

**INFLUENCE OF PRINCIPALS' RESOURCE MANAGEMENT STRATEGIES ON STUDENT
ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY SCHOOLS IN MANDERA EAST
SUB-COUNTY, MANDERA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the student

The work presented here in this project is my original work which has not been presented in any other Institution of higher learning.

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Approval by the Supervisor

Work presented here has been carried out by the candidate under my supervision.

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DEDICATION

Research work is most sincerely dedicated to all my family members not forgetting my parents for the support they accorded unto me during my studies.



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I convey my heartfelt thankfulness to Almighty Allah for permitting me to conduct this research work. Much appreciation is to my supervisor, Dr Mary Mugwe for instrumental guidance and steady support every part of writing of this project, mentorship accorded to has been helpful in shaping the quality of this study. Additionally, to my family, all friends and people of good will who in one way or another have been involved and helpful in formulation this research project. I also extend gratitude to all authors whose works have been pivotal in shaping and writing of this project. Finally, to my fellow colleagues at University I wore you much gratitude.



Mount Kenya University

ABSTRACT

The study intended to assess influence of principals' resource management strategies on students' academic achievement in secondary public schools in Mandera East sub-county. Research focused on the following objectives: to determine influence of principal's instructional resources management strategies, principal's financial resources management strategies, principals' physical resources management strategies and principals' human resources management strategies influence on students' academic achievement in secondary public school in Mandera East Sub-County, Mandera county. Research was carried out under assistance of Resource-Based view Theory as well as Theory of student achievement. Mixed methodology and descriptive Survey research design was applied to allow use of both qualitative as well as quantitative research methods. Research study location was secondary public schools in Mandera East Sub-County where a target group of 8298 respondents that is 1 Sub-County Director of Education, 19 principals, 300 teachers, 7978 students was targeted. By use Yamane's Formula, a sample of 382 respondents comprising 1 Sub-County Director of Education, 9 principals, 30 teachers, 342 students were obtained. Using purposive sampling was Sub-County Director and principals were selected while simple random sampling was used to select teachers and students. Data was collected using Questionnaires for teachers and students while interview guide tools were used to collect data from school principals and Sub-County Director for Education and observation check list guide also applied. The piloting was done in Lafey Sub-County which displays similar demographic characteristics as Mandera East Sub-County. Testing for validity of instruments was done by vetting by experts where content validity was done with consultation with supervisor but for face validity was improved through preliminary testing. Reliability was attained by utilizing Cronbach's alpha formulae and adjusted to increase reliability coefficients of at least 0.70. Quantitative data was analyzed using frequency tables, bar graphs and pie charts and inferentially by use of Karl Pearson correlation coefficient to assess relationship that exists using Statistical Packages for Social Science (SPSS) Version 23. However, qualitative data analysis was thematically achieved then presented in form of narration while quantitative data analysis was attained using percentages, frequencies and use of Karl Pearson correlation coefficient to test relationship and results interpreted by use of percentages a long with frequency tables, pie charts and bar graphs. Ethical consideration included obtaining permission and ensuring respondents confidentiality and informed consent. Major findings indicated that a deficit exists on use of digital instructional resources, there are inadequacy of financial resources among public secondary schools, well maintained adequate classrooms, playgrounds create necessary physical environment for students learning, inadequacy of science and mathematics teachers, laboratory technicians as human resources limit academic attainability of students in schools. However, the study recommends principals to ensure adequacy of instructional resources in school, Ministry of Education to ensure adequate funding of schools and TSC to employ more teachers. Therefore, the study concluded that principals' resources management strategies have a positive direct impact on students' achievements in secondary public schools. However, research majorly recommended that use of available resources should be highly upheld.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
HRM	Human Resource Management
ICT	Information communication and Technology
KCSE	Kenya Certificate of Secondary Education
NGO	Non-Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organization
OECD	Organization for Economic Co-operation and Development
SPSS	Statistical Packages of Social Science



CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the following areas; the study's background, the problem statement, the study's goal, its aims, research questions, rationale, significance of the study, its scope, its delimitations, its limitations and assumptions. However, a list of operational definitions of terms for important terminology utilized in the study is also provided.

1.1 Background of the study

Education is the foundation of development both socially and economically. This is because, it assists in pushing forward industrious capacity of the country in terms of politics, field of science and innovations as well as economic development (Huaisheng, Dwumah, Adije, Fan, and Oduro, 2019). Therefore, productive management of schools and students' achievement are inseparable (Avidov, 2017). However, Lemos, (2014) postulates that improvement on school management has been found to have an effect on better academic achievement among pupils among developed or developing countries. These arguments are however in support of Narad and Abdullah, (2016) claims that academic achievements of students in schools is a key feature in the education sector as it helps to determine the level of knowledge gained by students at school through national examinations as well as a measure of success or failure of a school in delivering education curriculum to their students. Putting into considerations of these arguments it therefore means that the principal has a role when it comes to creation of a suitable environment for academic performance in public high schools. However, academic achievement among students is normally evaluated via output measures such as wastages,

completion rates and progression rates and less likely on the skills gained by the students for various activities (Sarrico, Rosa and Mantos, 2012). Although there exist several factors potentially affecting education in a negative manner in terms of standards although a fundamental factor to put into consideration is principals resource management strategies.

Globally, countries use huge sums of money to develop education institutions as education has been used to alleviate people from poverty, impacts on their health, nutrition and also their population (Huaisheng, Dwumah, Adije, Fan, and Oduro, 2019). However, many states in United States of America are spearheading reforms in education because they have realized that principal's leadership normally have a very considerable impact on achievements of learners in public senior schools hence this reform has to aim at making the principals of various secondary schools in America accountable for the performance of their schools (Cruickshank, 2017). Similarly, in Australia over the last 30 years has been undergoing through reforms in education purpose being raising quality of educational quality levels for achievement of students in secondary schools (Cruickshank, 2017). Consequently, interesting area in educational reforms as it concerns Australia is on Leadership of the school majoring on resource management practices where it has been established that it has a positive relationship to learners' academic achievement in Australian public senior schools. England too has also not been left behind as for a couple of years educational reforms have been taking place on human resource management for purpose of improving academic abilities of students in England (Liberto, 2023). In England human resource management in the education sector entails rewarding, promotion of better performing employees while sanctioning those who do not perform, recruitment of best teachers while retaining best performing ones as part of the

educational reforms aiming at improving academic achievements of its students in secondary schools (Liberto, 2023). In Chile, teachers who work well and make their students excel in their studies are normally rewarded. What all these means is that principals' management strategies are key in a school in order for its students to perform.

In Africa, similar phenomenon has been witnessed in various nations. In Keeping with Zambia, as a human resource management practice of the principal it was established that monitoring together with evaluation of teachers impacts positively on studies achievements of learners in public secondary schools (Scherman and Fraser, 2017). Similarly, in Nigeria, where the principals spearheaded setting for targets for their students at senior schools it was seen to have influence on their performance. This is because when students set targets are able to self-evaluate themselves and aim at attaining their targets consequently doing well in their studies (Idowu, Chibuzor and Louisa, 2014). In keeping with Nirere, Philothere and Jean, (2023) in Rwanda on a study pertaining the influence of instructional leadership of school heads it was observed that in Musanze District in Rwanda lack of efficient instructional leadership from school heads was amongst the factors that would lead to poor performances in Musanze District primary schools. In Kenya, Benedina and Charles, (2023) on a study on principals' resource utilization observed that there is evidence of poor students' performance in public high schools in Sub- County of Kisii South where resources are not well utilized or underutilized. Additionally, it was found that a number of reports from Ministry of Education had attributed the poor performance on administrative issues of the principals in the Sub-County (Benedina and Charles, 2023). However, Kinyua and Muchanje, (2023) on human resource management practices in Kiambu County and impacts on students' academic achievement revealed that,

professional development of teachers increases their capacity in teaching consequently impacting on better performance among secondary school students in government high schools. Nonetheless, situation in Mandera county has no much different as on a study to evaluate principals' instructional supervision it was noted that Mandera County performance of learners was on a declining trajectory for the period year 2017 to year 2021 for students who attained a C+ or above and one of the major causes was identified as inadequate principals' instructional supervision (Abdi and Biutha, 2023). What all this means is that for academic achievement in secondary schools to be realized several factors has to be put into considerations although the studies above fail to explain on principals' resources management strategies on impacts it has to academic achievements hence the need for the study to evaluates its effects among students in Sub-County public secondary schools in Mandera East.

1.2 Statement of the problem

Principals' management strategies speak volumes in enhancing secondary public schools' academic achievements. This is because they have been provided with the mandate of resources management which is a backbone to academic excellence (Fatma, 2022). However, National examination performance has progressively deteriorated in the past five years where grade for admission to university of C+ dropping from 38.23 % in 2019 to 27.98% in 2023 which is a 10.25% drop which is relatively high (Mandera County Quality Assurance and Standards Office, 2024). Therefore, there has been a direct negative impact on learners' ability to move from secondary education level to universities despite of various efforts made by government of Kenya to provide quality education reason being performance in KCSE for students in Mandera East Sub-County has progressively dropped as more than 75% of students getting less than C+ which is an average grade for university admission in Kenya. Although ministry of

education in Kenya has developed measures in an effort to mitigate the tragedy, academic performance of learners in Mandera East Sub-County secondary government schools has generally deteriorated. Literature analysis of KCSE performance in Mandera East Sub-County public secondary schools shows that lack of adequate studies on principals' resource management strategies of public secondary schools as indicated by poor performance as illustrated in table 1 below.

Table 1 Mandera East Sub-County Students Academic Performance Between 2019 and 2023 Kenya Certificate of Secondary Education in Public Secondary Schools.

