completion of records because of many administrative responsibilities and a lack of sufficient support. The lack of specific office staff, such as clerks in primary schools, makes headteachers administrative responsibilities more difficult. The lack of adequate infrastructure facilities has a major effect on headteachers, making it challenging to create a positive learning environment. They must deal with overcrowded classrooms, insufficient instructional materials, and poor sanitation, which reduce student participation and performance.

In academic matters, professional development and support among colleagues seem to be strong in every category. Highlighting a supportive environment for teaching and learning activities. However, challenges remain in organising co-curricular activities and assessing children systematically, areas that require focused attention for improvement.

Technological challenges, including knowledge about advanced technology, the availability of necessary training, and ICT resources, are more visible in aided schools and among female headteachers. A lack of knowledge of ICT impacts headteachers by limiting their ability to effectively integrate technology into administrative and academic processes.

Headteachers face challenges in providing an inclusive classroom climate. Obtaining necessary resources, such as specialised educational materials, assistive devices, and support staff, can be demanding. Assigning class charge to headteachers in the lower primary section creates a major challenge, because it forces them to combine both teaching and administrative responsibilities.

Personal challenges such as lack of time, excessive responsibility, and mental stress are widely reported. However, aided school headteachers, especially female headteachers and those with fewer years of experience, frequently face more challenges. In the case of time spent with family, aided school headteachers, especially female headteachers, and those with fewer years of experience frequently face more challenges. There are few reporting challenges when it comes to family support. The study also discloses that primary school headteachers face many

personal challenges due to their demanding jobs. In order to fulfil administrative tasks, they frequently work long hours, which interferes with their personal time and work-life balance. This might cause stress and anxiety and make it difficult for them to take care of their health. Financial difficulties also emerge from the fact that they sometimes have to use their own money for school expenses. These challenges indicate the need for more support to help headteachers manage their responsibilities and maintain their mental health.

Chapter V

SUMMARY, FINDINGS AND SUGGESTIONS

- ❖ *Study in Retrospect*
- ❖ *Major Findings*
- ❖ *Conclusion*
- ❖ *Educational Implications*
- ❖ *Suggestions for Further Research*

This chapter provides a brief idea about the study, major findings, educational implications and suggestions for further research.

Study in Retrospect

The study was entitled as, **“CHALLENGES OF PRIMARY SCHOOL HEADTEACHERS IN MALAPPURAM DISTRICT”**

Method

The study adopted qualitative research design. The data was collected through survey method.

Sample

The population considered for the present study is primary school headteachers in Malappuram district. The sample for the study comprised of 100 primary school headteachers working in various primary schools of different sub districts of Malappuram. Simple random sampling is used for the study.

Tool used for data collection

The tool used for collecting data is:

- Questionnaire on challenges of primary school headteachers (Kavya & Sareef, 2023)

Techniques of data analysis

The responses of closed ended items in the questionnaire were analysed by using percentage analysis. And Narrative analysis for open ended items.

Major Findings

Major findings of the present study are given below.

- Majority of headteachers reported no funding challenges for noon meal, uniforms, and scholarships. However, many headteachers faced challenges in securing funds for improving infrastructure facilities and organising school programmes.
- The findings reveal that the majority of primary school headteachers face no challenges in administrative matters, preparation of timetable, delegating the duties, and public relation. Only minority facing challenges in these areas. This indicating strong co-operation among colleagues in these areas.
- The study found that primary school headteachers experience good co-operation with the PTA and SMC in addressing funding inadequacies, creating suitable learning environments, and ensuring a secured learning atmosphere for children. However, nearly half of the headteachers face difficulties in preparing the infrastructure facilities. The findings of the study suggests that while co-operation of PTA & SMC is effective in many areas, improvements are needed in enhancing the infrastructure facilities of the schools.

- The analysis shows that most headteachers reported that strong co-operation with official agencies like SSK/BRC in making funds available, organising training for colleagues, and implementing inclusive education, with only minority facing challenges. However more than half of the headteachers face challenges in preparing infrastructure facilities. Also, many headteachers faced challenges in providing technological facilities.
- The analysis shows that most headteachers do not face challenges in basic facilities for teaching and learning activities, record maintenance, and participation in headmasters association. On the other hand, nearly half of the headteachers face difficulties in the availability of the office staff and participation in training programs.
- The findings reveal that most headteachers do not face challenges in colleague co-operation for professional development, participation in government training programs, and support in teaching, conducting SRG meetings, and creating suitable environment for colleagues. This suggests a highly supportive and co-operative environment for professional development matters among primary school staff.
- The study found that most headteachers do not face challenges in evaluating colleagues in the teaching learning process, supporting innovative teaching learning activities, and systematically assessing children with remedial teaching. However, nearly half of the headteachers report difficulties in organising co-curricular activities, indicating this as a crucial area for improvement.

