

**STRATEGIES USED BY HEAD TEACHERS IN THE MANAGEMENT OF
PUBLIC BOARDING PRIMARY SCHOOLS IN MAKINDU DIVISION,
MAKUENI COUNTY, KENYA**



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ABSTRACT

Education has in the recent years become an important tool to spearhead development in all aspects of life. The rapid pace of globalization has caused rapid changes in education and has prompted high demand for quality education. The purpose of this study was to establish the strategies used by head teachers in management of the public boarding primary schools in Makindu division, Makueni County, Kenya. The objectives of this study were; to find out the strategies used by head teachers in management of public boarding primary schools, to establish the effectiveness of the strategies head teachers use in management of these schools, to find out the challenges faced by head teachers in management and to establish effective strategies to address the challenges facing head teachers in management of public boarding primary schools. A descriptive survey research design was used for the study. A population of 3748 subjects was targeted for the study. This population comprised 4 head teachers, 73 teachers and 52 SMC members and 3619 pupils. An accessible sample size of 381 subjects was used for the study. Three sets of instruments for data collection were used, that is a questionnaire for head teachers, teachers and pupils, an interview guide for the SMC and an observation guide for each school that was piloted on a sample of 2 head teachers, 4 teachers and 6 SMC members and 40 pupils. Instrument reliability was tested by employing the Spearman Brown split half prophesy technique. A correlation coefficient of 0.72 for pupils and 0.7 for teachers was obtained and was deemed reliable. Data was cleaned, coded and analyzed by use of descriptive statistics facilitated by statistical package for social sciences (SPSS) version 19.0. Tables, percentages and frequencies were used for data presentation. The study established that the head teachers did the financial management of the schools by preparing and approving budgets and authorizing the school expenditures. The head teachers also inspected the school facilities and carried out routine maintenance and upgrading. The study further established that the head teachers motivated the students and the staff, were involved in recruitment and disciplining of the teachers and the students, ensured efficient time management, provided the necessary learning materials and ensured good school community relationship. The study established that the head teachers provided a conducive living and learning conditions for the learners in the boarding schools. However on the side of living conditions, the majority of the schools did not have enough beds. The food was not enough and was in bad condition. On the side of the learning, the head teachers did not provide enough textbooks and reference books, and the furniture in classrooms was not adequate. The study recommends that the head teachers be taken for mandatory management training, increased government funding, and introduction of short mid term breaks to pupils in boarding primary schools among others. It is hoped that the findings and recommendations of the study will deepen understanding in the functioning and effectiveness of head teacher's management of public boarding primary schools and also provide valuable reference for policy makers, researchers and others involved in the management of schools