Year	Mean	C+ and above (%)	D and below (%)	
			Mandera County	Mandera East Sub-County
2019	5.77	38.23	4.23	4.76
2020	5.49	32.56	5.02	7.8
2021	4.98	30.56	10.27	13.42
2022	4.296	28.64	16.00	17.04
2023	3.987	27.98	15	18.32

Source: Mandera County Education Office, 2024

Table 1 above shows a continuous decline in academic achievement among Mandera East Sub-County public secondary schools between the years 2019 and 2023. In comparison to Mandera County average performance, number of secondary school students who get admissions to university with a C+ reduced but those who attained D grade and below increased. However, inadequate empirical literature exists on principal's resource management strategies necessary for facilitating productive teaching or learning process which leads to improved student achievement facilitating the need for investigation to establish relationship that exist between

principals' resource management strategies of senior schools in Mandera East Sub-County and learners' achievements in academics.

1.3 Purpose of the study

To assess influence of principals' resource management strategies on student academic achievements in public secondary schools in Mandera East Sub-County.

1.4 Objectives of the Study

- (i) To determine the influence of principals' instructional resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya.
- (ii) To assess the influence of principals' financial resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya.
- (iii) To determine the influence of principals' physical resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya.
- (iv) To determine the influence of principals' human resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya.

1.5 Research Questions

- (i) What is the impact of principals' instructional resources management strategies on student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya?

- (ii) How does principals' financial resource management strategies influence academic achievement of students in public secondary schools in Mandera East Sub-County, Mandera County, Kenya?
- (iii) To what extent does principals' physical resources management strategies influence student academic achievements in public secondary schools in Mandera East Sub-County, Mandera County, Kenya?
- (iv) How does principals' human resource management strategies influence student academic achievement in public secondary schools in Mandera East Sub-County, Mandera County, Kenya?

1.6 Justification of the Study

Efforts by educational stakeholders together with government has seen an increase in availing of resources in public senior schools in the country. However, in Mandera East Sub-County public secondary school's resources provision and utilization is ultimately scarce as it faces numerous challenges in terms of shortage of teachers, inadequate physical facilities like libraries, well-equipped laboratories, inadequate facilities for ICT incorporations in teaching-learning processes among others. Due to these persistent challenges, it has been noted earlier in the background that student academic achievement in Mandera East public secondary schools still remains low. Despite of this, the previous empirical studies have acknowledged the value of resources management strategies towards academic achievements. But they haven't investigated influence over which principals' resources management strategies influence student academic achievement in public schools creating need for research in this area.

1.7 Significance of the Study

The research aimed at interrogating impact of principals' resource management techniques on student achievement whose outcome was crucial in policymaking, and other aspects of educational growth having a better understanding of how various resources management strategies affect students' academic performance as well as helps promote more equal access to high-quality education. The study's findings also gave policymakers and educational authorities' evidence-based advice for effective resource allocation, enabling them to strategically invest in the resources that have the biggest influence on student academic attainment. The study was likely to have benefit to NGO'S when it comes to getting financial information of the schools in order to facilitate students in their studies hence improved performance. Principals may benefit from the study in understanding their role and obligation in adequate resources management strategies to enhance student academic performance and principals can also instill same duties to their teachers and supporting staff. In summary, the significance of this study rests in its ability to support educational fairness, well-informed decision-making, enhanced teaching strategies, and an overall improvement in academic attainment in Mandera East, Mandera County, Kenya.

1.8 Scope of the Study

The research comprised of 19 public schools in Mandera East Sub-County and concentrated on secondary schools where management of educational resources, including instructional, physical, financial, and human resources formed major issues of interest. The research design utilized a contemporaneous triangulation approach, as the investigation employed a mixed methodology approach. While interview schedules helped to acquire qualitative data from administrators and instructors, questionnaires also aided in gathering quantitative data from

learners. The research was carried out in 2024 between the months of July and early September.

1.9 Limitations of the Study

Elements that could influence the investigation included the following difficulties;

- (i) Lack of reliable data and information from participants which could give false opinion which could affect outcomes of the study. However, so that to overcome this limitation researcher made explanations on aims of researcher to respondents and that any information they provide was used for research purposes only.
- (ii) Poor road network in the area was another key factor for consideration as it made it inaccessible to sampled school using vehicles. Nonetheless, researcher used motorbike to reach the schools in remote areas.
- (iii) The study was constrained by financial and logistical limitations, affecting sample of respondents' research targets and extent of collection of information. These constraints could impact the depth and breadth of the study's insights. Nonetheless, proper prior planning was made to ensure that constraints were at their minimum possible levels to avoid any logistical challenges.
- (iv) The area of study had insecurity challenges as the area borders Somalia which is prone to militia attack, but in order to counter this challenge the researcher made prior security arrangement having acquired permission from the relevant security authorities escort was sought as per need rise.
- (v) The area of study had poor network connectivity therefore researcher diversified means of communication in order to relay prior information to respondents through proper planning.

1.10 Delimitations of the Study

With adequate consideration of the following delimitations research was conducted;

- (i) The research was limited to a cross-sectional approach where only public secondary schools in the Sub-County of Mandera East were considered.
- (ii) Research was also confined to four main independent variables which are instructional resources, physical resources, financial resources and human resources that influence the student academic achievement in Sub-County of Mandera East.
- (iii) Research was also delimited to participant such as Sub- County Director, principals, teachers and students within Mandera East Sub-County only.

1.11 Assumptions of the Study

Research assumed certain factors such as:

- (i) Principal ensure resources are allocated fairly and effectively used for learning among students regardless of their background in all public schools in Mandera East Sub-County.
- (ii) That information gathered during research was used to improve principal resources management strategies to aid in improving the student academic performance.
- (iii) That the respondent gave the information required willingly as well as honestly.

1.12 Operational Definition of Key Terms

Financial Resources: Refers to all capital or recurrent funds received in the school in order to facilitate purchase of goods and services required in teaching and learning which include grants from government, school fees and donation from well-wishers.

Human resources: A group of people who make up the working force of a school.

Instructional Resources: Refers to items or a substance needed for teaching and learning purposes for example textbooks, chalk, and stationary.

Physical Resources: Refers to the resources such as basic infrastructure like classrooms, laboratories, libraries and other school facilities that support learning experience.

Resource management strategies: It refers to act of planning or scheduling while allocating finances as well as technology to school programs.

Student Achievement: This is an exhibit of the information and abilities acquired, as indicated by grade and competencies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter entails an evaluation pertaining relevant related literature through comprehensive synthesis of knowledge, highlighting gaps and emerging trends relating to how financial resources, instructional resources, physical resources and human resources management strategies influence different public secondary school academic achievement of students. Subsequent sections of this chapter are categorized as empirical review of related literature, theoretical review together with conceptual framework, research gaps as well as summary of literature review. By looking at various similar studies and perspectives globally, regionally and locally, this review provides a robust foundation for rooting research endeavor.

2.1.1 Resource Management Strategies

Success or even sometimes failure of secondary school students' education is highly related to the resource management strategies of the principal. This is in considerations that the management of secondary school more so in Kenya is highly placed on the shoulders of principals of various public secondary schools (Teachers Service Commission, 2018). Therefore, the principal has been given a great role of enabling academic achievements of learners in public schools more so concerning secondary schools and one of the means to attain that is through proper resource management strategies. However, Omemu, (2017) observed that management strategies of the principals are highly concerned with shaping the school to the right direction in order to attain its objectives. In keeping with Omemu, (2017), in order for principals to achieve goals of the school some of their management strategies to be carried out includes planning strategy, organizing strategy, coordinating strategy, staffing strategy as well

as strategy on decision making. This argument agrees with Oli and Mahfuza, (2014) that resource management has a direct impact on education of the students because students who manage their resources well tend to have improved grades by proper time allocation and proper utilization of learning materials thereby enhancing their learning outcomes which is academic achievement.

2.1.2 Students Academic Achievement

A number of factors normally influence academic achievements of students, for example as some students may not lead in class position on the other hand may take leadership positions in same class but many are the times people put more emphasis on grades unlike other students' abilities (Yusuf and Nur, 2023). Literature on education indicates that secondary school education has a great millstone on lives of the students as far as their growth and development is concerned. According to the Brazilian National Curriculum Guidelines for students', education for students start improving on their autonomy, how they interact with their surroundings, as well as association with other factors such as languages and mathematics in their early learning stages. (Brasil, 2017). However, results pertaining students' attainments and public policies shows the importance of school policies on students' performance (Gresham,2015 and Correia, 2016). Therefore, these prepositions are indicative a direct impact exist as pertains resource management strategies on wellbeing of students in school as improved excellence in their studies are indicative of good entries to other academic levels.

2.2 Influence of Instructional Resources Management Strategies on Students' Academic Achievements.

Instructional materials play a pivotal role in facilitating teachers in classroom in their delivery of the lessons to students and consequently realization of improved standards of education at government secondary schools in most parts of the globe (Wilson, Martin and Jackline, 2020). In keeping with Wilson, Martin and Jackline, (2020) they observed that academic attainment of students in Kenya Certificate of Secondary Education (KCSE) is low while those students who attain more than C+ grade is on downward trajectory and among factors that they identified to be some of the contributing factors includes level of provision of instructional resources together with poor staffing that compromise standards of provision of education at secondary schools. These arguments agree with Hellen and Lucy, (2018) that instructional resources such as text books, set books, laboratory equipment as well as teaching aids as among materials for instruction impacting on learners' academic success.

In keeping with global investigation, Hiroyuki and Masato, (2019) investigated on impact of quality of materials for instruction on student academic attainment where it was found that instructional time is more impactful when combined with higher teacher quality by basic indicators including teaching experience, professional growth and academics major where effects were found to be largely influencing on students whose social economic status is lower. However, in Florida United State Department of Education, (2019) noted a positive direct relationship between provision of instructional resources on students' achievement on their studies in Florida secondary schools. These is because, the more the students are provided with

instructional resources the more there is improvement in their academic achievements in secondary schools.