- Most of the headteachers have no challenges with knowledge of advanced technology and ICT resources. . However, many headteachers faced challenges with the availability of necessary training related to technology highlighting a need for improved training opportunities.
- The findings reveal that majority of headteachers face challenges related to lack of time, excessive responsibility, and mental stress whereas many headteachers have no challenges in engaging in entertainments. They suggest finding some free time.
- The study found that most headteachers face challenges in spending time with their families where as many headteachers have no challenges in the case of support from family members.

Comparison of Challenges of Primary School Headteachers Based on Section in the School (Lower Primary and Upper Primary Schools)

- The analysis reveals that a higher percentage of headteachers in the lower primary section reported fewer challenges compared to upper primary section. But in the case of organisation of school programmes and the improvement of infrastructure facilities, both sections faced more challenges.
- The study found that most primary school headteachers in both lower and upper primary sections reported no challenges in administrative matters, timetable preparation, duty delegation, and public relation. Only a small percentage of headteachers face challenges in these areas.

- The analysis reveals that majority of primary school headteachers in both lower and upper primary sections has no challenges in addressing the inadequacy of funds, creating suitable learning environments, and ensuring a secured learning atmosphere for children. However, more number of headteachers, especially in the upper primary section face challenges in preparing the infrastructure facilities of the schools.
- The findings reveal that most primary school headteachers in both lower and upper primary sections reported that no challenges in co-operating with official agencies like SSK/BRC in making funds available, organising training for colleagues, providing technological facilities, and implementing inclusive education. However, a lot number of headteachers, particularly in the upper primary section, face challenges in preparing the infrastructure facilities of the schools.
- The analysis reveals that most primary school headteachers in both lower and upper primary sections reported that no challenges in facilities for teaching and learning, maintaining records and registers, and participating in the headmasters association. On contrary, a lot number of headteachers in the lower primary section face challenges with the availability of office staff services and participation in training programs by non-governmental agencies. Also, upper primary headteachers face some challenges in these areas.
- The study found that all primary school headteachers in both lower and upper primary sections reported that no challenges in co-operation of the

colleagues in conducting the professional development programmes, participation of the colleagues in the training programme conducted by the government agencies, support in teaching, conducting SRG meetings, and creating a suitable environment for colleagues.

- From analysis it is found that most primary school headteachers in both lower and upper primary sections reported that no challenges in evaluating colleagues, supporting innovative teaching activities, and systematically assessing children and providing remedial teaching. However a minimal number of headteachers face challenges in organising co-curricular activities in both lower and upper primary section.
- The study found that majority of primary school headteachers face no challenges in both lower and upper primary sections in knowledge about advanced technology. However, a minimum number of headteachers face challenges regarding Availability of necessary training related to technology and ICT resources. In the case of ICT resources related to technology comparatively the headteachers of upper primary section faces more challenges.
- The analysis reveals that majority of primary school headteachers in both lower and upper primary sections face challenges related to lack of time, excessive responsibility, and mental stress. Whereas, majority headteachers do not face challenges in entertainments.

- The study found that majority of primary school headteachers do not face challenges in the case of support from family members in both section. However, a less number of headteachers face challenges in spending time with family especially in lower primary section.

Comparison of Challenges of Primary School Headteachers based on Type of Management (Government and Aided Schools)

- The analysis reveals that most headteachers in both government and aided schools reported that no challenges with funding for noon meal, uniforms, and scholarship distribution. However, more number of headteachers in both types of schools face challenges in improving infrastructure facilities and organisation of school programmes. These challenges are more noticeable in aided schools.
- Most primary school headteachers in both government and aided schools reported that no challenges in administrative matters, preparation of timetables, in delegating the duties, and public relation. The headteachers of government schools reported that slightly more challenges than those of aided schools.
- Most headteachers in both government and aided schools reported that no challenges in addressing the inadequacy of funds, creating suitable environment for learning activities, creating secured learning atmosphere for children. However, preparing the infrastructure facilities is more challenging for headteachers in aided schools compared to those in government schools.

