

**FACTORS INFLUENCING EFFECTIVENESS OF HEAD TEACHERS IN  
MANAGEMENT OF PUBLIC PRIMARY SCHOOLS IN MAGUMONI DIVISION  
OF THARAKA NITHI COUNTY, KENYA**



**JOCYLINE KAREGI BOORE  
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## ABSTRACT

This study sought to establish the factors influencing effectiveness of head teachers in the management of public primary schools in Magumoni Division. The objectives of the study were: to establish the effectiveness of head teachers in school management, determine factors influencing management of public primary schools and identify strategies to mitigate the negative factors influencing management of schools. A descriptive survey research design was used for the study. The target population for this study was 620 subjects comprising of 34 head teachers, 280 teachers, 34 chairpersons of school management committee and 272 school management committee members. The sample size for the study was 71 subjects comprising of 8 head teachers, 28 teachers, 8 chairperson of the school management committees and 27 school management committee members. Data was collected using questionnaire for head teachers, teachers and members SMC. An interview schedule was used to obtain information from the SMC chairpersons. The study established that head teachers lacked competencies in management of physical and material resources, management of curriculum and instruction as well as management of human resources. However head teachers were competent in maintaining school community relationship. The study established Factors influencing effectiveness of head teachers in the management of public primary school to be the most critical factors were: inadequate management skills, indiscipline among staff members and students, political interference, frequent transfers of teachers, intermittent government funding, teacher-pupil ratio, teacher attrition, school infrastructure and social instability. Among the strategies that can effectively be used include: increasing government funding and grants to schools, increasing the share of government infrastructure funds, minimum transfer of teachers, training head teachers to acquire financial and management skills. The study recommends training of head teachers and SMC on management, mandatory training course of head teachers and SMC after inauguration, increased budgetary allocation by the government and increased involvement of SMCs in management. 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 primary schools and also provide valuable reference for policy makers, researchers and others involved in the management of secondary schools.