In African Context, Gloria, (2021) on a study in Ghana on effects of criteria for selection of materials for instruction on learners' performance where it became clear that proper selection of teaching resources led to improvement in academic performance of students in business studies. Further, it was noted that teaching tools not only make the lesson more meaningful but also bring about the practical aspect of the lesson enhancing students' comprehension. These prepositions agree with Evermeld and Andala, (2023) findings in Rwanda where it was observed that better utilization of instructional, qualification of educators together with motivation of students has a significance influence on achievement of the students academically. Consequently, in Tanzania the case is no difference as Wema and Kennedy, (2022) in Arusha Tanzania Secondary schools noted that availability of teaching resources has a direct effect on learners' achievements in academic studies in secondary schools.

In Kenya, Wilson, Martin and Jackline, (2022) on a research in Murang'a County on influence of instructional resources on education quality and found that number of students completing school is on decline, number of students attaining a mean of C+ and above in KCSE is on decline trajectory and students participation in cocurricular activities in school has in a great extent reduced but some of the identified contributing factors to these problems were provision of instructional resources are not at an ideal level which is key. However, on a similar study in Kisumu East District Hellen and Lucy, (2018) recommended for a need for principals in high schools to beef up provision of text books to students and laboratory equipment because they are of great necessity in academic wellbeing of the students. What all this means is that for

academic achievement of learners in secondary schools there is need to pay attention on adequate provision of resources for facilitating students in schools hence the need to investigate instructional resources influence as far as students' academic attainment is concerned in Mandera East Sub-County as despite of government along with other stakeholders' effort on resources provision in secondary schools' performance remains a key issue of concern.

2.3 Influence of Financial Resources Management Strategies on Students' Academic Achievements.

Issues of financial resources and financial adequacy has become a debate of concern both in developed and developing nations as far as its influence is concerned on educational attainment of students in secondary public schools. This is because policy makers, tax payers as well as other stakeholders in the education sector normally wonder whether schools who receive more financial allocations has an influence on students' academic outcomes (Dorcah, Jeremiah and Loise, 2018). However, issues concerning social economic status had influence on students' achievement has been widely discussed where aspects such as education, social class or income mostly is placed at the center stage of the discussion (Darin-Mattsson, Fors and Kareholt, (2017). Global studies have shown that social economic status such as poverty and parents' economic level has influence on students' academic abilities. These is because in keeping with Maitum, Angelica and Ariel, (2023) in Philippines scholarships were seen to have an effect on educational attainment of students because those from poor backgrounds were able to attain higher education and consequently their achievements got better. According to OECD, (2010) central government in Australia, Ireland, Italy, Netherlands together with Slovenia funded over 70% of primary and secondary education. On the other hand, 70% of government expenditure

in Belgium, Norway, Spain, United Kingdom and Switzerland (Young People Learning Agency, 2012). Therefore, scholarships constitute a fundamental robust aspect framework that boost academic achievements for students while attaining their education.

In keeping with Mauritius in Africa, Stephen and Goonesh, (2021) observed that social elements such as indiscipline, loss of interest in schooling, family conflicts and drug abuse as major contributing elements to poor academic achievement of learners in high schools. What this means is that poverty as well economic well-being of parents has influence on the manner in which their students will achieve in their studies as they are likely not to be able to have some key supportive necessities for their studies. However, on a different study in Ghana concerning influence of funding of education by government and students' academic performance it shown that a direct positive relationship exists in senior secondary schools in Wa Municipality of upper locale in Ghana (Nurudeen, Abdul and Latif, (2018). In keeping with East African Context particularly Kenya, Martin, (2021) conducted investigation in Lang'ata, in Nairobi City County government secondary schools pertaining financial resource management practices influence on academic well-being of students and noted that financial management is a challenge in today's society especially during the times of pandemics and not all staff and school teachers are involved in financial resources management in schools. Additionally, students were seen to suffer from financial crisis, inadequate teaching time and availability of their parents or guardians by side as they study. Therefore, despite of several strides by educational stakeholders, Ministry of Education aided by the government and principals' efforts on provision of financial resources in Mandera East Sub-County a challenge

exists on academic achievement hence the need to establish influence of financial resources management techniques on students' educational attainment.

2.4 Influence of Physical Resources Management Strategies on Students' Academic Achievements.

Physical resources include facilities such as classrooms, laboratories, land or even furniture. Additionally, it may also take into considerations of facilities such as teaching spaces. In keeping with Beynon, (2012) one of the things identified as a potent factor in quantitative education and in provision of quality education is physical facilities which cannot be overlooked. Therefore, a school that may lack adequate classes is likely to be forced to accommodate students. However, World Bank, (2018) found that quality of education being offered in schools is impeded on certain key factors such as physical facilities as they play a critical function as it concerns achievement of students in secondary schools by provision of a suitable environment for learning. Therefore, governments across the globe should strive to equip all learning institutions with necessary infrastructure to facilitate equal opportunities for all school going children's opportunities to quality education in a safe and clean environment. Several researches have been done across the world on need of physical resources in academic achievement of students in schools. for example, in Philippines Limon, (2016) carried out an investigation on influence of physical facilities and found that among the various factors that normally operate or exist in provision of quality education among them is adequacy of physical facilities because it has a direct implication on academic attainments of students in schools. On the other hand, insufficiency of physical resources in a school creates a direct negative effect on students' achievability in their studies, (Limon, 2016). However, Rajpurkar, and Powdwal, (2019) observations in Mumbai India recorded that physical school resources are gradually

changing from physical infrastructure to digital infrastructure. Therefore, physical facilities such as mark bords, text books together with other materials including exercise books has no influence to students' academic achievement but the digital infrastructure is important.

In Sub Saharan Africa, Comfort, Usang and Prince, (2022) on research in Nigeria on physical facilities kind of influence it has to achievement of students in secondary schools, proposed that adequacy or even availability of physical resources is a big contributor to academic prowess of students in Nigerian secondary schools. This assertion agrees with study conducted in Ghana by Christopher, Abdulai, and Bernard, (2022) where they noted that a key determinant to student performance is physical infrastructure. This is because inadequate physical resources such as classrooms makes students to undergo stress due to overcrowding in classes. Additionally, some students tend to hide behind the large numbers of students in class making it uncontrollable. In keeping with East African context in Kigali Rwanda Oyeleye and Odunayo, (2020) observed that a weak positive association exists between online resources such as google and YouTube to students' academic performance as a way of supplementing what the students already get in school as physical facilities. Oyeleye and Odunayo, (2020) argue that physical resources are not likely to be an adequate measure for academic achievement of students while at school because now students are able to access online learning materials in place of textbooks. However, the situation is not much different in Kenya as according to Margaret, Paul and Ganatusanga, (2019) on the issue of students' academic performance influence of physical resources of teacher trainees in colleges for public primary teacher training in Kenya observed that physical resources provision determines academic achievements of training teachers but many public teacher training colleagues lacked adequate

physical facilities such as libraries which are well stocked, well equipped laboratories as well as conducive lecture halls for health services. Therefore, this argument necessitates the need for conducting research as it concerns impact of physical resources on students' educational attainment in secondary public schools in Mandera East Sub-County to find out their adequacy and relevance to students' achievements while at schools. This is because despite of several studies showing that a positive influence exists between performance and physical resources although the case has been a little bit more different in Mandera East Sub-County as despite of the government effort in conjunction with other educational stakeholders to equip schools with facilities performance has been a challenge in Mandera East Sub-County.

2.5 Influence of Human Resources Management Strategies on Students' Academic Achievements.

According to O'Riordan, (2017), Human resource management (HRM) gained its insight in 1980s. Today, development of need to improve in academic achievement in the society has led high interest being put on training of teachers as they have been identified as a crucial asset in the school's development resulting to academic prowess for the students in secondary schools (Nwaeke and Obiekwe, 2017). However, teachers' performance in academic works of their students basically reflects the kind of abilities, skills and knowledge the teachers have gained during their training. This is because a considerable positive relationship exists between teacher trainings and students' academic prowess (Obiekwe and Obiekwe, 2021). In Pakistan, Rafiei and Davari, (2015) carried out an evaluation on influence of Human resource management in boosting teaching capabilities of teachers in Noor University where the study observed that continuous professional development as well as training impacts positively to academic

achievements of students. That means if a school invests on professional development of its teachers and training it not only develops teachers but also aids in studies excellence of learners while at school. However, in 2010 the government of Malaysia promulgated its economic transformation agenda. In order to achieve these one of the pillars for this success was education of students in school hence provision of human resources who are skilled and highly developed was established in order to have people who can deliver in both public as well as private sector (Malik, Nawab and Danis 2010).

The situation of human resources management is not much more different in Africa as in Nigeria Nyoho, (2021) on human resource management influence on students' academic attainments for national examinations noted that when human resources are well managed the workers feels satisfied making, he attainability of the school goals to become easy as teachers are the bedrock for improved quality education in education sector in Nigeria. On the other hand, Joseph, Wilson and Stephen, (2021) carried out an investigation in Uganda concerning performance appraisal and students' academic performance and observed that performance appraisal of teachers should aim at teaching outputs among teachers while focusing at the teacher as a facilitator. Additionally, teachers ought to be engaged in development of performance indicators during their appraisal.