- The study found that headteachers in the government schools face less challenges compared to those in aided schools in co-operating with official agencies like SSK/BRC for making funds available, preparing infrastructure facilities, organising training for colleagues, providing technological facilities, and implementing inclusive education. In the case of preparing the infrastructure facilities, most government school headteachers reported that no challenges, whereas most aided school headteachers do face challenges.
- The study found that aided schools generally face less challenges in basic facilities for teaching and learning activities compared to government schools. However, in the case of maintaining records and Participating in training programs conducted by non-governmental agencies, both types of schools experience challenges. Both government and aided schools headteachers reported that they do not face challenges in the case of participation in the headmasters association.
- The analysis reveals that both government and aided schools report no challenges in the case of co-operation of the colleagues in conducting the professional development programmes by the school, Participation of the colleagues in the training programme conducted by the government agencies, Providing support to the colleagues in the field of teaching learning process, and conducting SRG meetings on proper intervals. However, a small percentage of aided school headteachers face challenges in creating suitable environments for colleagues compared to government schools.

- The study found that government schools face more challenges in organising co-curricular activities compared to aided schools. Both government and aided schools face less challenges in the case of evaluating the colleagues in teaching learning process and providing Support for the colleagues in their innovative teaching learning activities. In the case of systematically assessing children and providing remedial teaching, both government and aided schools face few challenges.
- The analysis reveals that both government and aided schools have good knowledge about advanced technology and minority in aided schools face challenges. In the case of availability of necessary training related to technology both government and aided schools face challenges. Aided schools face more challenges in the case of ICT resources related to technology
- The findings reveal that headteachers in both government and aided schools face significant challenges related to lack of time, excessive responsibility and mental stress. In the case of excessive responsibility and mental stress higher percentage of headteachers in aided schools face high challenges than government schools. However, a majority of headteachers in both schools do not face challenges in the area of engaging in entertainments. And aided school teachers reporting fewer challenges in this area.
- The analysis reveals that in the case of time spend with family aided school headteachers face more challenges than government school headteachers. All

headteachers in government schools and nearly all headteachers in aided schools reported that they receive support from their family members.

Comparison of Challenges of primary school headteachers based on Gender (Male and Female)

- The analysis reveals that majority of female headteachers reported that no challenges in securing funds for noon meals, uniforms, and scholarships compared to male headteachers. In the case of improvement of infrastructure facilities and organisation of school programs, both male and female headteachers face challenges. Female headteachers face more challenges than male headteachers in these areas.
- The findings reveal that in the case of administrative matters, preparation of timetable, in delegating the duties and public relation both male and female headteachers reported minimal challenges. Most of them indicated strong co-operation from colleagues in these areas.
- Majority of male and female headteachers reported that they have no challenges in addressing the inadequacy of funds and preparing the infrastructure facilities. In the case of creating a suitable environment for learning activities and creating a secured learning atmosphere for children, female headteachers reported less challenges compared to male headteachers.
- Majority of both male and female headteachers pointed out few challenges in co-operating with official agencies like SSK/BRC, particularly in making

funds available, organizing training for colleagues, and implementing inclusive education. In preparing the infrastructure facilities male headteachers face more challenges than female headteachers. And in the case of providing technological facilities, female headteachers face more challenges than male headteachers.

- Majority of male and female headteachers responded that they have no challenges in the case of basic facilities for teaching and learning activities in schools, properly maintain records and registers and Participation in the headmasters association. In the case of availability of services of office staff and participation in training programs conducted by non-governmental agencies as part of professional development female headteachers face more challenges than male headteachers.
- The findings reveal that, both male and female headteachers face no challenges in the matters of co-operation of the colleagues in conducting the professional development programmes by the school, participation of the colleagues in the training programme conducted by the government agencies, providing support to the colleagues in the field of teaching learning process and conducting SRG meetings during proper intervals. In the case of creating suitable environments for colleagues female headteachers face few challenges than male headteachers.
- Majority of male and female headteachers face no challenges in the case of evaluating the colleagues in teaching learning process and providing Support for the colleagues in their innovative teaching learning activities. However,

in the case of difficulties in organising co-curricular activities female headteachers face more challenges than male headteachers. And in the matter of systematically assessing children and providing remedial teaching female headteacher face more challenges than male headteachers.

