

**EFFECTIVENESS OF HEAD TEACHERS IN THE MANAGEMENT OF HUMAN
RESOURCE IN PUBLIC SECONDARY SCHOOLS IN IMENTI CENTRAL DISTRICT,
MERU COUNTY- KENYA.**

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ABSTRACT

The purpose of this study was to investigate the effectiveness of head teachers in the management of human resource in public secondary schools in Imenti Central District, Meru County, Kenya. The main objectives of this study were: to identify and examine the extent of human resource management practices, to establish the level of head teachers human resource management effectiveness, to find out the challenges facing head teachers in management of human resources and to suggest effective strategies to address the challenges facing head teachers in the management of human resources. This study was based on the Resource-Based Theory (RBT) of the firm (Barney, 1995). This study was limited in scope to a study of Public Secondary Schools in Imenti Central District, Kenya. The target population for this study 49 head teachers, 390 teachers and 98 support staff in Public Secondary Schools in Imenti Central District. The sample size for this study was 105. Data for this study was collected using questionnaires and interview schedule. The research questionnaires were piloted on a sample of 10 that included 3 head teachers, 5 teachers and 2 support staff in the same district that were not included in the final study obtained using mixed sampling methods that included simple random and purposive sampling. Instrument content validity was ascertained by my supervisors who are experts in educational management and administration. The reliability of the data was arrived at by using the test retest technique. The Cronbach Alpha was used to test internal consistency of the items in the questionnaire. A reliability coefficient of 0.71 and 0.72 was obtained with teachers and support staff questionnaires and the instruments were deemed to reliable. However, the instruments were slightly revised based on the pilot study. The researcher personally administered instruments to all the respondents. Descriptive statistics including frequency counts and percentages were used to analyze quantitative data while data elicited by open ended questions and interview questions were analyzed qualitatively by arranging the responses thematically. The management practices identified included; employing bottom-up management approach, consultations in decision making, motivating staff with free meals and trips, recommending for staff transfer and promotion, encouraging staff training and development, using both democratic and authoritarian style of leadership, delegation of duties among others. The study established that the challenges facing head teachers in the management of human resource included; negative attitude towards work by staff, lack of focus/targets/goals towards performance forcing the head teacher to coerce staff to perform, lack of adequate staff support, indiscipline among some staff members, student's indiscipline/unrests and strikes, negligence of duty by some staff members, inadequate finances to motivate staff, inadequate finances to buy learning materials, political interference and poor school infrastructure among others. The study concluded that head teachers in public secondary schools in Imenti central used various management practices in dealing with students, teachers and support staff. The study revealed that most of the practices employed were effective and helped the schools to realize greater achievement of education goals. Some head teachers emphasized the use of both authoritarian and democratic approaches to management. The study further concluded that the head teachers were facing numerous challenges in the management of students, teachers and support staff. To address these challenges, different strategies need to employ as different schools do not experience the same challenges. The study recommends head teachers training on human resource management by KEMI, employment of support staff by the government and use of participatory approach to human resource management in public secondary schools.