In keeping with Kenyan context, David, Mike and Edward, (2016) carried out an investigation in Bungoma County on human resource influence in government secondary schools' academic achievements of their students, observed that teacher development, teacher staffing, teacher motivation, school management as well as teacher class management as key indicators of management of human resource on educational performance among high schools' students in

Bungoma County. These arguments agree with Mutula, Kawasonga and Gogo, (2020) who conducted a similar study in Kisumu and noted that increased teacher experience and teachers teaching in consulting with the students enhance academic abilities of the students. Additionally, capacity of human resources was realized to have a significance effect on students' academic attainability. Authors above agrees with the assertions that human resource has a positive contribution to academic performance creating need to assess influence of management of human resources strategies in Mandera East Sub-County on academic performance as grades for students in secondary schools are wanting.

2.6 Theoretical Framework

A theoretical framework offers a methodical foundation for comprehending and assessing the connections between various variables or concepts in a research study. Two theories, Resource-Based view Theory and Theory of academic performance by Elger (2007), serve as the foundation for research.

2.6.1 Resource-Based View Theory.

Resource-Based View (RBV) theory is one of the significant theories in management which was presented by Jay Barney in 1991 in his paper, "*Firm Resources and Sustained Competitive Advantage*,". According to the theory, gaining and maintaining a competitive advantage depends on an organization's capabilities and resources (Barney, 1991). Since this theory places a strong emphasis on strategic resource management, it is very applicable to the study's goals of analyzing instructional, financial, physical, and human resource management. According to RBV, resources have the qualities of being rare, valuable, incomparable, and non-substitutable (VRIN), and having these qualities can greatly improve an organization's performance. Principals in public secondary schools can foster a positive learning environment that improves

students' academic performance by managing instructional resources including technology, lab equipment, and textbooks. For example, having sufficient and up-to-date teaching resources can have a direct impact on the standard of instruction and student involvement. Another crucial area where RBV is applicable is financial resource management. Budgetary restrictions affect how schools operate; therefore, principals must use their money wisely in order to optimize student achievement. Spending on necessary areas like teacher preparation, infrastructure development, and student support services should be prioritized. Effective use of financial resources by principals fosters a stable and stimulating learning environment that improves student performance.

Based on RBV, physical resources such as classrooms, school buildings, and recreational facilities are also crucial. The experiences and results of learning for students can be greatly impacted by physical infrastructure that is well-maintained and furnished. Leaders who effectively oversee these assets guarantee that the educational setting is secure, hospitable, and supportive of learning. Nonetheless, by virtue of RBV, management of human resources may be one of the most important factors. The caliber of educators and support personnel has a direct impact on students' academic prowess. Teachers' performance and motivation can be improved by principals who make investments in their professional development, promote a collaborative work environment, and put in place equitable evaluation procedures. High-quality teachers are attracted to and retained by the school through the use of effective human resource initiatives, which enhances student results.

2.6.2 Theory of Academic Achievement

According to Elger's (2007) Theory of Academic Achievement, "perform" refers to the capacity to produce valuable outcomes, and a "performer" is a person or group that participates in this

process. The place in the academic path is referred to as the performance level. Elger names six aspects—knowledge, skills, identity, personal characteristics, and fixed factors—that affect performance levels. Three axioms—the performer's mentality, absorption in an enriching environment, and participation in reflective practice—are suggested by the theory as prerequisites for good educational performance. The theory is useful in the current study since it outlines information, skills, and personal variables that contribute to academic performance. This reflects the fact that student successes are multifaceted and impacted by the availability of resources. These theory challenges principals to enhance performance through empowerment, fostering efficient learning and growth. It emphasizes that academic performance signifies learning for understanding. Improved academic performance not only elevates academic quality but also reduces costs, creating an environment where outcomes surpass academic community expectations. Application of the Academic Performance Framework to the study suggests that optimizing school resources will stabilize students at the forefront. Encouraging students to set challenging goals from the outset, with the acceptance of failure as part of the learning process, can motivate high performance. This intervention, viewed as a gradual process, can contribute positively to the academic landscape in Mandera East Sub-County, potentially yielding outcomes that exceed expectations and reduce resource costs.

2.7 Conceptual Framework

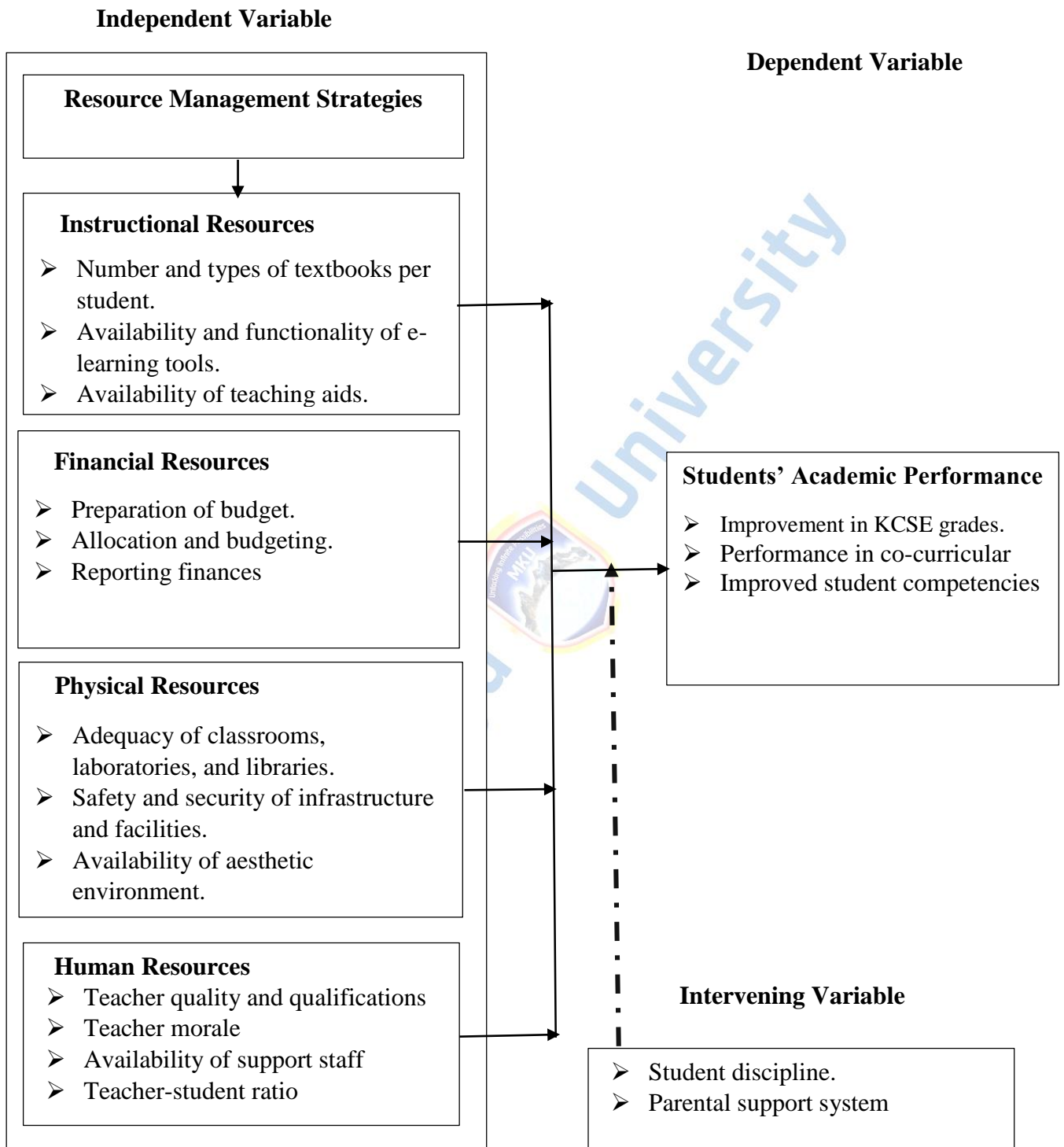


Figure 1 *Conceptual Framework*

2.8 Research Gaps

A number of studies have tried to explain factors contributing to students' academic performance across the globe. For example, Njuguna, (2021) looked at school-based elements contributing to students' achievement in their academic studies in Murang'a South Sub-County while Omotora, (2018) looked at factors affecting performance in studies of senior schools in Nigeria. However, Stephen and Edith, (2019) carried out a study in Kirinyaga Central assessing on conditions impacting academic achievement of learners in public secondary school in KCSE examination but they all failed to explain the influence of principals resource management strategies such as instructional resources management strategies , financial resources management strategies , physical resources management strategies as well as human resources management strategies influence on students' academic achievements hence the need to carry out current research on principals' resource management strategies influence on students' achievement on their educational studies in Mandera East Sub-County public high schools in Kenya.

2.9 Summary of Literature Review

This section has dealt with related literature on impact of instructional resources, financial resources, physical resources and human resources on students' academic achievements guided by theory of resource based together with theory of students' academic achievement. However, conceptual framework and research gaps has also been addressed.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.0 Introduction

Materials and procedures applied in this research investigation are presented in this section.

This chapter is further sectioned into: study design, study location, population targeted, sample technique and size, research instrumentation, data collecting methods, data analysis together with ethical considerations. This chapter makes the framework guiding investigation of the link between supplying school resources and student academic accomplishments clear and straightforward by providing such a thorough review.

3.1 Research Methodology

So that to offer a thorough understanding of current research investigation, a hybrid methodology, entailing both quantitative and qualitative techniques, were used. This is because the study gathered and analyzed both quantifiable and qualitative data. Conversely, in the quantitative approach, the questionnaires with structured open-ended and closed-ended questions were used to collect data. Sub-county administrators, principals and teachers of selected schools were contacted via interview schedules in order to gather qualitative data.

3.2 Research Design

A study design refers to blueprint outlining approaches as well as structure of a particular research study (Lakens, 2022). Consequently, the study applied a mixed research study approach, which employs both descriptive research design and inferential research design. The descriptive design uses a quantitative study method by collecting and analyzing numerical data to aid in describing relationship between independent and dependent variables. Inferential study

design uses thematic analysis of qualitative data that has been collected. As such, it would be used to analyze and describe the association between school resources and student academic achievements.