- Most male and female headteachers face no challenges regarding knowledge about advanced technology. However, female headteachers face more challenges regarding Availability of necessary training related to technology and ICT resources related to technology than male headteachers.
- Majority of both male and female headteachers face challenges related to lack of time and excessive responsibility. Regarding mental stress female headteachers face more challenges compared to male headteachers. Engaging in entertainments female headteachers face more challenges than male headteachers.
- Majority of female headteachers face more challenges than male headteachers regarding time spend with family. Both male and female headteachers have no challenges regarding support from family members.

Comparison of Challenges of primary school headteachers based on Experience (0-5 years, 6 to 10 years, 11-15 years and above 15 years)

- The findings reveal that primary school headteachers face more challenges in the case of infrastructure facilities and organisation of school programmes. Whereas they face less challenges in the case of noon meal, Uniform, Distribution of Scholarships. Of all the years, primary school

headteachers of 6-10 years of experience face most challenges. When comparing all the years of experience of primary school headteachers, primary school headteachers with 11-15 years and above 15 years face less challenges than 0-5 years and 6-10 years. i.e., when years of experience increases challenges decreases.

- The findings reveal that headteachers of all years of experience has less challenges. In the years 11 to 15 and above 15, face less challenges compared to 0-5 and 6-10 years. i.e., when years of experience increases challenges decreases.
- The findings reveal that regardless of their years of experience they face less challenges in creating suitable environment for learning activities. When compared to other years of experience primary school headteachers with above 15 years of experience face more challenges.
- The analysis reveals that regardless of their years of experience they face less challenges in organising training for colleagues and implementing inclusive education. The challenges are present in making funds available and preparing infrastructure facilities with primary school headteachers of 6-10 and above 15 years of experience.
- The findings reveal that primary school headteachers with more experience face less challenges in the case of availability of services of office staff, properly maintain records and registers and participation in training

programs conducted by non-governmental agencies as part of professional development, compared to less experienced headteachers.

- The analysis reveals that primary school headteachers of all years of experience has no challenges in colleague cooperation for professional development, participation in government training programmes, support in the teaching learning process and conducting SRG meetings
- The findings reveal that headteachers of all years of experience has no challenges in evaluating the colleagues in teaching learning process and providing support for the colleagues in their innovative teaching learning activities. Of all the years, primary school headteachers of above 15 years of experience face most challenges in organising co-curricular activities compared to less experienced headteachers. And headteachers with less experience face more challenges in systematically assessing children and providing remedial teaching compared to experienced headteachers.
- The analysis reveals that primary school headteachers above 15 years of experience has lesser challenges in knowledge about advanced technology, Availability of necessary training related to technology, and ICT resources related to technology. Primary school headteachers with 6-10 years of experience face many challenges in availability of necessary training related to technology.
- The findings reveal that headteachers with 6-10 years of experience face the most challenges related to Lack of time, excessive responsibility, and mental

stress. Whereas, those with more than 15 years of experience face less challenges in managing mental stress and engaging in entertainments.

- The analysis reveals that all primary school headteachers receive stronger support from family members. In the case of time spend with family, primary school headteachers with years of experience 11-15 years face more challenges. Primary school headteachers above 15 years of experience has comparatively less challenges than primary school headteachers with 0-5 years of experience.

Narrative Analysis of Primary School Headteachers Responses on Challenges

Administrative challenges

- Headteachers face financial difficulties due to delay in receiving the fund for noon meal programme and the lack of sufficient fund. In order to meet these needs the headteachers have to take money from their own pockets.
- Headteachers face challenges due to lack of sufficient training for them .There is a lack of sufficient and timely training for headteachers, affecting their professional development and performance.
- The excessive involvement of the PTA can create difficulties for headteachers in managing the school.
- Headteachers face challenges in managing requirements, deadlines and reporting processes of numerous projects and programmes from various government agencies.

- Headteachers often struggle with the timely completion of records because of many administrative responsibilities and lack of sufficient support.
- The lack of adequate infrastructure facilities such as overcrowded classrooms, insufficient instructional materials, poor sanitation, and lack of electrification has a major effect on headteachers, making it challenging to create a positive learning environment.
- The lack of specific office staff, such as clerks in primary schools makes headteachers administrative responsibilities more difficult.

