

**FACTORS INFLUENCING HEAD TEACHERS MANAGEMENT OF
TEACHERS' WORK PERFORMANCE IN PRIMARY SCHOOLS IN
RONGAI SUB COUNTY, NAKURU COUNTY, KENYA**

BY

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ABSTRACT

The problem of ineffective management in schools continue to threaten effective teaching as education stakeholders entrusted with direct management responsibilities of schools fails. The purpose of the study was to investigate the factors influencing head teachers management practices on teachers work performance in primary schools in Rongai Sub County, Nakuru County. The objectives of the study were to; identify methods and techniques employed by head teachers in carrying out their management duties, establish the level of head teachers commitment, level of training and education, and to find out the challenges head teacher face and identify the coping strategies that head teachers employ in dealing with the challenges they face in managing human resource. The study was based on and guided by Symbolic Interactionism theory. This study employed a cross-sectional survey design using triangulation of both quantitative and qualitative approaches to data collection. The study targeted the 72 public primary schools, 72 head teachers, 610 teachers and six Zonal Education Officers. The researcher used purposive sampling to select 22 head teachers and 6 education officials and simple random sampling to select 183 teachers to participate in the study. The data collection instruments used were questionnaire and interview schedule. Descriptive and inferential statistics were used to analyze data with the help of Statistical Package for Social Sciences (SPSS) Version 20. There was a positive relationship between the head teachers' management practices and teachers' work performance ($r=.636$, $n=187$, $p<.05$). Most head teachers had Masters and Bachelors degree qualifications. Head teachers provided necessary resources for learning, celebrated success, provided opportunity for independent functioning, involved teachers in decision making and communicated confidently. The head teachers maintained school climate that was conducive for teaching and learning; monitored students discipline and modelled good instructions by teaching their subjects well. The head teachers routinely checked teachers' pedagogic documents and teacher attendance book as part of teacher management. There was failure of syllabus coverage, time management and community members not allowed to express their views on instructional resources. Head teachers did not delegate duties to the teachers and did not supervise their teachers in a formal way. There is need for the head teachers to employ appropriate strategies in order to assist in the improvement of instructional management. It was further recommended that head teachers should support the teachers in their professional growth.