3.3 Location of the Study

Investigation was conducted among secondary public schools in Mandera East Sub-County located in Mandera County which is present in Northeastern region of Kenya (Directorate of Economic Planning and Statistics in Mandera, 2018). Mandera East Sub-County covers an area of 2797 km² with an estimated population of 296, 281 people. Noteworthy, this corresponds to the highest population density of 106 persons per km² compared to the rest of the sub-counties. Most of the native population practice pastoralism as their main economic activity due to the sparse population and large tracks of land.

3.4 Target population

There were 19 secondary public schools that were aimed to be studied in Mandera East sub-county comprising a target population of 8298 respondents which comprised of 7978 students, 300 teachers, 19 school administrators and Mandera East Sub-County Director of Education as outlined in table 2.

Table 2 *Target Population*

Category	Target population
Sub-County Director of Education	1
Principals	19
Teachers	300
Students	7978
Total	8298

Source: Mandera East Sub-County office (2023)

3.5 Sampling Procedures and Sample Size

Determination of a study's sample size was critical to ensure the statistical reliability of the results. Consequently, this study utilized Slovin's Formula to come up with sample size as follows (Adam, 2020):”

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n -is required sample size

N -is total target population size

e -is desired level of precision (5%)”

Thus:

$$n = \frac{8298}{1 + 8298(0.05)^2}$$

$$N= 382$$

Based on this formula, a sample size of **382** participants was reached and formed the study's sample size for participants. In order to form three strata in consideration to number of zones in Mandera East Sub-County what was used is stratified sampling. This facilitated homogenous sampling as well as high degree of proportionality relationship from every zone. For each of the three zones 3 principals, 114 students, and 10 teachers were selected. Sub-County Director of Education was also considered hence arriving at a sample size of 382 participants as demonstrated below.

Table 3 Study Sampling Grid

Category	Target population	Sample size	Sampling technique
Sub-County Director of Education	1	1	Purposive sampling
Principals	19	9	Purposive sampling
Teachers	300	30	Simple Random sampling
Students	7978	342	Simple Random sampling
Total	8298	382	

Source: Mandera East Sub-County office (2023)

3.6 Research Instruments

A structured questionnaire having closed-ended questions and interviews formed the primary data collection tools for the study. Interviews made were important to get data from Sub-County Director, school administrators while questionnaires applied to gather data from students together with their teachers. Both questionnaire and interview guide were sectioned into five categories. The first section extracted data on demographic characteristics of the participants, while the remaining four sections had questions exploring each of the four study objectives. Questions took the form of both closed-ended and Likert-scale format. Additionally, a checklist form was used to review available resources in the sampled schools.

3.7.0 Piloting of Research Instruments

A pilot test was necessary to make sure questions are clear, pertinent, and efficient before the questionnaires were given to the complete sample. Thirty-eight participants; comprising 1 school administrator, 2 teachers and 35 students were used. Therefore, pilot sample consisted of 10% of study sample. The pilot study was conducted in two public secondary schools in Lafey Sub-County which was of similar characteristics to Sub-County of study. Using comments

from the pilot phase, tools were improved. To make sure questions properly measured required components, its validity and reliability were also examined.

3.7.1 Testing for Validity

Validity measures the level to which results from data analysis correctly depict aspect being investigated (Mugenda and Mugenda, 2003). The supervisor was consulted in order to improve instrument's content validity. Their adjustments were taken into account. Expert judgment increased the content validity of a research instrument. Elements that were deemed unclear or unnecessary were either eliminated or reorganized in order to obtain the appropriate data correspondingly to the study's goals.

3.7.2 Testing for Reliability

Reliability is the constancy and stability of measurements produced by research. This was established using the split-half technique, wherein test items were governed once to a selected group of participants; afterwards, scores were grouped into two. Therefore, reliability index between the two splits of data got established using Cronbach Alpha method. A Cronbach alpha of ≥ 0.75 was required to indicate high internal reliability hence this threshold was used in the study.

3.7.3 Testing for Dependability

Dependability was checked by having every qualitative data obtained reported in detail to attain similar outcomes on repeat of investigation. This assures that outcomes are also backed by data obtained.

3.7.4 Testing for Credibility

This was attained via triangulation and member checking technique. Triangulation pertains using many methods of collecting data, making use of various sources of data within same

method, using several observers and analysts. Member checking technique control of credibility involved sharing data interpretations with research respondents. This enables respondents in research study to make clear what their aim was and correct mistakes.

3.8 Data Collection Procedures

Authorization research license was obtained from National Commission for Science, Technology and Innovation, also, an introduction letter from School of Postgraduate Mount Kenya University's. Authorization from Mandera County Director of Education was also sourced. Researcher conducted scheduled meetings with participants to hand them the questionnaires as well as carry out interviews to gather preliminary data. Questionnaires were given to chosen respondents who composed of students, instructors together with school officials, by trained research assistants. The procedure of data collection entailed informing participants of the study's objectives, guaranteeing their anonymity, and responding to any queries or worries they may have.

3.9 Data Analysis Procedures

Quantitative together with qualitative analysis of data were separate but conclusions drawn together. Respondents were given labels and codes once the pertinent data had been compiled into phrases that represent single, focused ideas. The research objectives guided analysis as well as narrative presentation of qualitative data. Nonetheless, with statistical program for social science (SPSS version 25), quantitative data was evaluated both inferentially and descriptively using Karl Pearson correlation analysis where statistical measures such as frequency tables, percentages applied but charts and bar graphs were used to display study's quantitative results. There was both descriptive and inferential analysis as demonstrated in table 4.

Table 4 *Data Analysis Procedures*

Item	Data analysis method
Participant demographics	Descriptive statistics: frequencies, percentages distribution.
Objective 1: To determine the influence of instructional resources on student achievements in public secondary schools	Frequencies, percentages, Pearson correlation analysis to analyze relationship between instructional resource availability or utilization and student achievement, thematic analysis
Objective 2: To assess the influence of financial resources on student achievements in public secondary schools	Frequencies, percentages Pearson correlation analysis to analyze relationship between financial resource availability or utilization and student achievement, thematic analysis
Objective 3: To determine the influence of physical resources on student achievements in public secondary schools	Frequencies, percentages, Karl Pearson analysis to check relationship between instructional resource availability/utilization and student achievement, thematic analysis.
Objective 4: To determine the influence of human resources on student achievements in public secondary schools	Descriptive statistics: frequencies, percentages. Karl Pearson analysis to analyze relationship between instructional resource availability or utilization and student achievement, thematic analysis

Source; Researcher, 2024

3.10 Ethical Considerations

In research, ethical considerations include describing the study's objectives, participant requirements, informed consent procedures, and confidentiality protections.

(i) Confidentiality and privacy

All information gathered was kept confidential because it was only accessible by researcher. Data was anonymized to protect identities of the participants. To prevent individual identification of participants, codes and numbers were assigned to each participant's questionnaire instead of their unique identifiers such as names. Each participant was allowed to have sufficient time to individually fill the questionnaire in order to enhance their privacy.

(ii) Informed consent

Prior to actual data collection, participants had to give an informed consent. During the provision of this informed consent, they were given clear as well as comprehensive information concerning research purpose, procedures and potential possible risks or benefits of the study along with their right to discontinue at any time without fear for any action being taken against them.

(iii) Storage of data collected

All filled questionnaires were stored in lockable cabinets accessible only by the researcher. Digital data storage entailed a password protected device where only researcher can access it.

(iv) Anonymity

Individual identity of respondents was not a salient feature for research. This is because no identifying data about school nor participants was disclosed in written or unwritten correspondence.

(v) Access to study area

Also, researcher made formal introduction to respondents by giving them self-introductory letter. The researcher obtained license from NACOSTI, as well as introductory letter from MKU school of post graduate studies, research authorization letters from County commissioner, County Director of Education and County government of Mandera before starting to collect data.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter gives findings of the study although in order to establish credibility of the study along with aims, it is aligned with four research questions sought to be answered by the study. Also, general participants data was collected for it could be of great benefit and relevance in presenting data.

4.1 Report on participants rate of response

Tools for gathering information were administered to Sub-County Director of Education in Mandera East Sub-Couty, Principals, teachers together with their students in sampled schools where they yielded a response rate of **97.91%** as shown in table below.

Table 5 Report on Participants Response Rate

Category	Sampled participants	Participants responded	Response rate
Sub-County Director of Education	1	1	100%
Principals	9	8	88.88%
Teachers	30	27	90.00%
Students	342	338	98.83%
Total	382	374	97.91%

Source; Researcher, 2024

Report from the table above shows that the Sub-County Director of Education who was aimed for the study responded making response rate to be **1** or **100%**. On the same vein **8** principals which was **88.88%** also responded and **27** teachers which constituted a **90.00%** of sampled teachers responded and for the students had high response of **338** which was a high percentage

response at **98.83%**. Generally, response rate for the tools for gathering information gave a return rate of **97.91%** which was adequate enough for the study as it was bound to improve on dependability of the results.

4.2 Report on General Demographic Information of Respondents

Participants general demographic information on whether male or female, teaching experience together with level of educational attainment was also captured by the instruments for gathering information. However, for students their age in terms of years was captured by the questionnaire. This was necessary so that to indicate whether there was adequate gender disparity among respondents as well as showing level of education of participants aiding to demonstrate on degree of responsiveness to the study questions indicating that sampled respondents had the necessary pre-requisite knowledge on research questions as well as understandability of questions by the participants as participants with different levels of education were likely to have different opinions or understanding of questions of interest during the study.