Academic Challenges

- Assigning class charge to headteachers in the lower primary section creates a major challenge, because it forces them to combine both teaching and administrative responsibilities.
- Headteachers office duties, frequent travel for various purposes, and excess day celebrations, make it difficult for them to do academic monitoring.
- The absence of permanent teachers, especially in government schools, creates more difficulties for headteachers.
- A lack of knowledge in ICT impacts headteachers by limiting their ability to effectively integrate technology into administrative and academic processes.
- Headteachers face challenges in providing an inclusive classroom climate. Obtaining necessary resources, such as specialised educational materials, assistive devices and support staff can be demanding.

Personal Challenges

- Headteachers face the challenge of handling requests for data outside of official hours, which can create personal challenges. This duty frequently interferes with personal time, which reduces the harmony between work and life.
- Primary school headteachers frequently have little time to take care of their personal health due to the demanding nature of their work.
- Financial difficulties are also a major concern. Headteachers find that their salaries are entirely consumed by the expenses associated with running the school.
- Several orders from the authority's headteachers face challenges related to completing activities on time.
- Headteachers face several challenges related to pressure from society.
- Headteachers of primary schools are often faced with a lack of free time, which impacts their ability to interact with their families.

Conclusion

The study on challenges of primary school headteachers in Malappuram District reveals that, there are strong areas of support and co-operation. But there are still major challenges to overcome, especially when it comes to securing funds for infrastructure facilities, organising school programmes and noon meal. Administrative and academic challenges are manageable, but personal challenges

such as excessive responsibility and mental stress are very important. The study emphasizes the need for focused fund, enhanced infrastructure facilities, improved ICT training and better support for co-curricular activities. In addition, treating personal challenges through stress management programmes and ensuring adequate office staff and inclusive education resources are essential for reducing the challenges of primary school headteachers.

Educational Implication of the Study

The present study is an attempt to find out the challenges of primary school headteachers in Malappuram district. There is no doubt this research has immense potential to benefit researchers, administrators, and policymakers in the field of education. Based on the findings the investigator put forward the following suggestions to improve the present system in education.

- Many headteachers face challenges in securing funds for improving infrastructure and organising school programs. This highlights the need for focused funding and resource allocation to improve school facilities and co-curricular activities.
- A lack of knowledge in ICT impacts headteachers by limiting their ability to effectively integrate technology into the administrative processes. Headteachers face the availability of sufficient technological training remains a challenge. This indicates the need for technology related training programs.

- Many headteachers face challenges related to organising co-curricular activities. This highlights the need for additional support and resources for co-curricular programs.
- Headteachers especially those with less years of experience, face challenges in managing mental stress. This substantiate the need for some recreational activities, programs and stress management training.
- Co-operation of PTA and SMC is effective in many areas, improvements are needed in enhancing the infrastructure of the schools.
- The delay and lack of sufficient noon meal fund will affect the financial pressure of headteachers. This highlights that the need for receive adequate and timely funding for noon meal programs.
- Lack of leadership training for headteachers hinders their ability to effectively manage schools, affecting overall school performance and student outcomes. This emphasizes the need for timely leadership training to enhance their administrative skills.
- Lack of adequate infrastructure, including overcrowded classrooms and inadequate electrification, hinders the ability of headteachers to create a conducive learning environment. This highlights the need for proper infrastructure facilities, including increased government funding.
- Absence of office staff in primary schools gives headteachers administrative duties, reducing their time and focus on educational leadership, affecting the

overall effectiveness of school management. This illustrates the need for additional office staff such as clerk in primary school.

- Headteachers face challenges in ensuring an inclusive classroom, due to limited resources and lack of specialized training for staff, which hinders the provision of equitable education and support for students with disabilities and affects their learning outcomes. This also highlights the need for sufficient resources for students with disabilities and proper training for teachers to ensuring inclusive classrooms.

Suggestions for Further Research

Based on the findings of the present study, investigator put forward the following suggestions for further research.

1. The present study was limited to headteachers of Malappuram district. The study can be replicated in other districts of Kerala.
2. The present study could be extended to the secondary level and higher secondary level.
3. The entire study was a qualitative oriented another study is therefore recommended.
4. A comparative study on the challenges of primary school headteachers with other states can be undertaken.