4.2.1 Type of Gender of Respondents

When tools for gathering information were governed to participants, they indicated that there was adequate gender disparity between male and female participants. This is because the Sub-County Director of Education was male and for principals who were interviewed **6** of them which contributed to **75%** were males while **2** making up **25%** were females. On the same vein out of **27** teachers who participated in research **17** which was **62.96%** were male but **10** were female making up for **37.04%**. However, the same scenario was observed among the students as there were more male students who participated in research unlike their counterparts. This is because, out of the **338** students **203** were male which was **60.06%** of total population of

students and 135 were female contributing to 39.94%. Nonetheless, data on percentage gender disparity of participants was also illustrated as shown in the **figure 2** below.

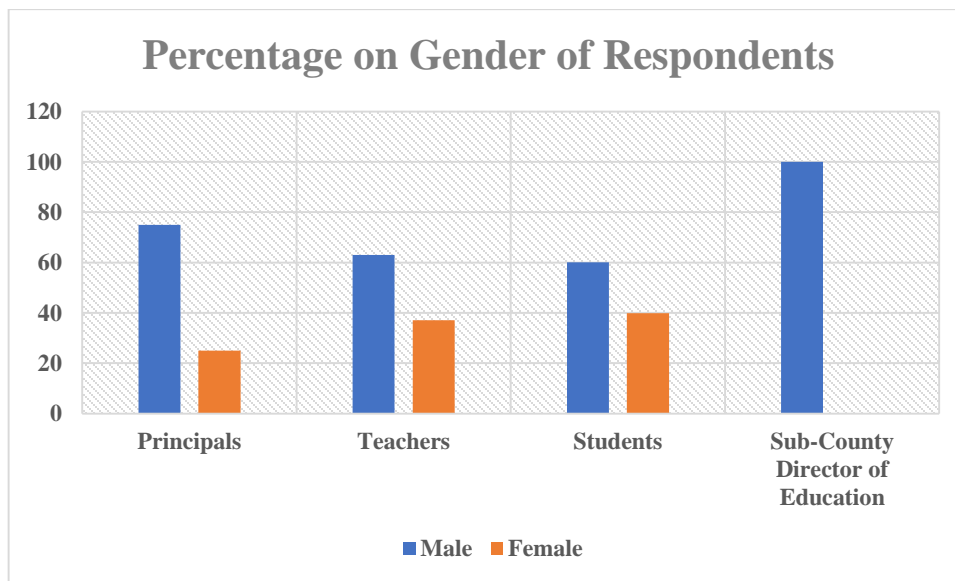


Figure 2 Percentage on Gender of Respondents

4.2.2 Level of Education of Respondents

Data on educational attainment was also captured by the instruments for data collection where results revealed that majority of the teachers (20) at 74.07 % had a degree while those who had post graduate qualification were 4 at 14.81% but those who had a diploma were only 3 making up for 11.11%. However, these results were contrary to the level of education of principals as quite a higher number of principals who were interviewed at 62.5% (5) had a post graduate qualification and 3 which made up 37.5% had a degree. Also, Sub-County Director of Education had a post graduate qualification. Consequently, the level of education of participants was represented as shown in the figure 3 below for better clarity on attainment of education level by participants in terms of percentages.

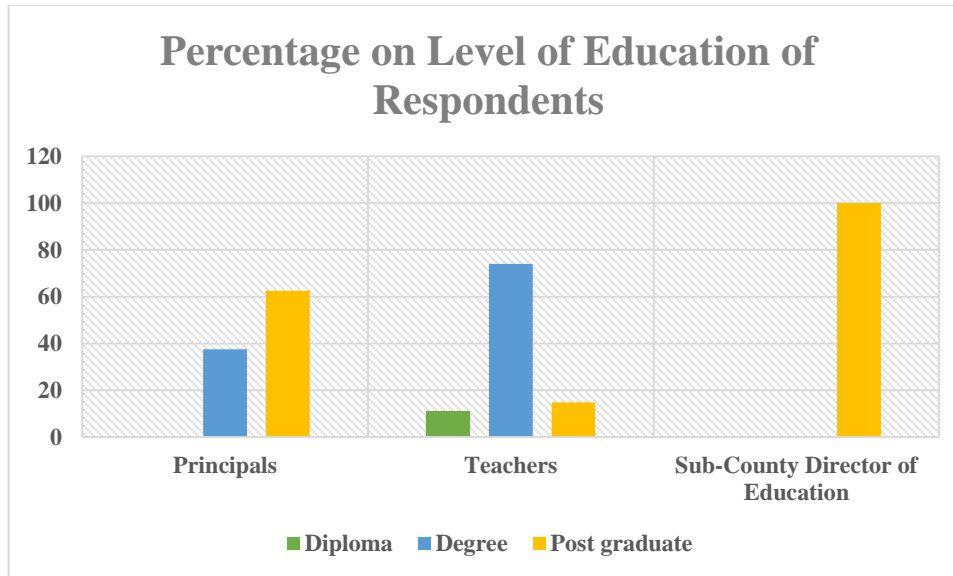


Figure 3 Percentage on level of Education of Respondents

4.2.3 Teaching Experience for Principals and Teachers

The length of stay in teaching for both principals and teachers was also put into considerations during the study. These was important in that it would enable researcher satisfy that the level of knowledge on daily undertakings of the schools was well articulated by participants out of knowledge as concerns questions for the study bringing about objectivity of research findings. Therefore, collected data revealed that slightly more than half that is **18** of principals and teachers who took part in research had a teaching experience of **11 years** and above at a percentage of **51.43%**. However, **6** making up for **17.14%** had an experience of **7-10 years**, **6** making up for **17.14%** also had an experience of **3-6 years** and only **5** which was **14.29%** of total participants were below **3 years** of teaching experience. This information was further represented in a figure 4 below showing teaching experience in terms of years and percentage of respondents in each category.

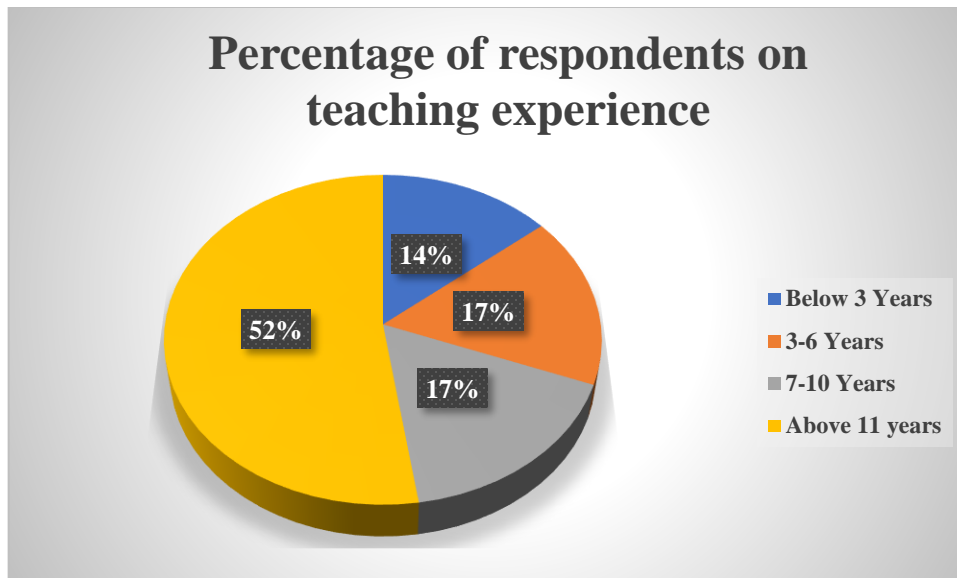


Figure 4 *Percentage of Principals and Teachers on Teaching Experience*

4.2.4 Age of the Students'

Age of the students was another demographic information that was captured by the questionnaire for the students during collection of data. This information was necessary in that it aided in assessing the age brackets of the students who were part of the study therefore researcher would be able to draw up objective conclusions from observations made on impact of resource management techniques on students' educational attainment in secondary public schools in Mandera East Sub-County. However, data collected revealed that out of **338** students **92** were **19** years and above contributing to **27.22 %** of total number of students, **159** students were **18** years which was **47.04%** of total number of students and **87** students were **17** years and below making up for **25.74%** of total number of students who took part in research. However, this information was also represented in the figure 5 below to indicate percentage of students at particular age bracket.

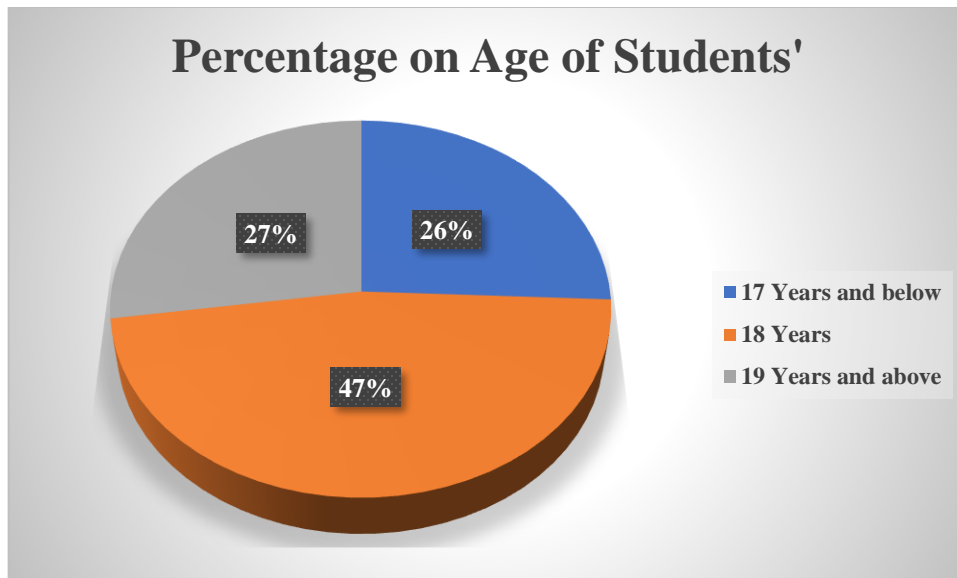


Figure 5 *Percentage on Age of Students*

4.2.5 Opinions of students on their overall academic performance.

Views on academic achievements of students was well captured by the research questionnaire where students gauged their feelings on their undertakings in school under the parameters excellent, very good, good, fair and poor. However, findings indicated that majority of the students who were slightly more than half that is **172** out of **338** felt that their academic achievements are poor making up for **50.89%**, while **63** students that is **18.64%** felt it was fair, **53** were on the opinion it was good which was **15.68%**, those who felt it was very good were **40** making up for **11.84%** while only **10** felt that it was excellent which was **2.96%** of total students who participated in research. From these results it was clear that a higher number of students about half of them at **50.89%** were not satisfied with the way they were performing in their schools therefore bringing into light on need to disclose the kind of influence resource management techniques may have on students' academic achievements in secondary public schools. These findings were also represented in figure 6 as shown below.

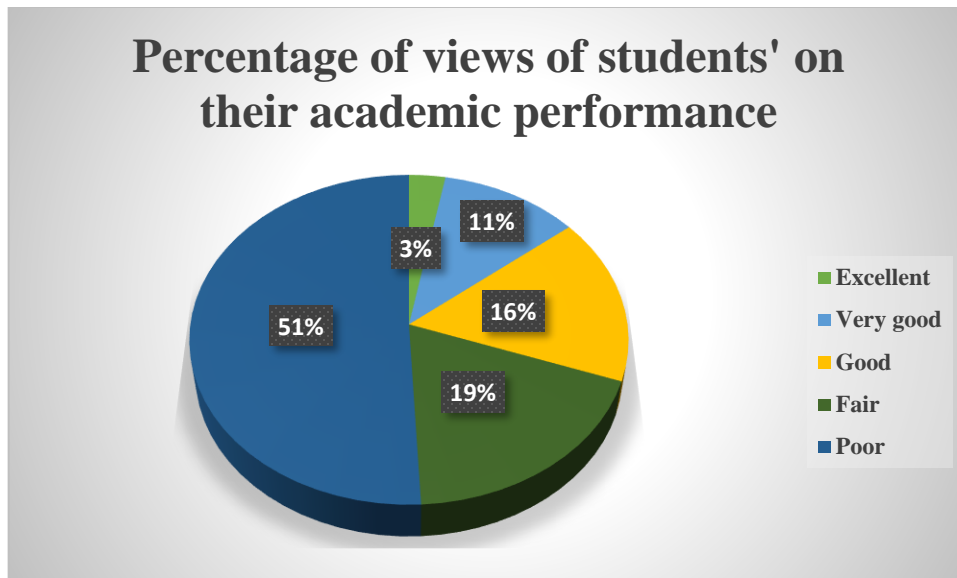


Figure 6 *Percentage on Views of Students on their Academic Performance*

4.3.1 Report on influence of Principals' Instructional Resources Management Strategies on Students' Achievements in Public Secondary Schools

Questionnaires were issued to both teachers and students in order for them to show level of compliance with various comments in the tool where responses on impact of principals' instructional resource management strategies impact on students' educational attainment as shown in table below.

Table 6 Report on Teachers' Questionnaire on Influence of Principals' Instructional Resources Management Strategies on Students' Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal ensures there are enough textbooks for student that facilitate student performance	F	7	1	1	7	11
	%	25.93	3.70	3.70	25.93	40.74
The principal ensures there are enough teaching aid e.g., chalkboard charts, maps and posters.	F	7	1	2	14	3
	%	25.93	3.70	7.41	51.85	11.11
Principal play role of acquiring and allocating the necessary instructional resources to supplement teaching and improve student learning	F	6	1	1	8	11
	%	22.22	3.70	3.70	29.63	40.74
The principal ensures good storage and maintenance of textbooks that facilitate learning outcomes	F	7	1	1	8	10
	%	25.93	3.70	3.70	29.63	37.04
Do you agree principal management of instructional resources has direct influence on student academic achievement	F	4	2	4	5	12
	%	14.81	7.41	14.81	18.52	44.44

Source; Researcher, 2024

Statistics in table 6 above shows that on ensuring that there are adequate textbooks for students nearly a quarter of the teachers at 25.93% (7) strongly disagreed, 3.70% (1) disagreed same as those who remained neutral at 3.70% (1) where 25.93% (7) agreed while a fair majority of teachers at 40.74% (11) strongly agreed. On the same vein slightly above a quarter of teachers at 25.93% (7) strongly disagreed with the assertions that principals ensure there are adequate teaching such as maps and posters while 3.70 % (1) disagreed, 7.41% (2) were neutral while slightly more than half at 51.85% (14) agreed and 11.11% (3) strongly disagreed. Moreover, on

principal play role of acquiring as well as allocating suitable instructional resources to supplement teaching and improve student learning 22.22 % (6) strongly disagreed, 3.70% (1) disagreed, 3.70% (1) were neutral, 29.63% agreed and 40.74% strongly agreed. Teachers were also asked on whether principals ensures that there is good storage and maintenance of instructional resources and influence it has on students' academic achievement where 25.93% strongly disagreed, 3.70% (1) disagreed, 3.70% (1) remained neutral, 29.63% (8) agreed while 37.04% (10) strongly agreed. Furthermore, teachers were also subjected to their level of coherence with the statement that principal management of instructional resources has a direct influence on students' academic achievement where 14.81% (4) strongly disagreed, 7.41% (2) disagreed 14.81% (4) remained neutral while 18.52% (5) agreed and a higher percentage of 44.44% (12) strongly agreed. Therefore, these findings are indicative that instructional resources are an important component that should be put into consideration when it comes to educational achievement of learners in secondary public schools. Secondary school students were also subjected to a questionnaire in order to establish how principals' instructional resources influence on their academic achievement while at school where results were recorded as illustrated table 7 below.

Table 7 Report on Students' Questionnaire on Influence of Principals' Instructional Resources Management Strategies on Students Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal ensures there are enough textbooks for student to facilitate their achievements	F	87	13	13	89	136
	%	25.74	3.85	3.85	26.33	40.24
The principal ensures there are enough teaching aid e.g., chalkboard charts, maps and posters.	F	89	14	27	171	37
	%	26.33	4.14	7.99	50.59	10.95
Principal play role of acquiring and allocating the necessary instructional resources to supplement teaching and improve student learning	F	76	14	15	100	133
	%	22.49	4.14	4.44	29.59	39.35
The principal ensures good storage and maintenance of textbooks that enhance student learning	F	88	16	18	97	119
	%	26.04	4.73	5.33	28.70	35.21
Do you agree principal management of instructional resources has direct influence on student academic achievement	F	49	27	39	49	174
	%	14.49	7.99	11.54	14.50	51.50

Source; Researcher, 2024

When students were subjected to the questionnaire it was revealed that around a quarter of them at 25.74% (87) strongly disagreed with the statement that principals ensures that there are proper adequate textbooks for use by the student in school while 3.85% (13) disagreed, 3.85% (13) were neutral to this statement but 26.33% (89) agreed and a majority of the students at 40.24% (136) strongly agreed. However, on assurance of principal on teaching aids availability such as maps together with posters 89 students which was 26.33% of total number of students

participants who took part in the study strongly disagreed, a small number of students at 4.14% (14) disagreed while 7.99% (27) were neutral and about half of students at 50.59% (171) agreed and only 10.95% (37) who strongly agreed. Also, a similar observation was made when students were asked on role or principal of acquiring as well as allocating necessary instructional resources in order to supplement teaching improving students' academic achievement because 22.49% (76) strongly disagreed, 4.14% (14) disagreed, 4.44% (15) remained neutral while 29.59% (100) agreed while 39.35% (133) which was a simple majority of students strongly agreed. Moreover, another question expected to be answered by the students was on good storage of instructional materials such as textbooks on principal's role where 26.04% (88) of students strongly disagreed they are well stored, 4.73% (16) disagreed which was almost equal to those who remained neutral at 5.33% (18) but 28.70% (97) agreed which was close to a simple majority at 35.21% (119) who strongly agreed that instructional materials such as textbooks are well stored. Furthermore, on the question on opinion that principals' instructional resources management has a direct impact to students' academic achievement 14.49% (49) strongly disagreed, a small number of students at 7.99% (27) disagreed while 11.54% (39) remained neutral, 14.50% (49) agreed while a good majority of students making up for 51.50% (174) strongly agreed with that statement. Therefore, both teachers and students to appoint agreed that instructional resources both physical and digital resources are important to the academic journey of the students and their quality and availability is of great important to both teachers and students.

4.3.2 Report on Inferential Findings on Influence of Principals’ Instructional Resources Management Strategies on Students’ Achievements in Public Secondary Schools

Results on frequencies of responses from both teachers and students were further subjected to analysis as shown in the table 8 below in order to determine existence of a relationship between frequencies of adopting principals’ instructional resources management strategies influence on students’ academic achievement.