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APPENDICES

Appendix I
FAROOK TRAINING COLLEGE
Research Centre in Education
Affiliated to University of Calicut
Farook College P.O. 673632

Questionnaire on Challenges of Primary School Headteachers

Dr.Mohammed Sareef.K
Assistant Professor

Kavya.M.P
M.Ed.Student

Personal Data Sheet

Name of Headteacher	:	
Name of school	:	
Section in the school	:	LP / UP
Type of Management	:	Govt /Aided
Gender	:	
Years of Experience as Headteacher	:	0-5 / 6-10 / 11-15 / 15 above years
Phone Number	:	

നിർദ്ദേശങ്ങൾ

പ്രധാനാധ്യാപകർ നേരിടുന്ന വെല്ലുവിളികൾ എന്ന വിഷയത്തിൽ പഠനം നടത്തുന്നതുമായി ബന്ധപ്പെട്ടുള്ള ഒരു ചോദ്യാവലി ആണ് താഴെ നൽകിയിരിക്കുന്നത്. പ്രധാനാധ്യാപകർ എന്ന നിലയ്ക്ക് നേരിടാവുന്ന ചില ഭരണപരവും അക്കാദമികവും വ്യക്തിപരവുമായ വെല്ലുവിളികളുമായി ബന്ധപ്പെട്ട പ്രസ്താവനകൾ ആണ് നൽകിയിരിക്കുന്നത്. പ്രസ്തുത പ്രസ്താവനകളുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ താങ്കൾക്ക് അനുഭവപ്പെടുന്നുണ്ടോ ഇല്ലയോ എന്ന് ദയവായി അടയാളപ്പെടുത്തുക. കൂടാതെ ഈ ചോദ്യാവലിയിൽ പറഞ്ഞതല്ലാത്ത കാര്യങ്ങൾ ചേർക്കാൻ ഉണ്ടെങ്കിൽ അതിനായി പ്രത്യേകം നൽകിയിട്ടുള്ള ഭാഗങ്ങൾ ഉപയോഗപ്പെടുത്തുക. താങ്കൾ നൽകുന്ന വിവരങ്ങൾ പഠനാവശ്യത്തിന് മാത്രം ഉപയോഗിക്കുകയും തികച്ചും രഹസ്യമായി സൂക്ഷിക്കുകയും ചെയ്യുന്നതാണ്.

A) ഭരണപരമായകാര്യങ്ങൾ

ക്രമ നമ്പർ	പ്രസ്താവന	ഉണ്ട്	ഇല്ല
I. സ്കൂൾ പ്രവർത്തനങ്ങൾക്കുള്ള ഫണ്ടിന്റെ ലഭ്യത			
1.	ഉച്ചഭക്ഷണകാര്യത്തിൽ		
2.	യൂണിഫോമിന്റെ കാര്യത്തിൽ		
3.	ഭൗതിക സൗകര്യങ്ങൾ മെച്ചപ്പെടുത്തുന്ന കാര്യത്തിൽ		
4.	സ്കോളർഷിപ്പുകളുടെ വിതരണം		
5.	സ്കൂൾ പരിപാടികളുടെ സംഘാടനം		
II. സഹപ്രവർത്തകരുടെ സഹകരണം			
6.	ഭരണകാര്യങ്ങളിൽ		
7.	ടൈംടേബിൾ തയ്യാറാക്കുന്നതിൽ		
8.	ചുമതലകൾ വീതിച്ചു നൽകുന്നതിൽ		
9.	പൊതുജന സമ്പർക്കം		
III. PTA/SMC എന്നിവയുടെ സഹകരണം			
10.	ഫണ്ടിന്റെ അപര്യാപ്ത പരിഹരിക്കുന്നതിൽ		
11.	ഭൗതിക സാഹചര്യങ്ങൾ ഒരുക്കുന്നതിൽ		
12.	പഠന പ്രവർത്തനങ്ങൾക്ക് അനുയോജ്യമായ സാഹചര്യം ഒരുക്കുന്നതിൽ		
13.	കുട്ടികൾക്ക് സുരക്ഷിതമായ പഠനാന്തരീക്ഷം ഒരുക്കുന്നതിൽ		
IV. SSK/BRC തുടങ്ങിയ ഔദ്യോഗിക ഏജൻസികളുടെ സഹകരണം			
14.	ഫണ്ട് ലഭ്യമാക്കുന്നതിൽ		
15.	ഭൗതികസാഹചര്യം ഒരുക്കുന്നതിൽ		
16.	സഹപ്രവർത്തകർക്ക് പരിശീലനങ്ങൾ സംഘടിപ്പിക്കുന്നതിൽ		
17.	സാങ്കേതികവിദ്യ സൗകര്യങ്ങൾ ലഭ്യമാക്കുന്നതിൽ		
18.	ഉൾച്ചേരൽ വിദ്യാഭ്യാസം നടപ്പിൽ വരുത്തുന്നതിൽ		
V. ഭരണനിർവഹണസഹായകരമായ മറ്റു കാര്യങ്ങൾ			

ക്രമ നമ്പർ	പ്രസ്താവന	ഉണ്ട്	ഇല്ല
19.	ഓഫീസ് ജീവനക്കാരുടെ സേവനങ്ങളുടെ ലഭ്യത		
20.	സ്കൂളിൽ പഠനബോധനപ്രവർത്തനങ്ങൾക്കുള്ള അടിസ്ഥാന ഭൗതിക സാഹചര്യങ്ങൾ		
21.	റെക്കോർഡുകൾ, രജിസ്റ്ററുകൾ എന്നിവ കൃത്യമായി പരിപാലിക്കാൻ കഴിയാത്ത അവസ്ഥ		
22.	താങ്കൾക്ക് ഹെഡ്ക്വാർട്ടേഴ്സിലെ കൂട്ടായ്മയിൽ പങ്കെടുക്കാനുള്ള സാഹചര്യം		
23.	പ്രൊഫഷണൽ ഡെവലപ്മെന്റിന്റെ ഭാഗമായി സർക്കാരിതര ഏജൻസികൾ നടത്തുന്ന പരിശീലന പരിപാടികളിലെ പങ്കാളിത്തം		

ഭരണപരമായ മറുപടികളിൽ നേരിടുന്ന വെല്ലുവിളികൾ

B) അക്കാദമികകാര്യങ്ങൾ

ക്രമ നമ്പർ	പ്രസ്താവന	ഉണ്ട്	ഇല്ല
I. സഹപ്രവർത്തകരുടെ പ്രൊഫഷണൽ ഡവലപ്പ്മെന്റ്			
24.	സ്കൂൾ നടത്തുന്ന പ്രൊഫഷണൽ ഡെവലപ്മെന്റ് പരിപാടികളിൽ സഹപ്രവർത്തകരുടെ സഹകരണം		
25.	സർക്കാർ ഏജൻസികൾ നടത്തുന്ന പരിശീലന പരിപാടികളിൽ സഹപ്രവർത്തകരുടെ പങ്കാളിത്തം		
26.	സഹപ്രവർത്തകർക്ക് പഠനബോധന പ്രക്രിയകളിൽ പിന്തുണ നൽകൽ		
27.	കൃത്യമായ ഇടവേളകളിൽ എസ്ആർജി മീറ്റിങ്ങുകളുടെ നടത്തിപ്പ്		
28.	സഹപ്രവർത്തകർക്ക് അനുയോജ്യമായ സാഹചര്യം ഒരുക്കിക്കൊടുക്കൽ		
II. പഠനപ്രവർത്തനങ്ങൾ			
29.	സഹപ്രവർത്തകരുടെ ബോധനപ്രക്രിയകളുടെ വിലയിരുത്തൽ		
30.	സഹപ്രവർത്തകർ നടത്തുന്ന നൂതനബോധന പ്രക്രിയകൾക്ക് പിന്തുണ നൽകൽ		
31.	പാഠ്യേതരപ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാനുള്ള പ്രയാസങ്ങൾ		
32.	വ്യവസ്ഥാപിതമായി കട്ടികളെ വിലയിരുത്തലും പരിഹാരബോധനം നൽകലും		

III. സാങ്കേതികവിദ്യയുമായി ബന്ധപ്പെട്ട കാര്യങ്ങൾ			
33.	നൂതന സാങ്കേതികവിദ്യയുമായി ബന്ധപ്പെട്ട കാര്യങ്ങളിലുള്ള പരിജ്ഞാനം		
34.	സാങ്കേതികവിദ്യയുമായി ബന്ധപ്പെട്ട ആവശ്യമായ പരിശീലന ലഭ്യത		
35.	സാങ്കേതികവിദ്യയുമായി ബന്ധപ്പെട്ട ഐസിടി വിഭവങ്ങൾ		

അക്കാദമികമായ മറ്റുകാര്യങ്ങളിൽ നേരിടുന്ന വെല്ലുവിളികൾ

C) വ്യക്തിപരമായ കാര്യങ്ങൾ

ക്രമ നമ്പർ	പ്രസ്താവന	ഉണ്ട്	ഇല്ല
I. വ്യക്തിത്വവികാസത്തിനായുള്ള പ്രവർത്തനങ്ങൾ നിർവ്വഹിക്കാനുള്ള കാര്യങ്ങൾ			
36.	സമയക്കുറവ്		
37.	അമിതമായ ഉത്തരവാദിത്തം ഉണ്ടാക്കുന്ന സംഘർഷം.		
38.	മാനസിക സമ്മർദ്ദം		
39.	വിനോദങ്ങളിൽ ഏർപ്പെടൽ		

II. കുടുംബപരമായി ഉത്തരവാദിത്വങ്ങൾ നിറവേറ്റുന്ന കാര്യങ്ങളിൽ			
40.	കുടുംബത്തോടൊപ്പം ചെലവഴിക്കാനുള്ള സമയം		
41.	കുടുംബാംഗങ്ങളിൽ നിന്നുള്ള പിന്തുണ		

<p>വ്യക്തിപരമായ മറ്റുകാര്യങ്ങളിൽ നേരിടുന്ന വെല്ലുവിളികൾ</p>

Appendix II
FAROOK TRAINING COLLEGE

Research centre in Education
Affiliated to University of Calicut
Farook College P.O. 673632

Questionnaire on challenges of Primary School Headteachers
(English Final)

Dr.Mohammed Sareef.K
Assistant Professor

Kavya.M.P
M.Ed.Student

Personal Data Sheet

Name of Headteacher	:
Name of school	:
Section in the school	: Lower Primary/ Upper Primary
Type of Management	: Government /Aided
Gender	:
Years of Experience as Headteacher	:0-5 / 6-10 / 11-15 / 15 above years
Phone Number	:

Instructions

Given below is a questionnaire for conducting a study on the challenges faced by headteachers. The statements are related to administrative, academic, and personal challenges faced as headteachers. Please mark whether you have experienced or not anything related to the statements provided. Also, if there are things to add other than mentioned in this questionnaire, use the spaces provided for that purpose. The information you provide will be used only for study purposes and will be kept strictly confidential.

A) Administrative matters

Sl. No.	Statement	Yes	No
I. Availability of funds for school activities			
1.	In terms of noon meal		
2.	In terms of uniform		
3.	For the improvement of infrastructure facilities		
4.	Distribution of scholarships		
5.	Organisation of school programmes		
II. Co-operation from the colleagues			
6.	In administrative matters		
7.	In preparation of time table		
8.	In delegating the duties		
9.	Public relation		
III. Co-operation of PTA/SMC			
10.	Addressing the inadequacy of funds		
11.	In preparing the infrastructure facilities		
12.	In creating suitable environment for learning activities		
13.	In creating secured learning atmosphere for children		

IV. Co-operation of official agencies like SSK/BRC			
14.	In making funds available		
15.	In preparing the infrastructure facilities		
16.	In organising training for colleagues		
17.	In providing technological facilities		
18.	In implementing inclusive education		
V. Other matters of administrative assistance			
19.	Availability of services of office staff		

Sl. No.	Statement	Yes	No
20.	Basic facilities for teaching and learning activities in schools		
21.	Failure to properly maintain records and registers		
22.	Participation in the headmaster's association		
23.	Participation in training programmes conducted by non-governmental agencies as part of professional development		

Challenges faced in other administrative matters

B) Academic matters

Sl.No.	Statement	Yes	No
I. Professional development of colleagues			
24.	Co-operation of the colleagues in conducting the professional development programmes by the school		
25.	Participation of the colleagues in the training programme conducted by the government agencies		
26.	Providing support to the colleagues in teaching learning process		

Sl.No.	Statement	Yes	No
27.	Conducting SRG meetings during proper intervals		
28.	Creating suitable environments for colleagues		
II. Study activities			
29.	Evaluating the colleagues in teaching learning process		
30.	Providing support for the colleagues in their innovative teaching learning activities		
31.	Difficulties in organising co-curricular activities		
32.	Systematically assessing children and providing remediation		
III. Technology related matters			
33.	Knowledge about advanced technology		
34.	Availability of necessary training related to technology		
35.	ICT resources related to technology		

Challenges faced in other academic matters

C) Personal matters

Sl.No	Statement	Yes	No
I. Things to do for personal development			
36.	Lack of time		
37.	Conflict caused by excessive responsibility		
38.	Mental stress		
39.	Engaging in entertainments		
II. In terms of fulfilling family responsibilities			
40.	Time spend with family		
41.	Support from family members		

Challenges faced in other personal matters