Table 8 *Analysis of Frequencies of Teachers and Students on Influence of Principals’ Instructional Resources Management Strategies on Students’ Academic Achievements*

KEY SD- Strongly Disagree, **D-**Disagree, **N-**Neutral, **A-**Agree, **SA-**Strongly Agree

Respondents	Frequencies				
	SD	D	N	A	SA
Teachers (X)	4	2	4	5	12
Students (Y)	49	27	39	49	174

Source; Researcher, 2024

These frequencies of teachers and students after being analyzed they were then subjected for further analysis to investigate whether there was a relationship between frequencies of adopting principals’ instructional resources management strategies and students’ academic achievements using Karl Pearson Correlation co-efficient as shown in the table below:

Table 9 Karl Pearson Correlation Coefficient on Principals' Instructional Resources Management Strategies on Students' Academic Achievements

X	Y	X ²	Y ²	XY
4	49	16	2401	196
2	27	4	729	54
4	39	16	1521	156
5	49	25	2401	245
12	174	144	30276	2088
$\Sigma X=27$	$\Sigma Y=338$	$\Sigma X^2=205$	$\Sigma Y^2=37328$	$\Sigma XY=2739$

Source; Researcher, 2024

$$r = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{5(2739) - (27 \times 338)}{\sqrt{\{5(205) - (27 \times 27)\} \{5(37328) - (338 \times 338)\}}}$$

$$r = \frac{4569}{\sqrt{21429216}}$$

$$r = \frac{4525}{4629.17012}$$

$$r = 0.987001964$$

The range of value of **r** was **negative 1** to **positive one**. Where the value was close to **zero (0)** there was a **weak positive** or a **weak negative** relationship but if the value is close to **1** there is a **strong positive** or **strong negative** correlation depending on each scenario. From Karl Pearson Correlation calculated it can therefore be wrapped up that there is a high positive relationship of **r= 0.987001964** between frequencies of adopting principals' instructional

resources management strategies on students' academic performance in public secondary schools in Mandera East Sub-County.

4.3.3 Report on Thematic Analysis of Inferential Findings on Influence of Principals' Instructional Resources Management Strategies on Students' Achievements in Public Secondary Schools

In order to obtain qualitative information from participants, Sub-County Director of Education together with principals were subjected to interviews on impacts of principals' instructional resources management strategies on students' educational achievement among secondary public schools in Mandera East Sub-County. Nonetheless, in aim of providing adequate curriculum as well as implementation of activities in education availability as well as use of teaching-learning materials is one of the key elements for educational attainment among secondary school students in secondary public schools. This is because one of the respondents' noted that;

“Educational stakeholders and government via Ministry of Education should be in fore front in facilitation of provision of teaching-learning resources. For example, so that students in secondary public schools can develop good study habits there is need for the establishment of school libraries because it is very important when it comes to enhancement of provision of high-quality education in schools.”

In keeping with observations of respondent above it is clear that provision of instructional resources to the schools is not only the work of the principal but also a responsibility of other educational stakeholders including government via Ministry of Education, Non-governmental Organizations, parents, communities surrounding the school, civil societies, political leaders,

well-wishers and Faith Based Organizations. However, these findings are also in support of Mogaka, Ogeta and Kariuki, (2019) who did research on the kind of influence availability of textbooks has on educational attainment among learners in secondary public schools and noted that availability and use of textbooks has a direct impact on the level of success students are likely to attain. This is because instructional resources are vital when it comes to implementation of educational programs hence contribute to failure or success of any educational system. Additionally, during an interview one of the participants observed that:

“In our school we have gone a step further to look for digital instructional resources to facilitate learning of our students while at school. These digital instructional materials include things such as a laptop, projector and screen that has really enabled our teachers to integrate ICT in learning which consequently we have seen it contributing to academic improvement of our students in school not only during internal examinations but also in Kenya Certificate of Secondary Education”.

According to participant above it is therefore very important for principals together with other stakeholders to ensure there is adequate provision of instructional resources for use both by teachers and students in teaching-learning processes not only physical instructional materials such as maps but also necessary to inculcate digital instructional resources as it has a positive impact on students’ academic performance while at school among public secondary school students.

4.4.1 Report on Influence of Principals’ Financial Resources Management Strategies on Students’ Achievements in Public Secondary Schools

Teachers together with students participated on answering of questionnaires which aimed at gathering quantitative information on effects of financial resources management strategies on

students' educational attainment where results for teachers' questionnaires were tabulated as shown in table 10 below.

Table 10 Report on Teachers' Questionnaire on Influence of Principals' Financial Resources Management Strategies on Students' Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal budget allocation and financial management influence the student academic achievement.	F	4	6	2	8	7
	%	14.81	22.22	7.41	29.63	25.93
The principal effective allocation of financial resource support classroom instructional and student academic achievement	F	3	6	2	7	9
	%	11.11	22.22	7.41	25.93	33.33
Financial constraints have, at times, hindered my access to essential educational resources.	F	2	2	3	8	12
	%	7.41	7.41	11.11	29.63	44.44
To what extent do you agree that principals' financial resources management strategies influence student academic achievement.	F	3	4	3	7	10
	%	11.11	14.81	11.11	25.93	37.04

Source; Researcher, 2024

Teachers when they were asked on principal budget allocation and financial management influence the student academic achievement 14.81% (4) strongly disagreed, 22.22% disagreed, while teachers who were neutral to this statement made up 7.41% (2) and those who agreed were 29.63% (8) but only slightly more than a quarter who strongly agreed at 25.93% (7).

Additionally, teachers were examined that principal effective allocation of financial resource support classroom instructional as well as student performance academically where 11.11% (3) strongly disagreed with that statement, 22.22% (6) disagreed, those who remained neutral to this argument were at 7.41% (2), while 25.93% agreed but a simple majority of 33.33% (9) strongly agreed with that statement. Another statement asked to the teachers was on financial constraints have, at times, hindered their access to essential educational resources where only 7.41% (2) who strongly disagreed same as to those who disagreed at 7.41% (2) although 11.11% (3) remained neutral to this argument. However, a good number of teachers at 29.63% (8) agreed and 44.44% (12) strongly agreed. On the same vein teachers were examined on their degree of agreement with principals' financial resources management strategies influence student academic achievement where 11.11% (3) strongly disagreed, 14.81% (4) disagreed whereas those who were undecided or neutral to this statement were 11.11% (3) and 25.93% (7) agreed while a greater number at 37.04% (10) strongly agreed. According to these observations it is clearly demonstrated that from teachers views who took part in the study were of a similar view that principals management of financial resources impacts educational attainments of students in secondary public schools in Mandera East Sub-County. However, in order to establish relationship among the frequencies of responses of adopting financial management strategies on achievements of students in their academic journey students were also subjected to a questionnaire and results tabulated as demonstrated in table 11 below.

Table 11 Report on Students' Questionnaire on Influence of Principals' Financial Resources Management Strategies on Students Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal budget allocation and financial management influence the student academic achievement.	F	47	75	27	99	90
	%	13.91	22.20	7.99	29.29	26.63
The principal effective allocation of financial resource support classroom instructional and student academic achievement	F	37	74	25	89	113
	%	10.95	21.89	7.40	26.33	33.43
Financial constraints have, at times, hindered my access to essential educational resources.	F	25	25	38	102	148
	%	7.40	7.40	11.24	30.18	43.79
To what extent do you agree that principals' financial resources management strategies influence student academic achievement.	F	38	51	37	124	88
	%	11.24	15.09	10.95	36.69	26.04

Source; Researcher, 2024

When students were subjected to questionnaire on principal budget allocation and financial management the kind of influence it has on student academic achievement 13.91% (47) on their view strongly disagreed with this assertion, 22.20% (75) disagreed with the same statement, while a small number of students at 7.99% (27) remained neutral to this statement, 29.29% (99) agreed and 26.63% (90) strongly agreed. However, on the argument that principal effective allocation of financial resource support classroom instructional as well as student academic achievement only 10.95% (37) strongly disagreed, those who disagreed were 21.89% (74) while those who were neutral to this statement were 7.40% (25) but 26.33% (89) agreed and a

simple majority at 33.43% (113) strongly agreed. Additionally on the view that financial constraints have, at times, hindered students access to essential educational resources a small number of students at 7.40% (25) strongly disagreed, students who disagreed were also at 7.40% (25) although 11.24% (38) were neutral and 30.18% (102) agreed and those who strongly agreed were the highest at 43.79% (148). Furthermore, 11.24% (38) strongly disagreed with the statement that principals' financial resources management strategies have an influence student academic performance, 15.09% (51) disagreed while those who became neutral to this argument made up 10.95% (37), students who agreed made up 36.69% (124) of total number of students and a higher number of students at 26.04% (88) strongly agreed it has an influence. According to observations and analysis of above responses from students and teachers they both agree to an extent that the manner in which the principals manage financial resources impact on students' educational performance among secondary public-school students.

4.4.2 Report on Inferential Findings on Influence of Principals' Financial Resources

Management Strategies on Students' Achievements in Public Secondary Schools

Teachers and students' frequencies on responses on effects of principals' resource management strategies on kind of influence it may have on academic abilities of students among public schools of secondary level were further subjected to further analysis in order to determine the kind of relationship that exist among them as demonstrated in table 12.

Table 12 Analysis of Frequencies of Teachers and Students on Influence of Principals' Financial Resources Management Strategies on Students' Academic Achievements

KEY SD- Strongly Disagree, **D-**Disagree, **N-**Neutral, **A-**Agree, **SA-**Strongly Agree

Respondents	Frequencies				
	SD	D	N	A	SA
Teachers (X)	3	4	3	7	10
Students (Y)	38	51	37	124	88

Source; Researcher, 2024

In order to establish relationship between frequencies of adopting principals' financial management strategies on influence it has on academic achievement of students this data was subjected to Karl Pearson Correlation analysis as demonstrated in table 13.

Table 13 Karl Pearson Correlation Coefficient on Principals Financial Resources Management Strategies on Students' Academic Performance

X	Y	X ²	Y ²	XY
3	38	9	1444	114
4	51	16	2601	204
3	37	9	1369	111
7	88	49	15376	868
10	124	100	7744	880
$\sum X=27$	$\sum Y = 338$	$\sum X^2=183$	$\sum Y^2=28534$	$\sum XY=2177$

Source; Researcher, 2024

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{5(2177) - (27 \times 338)}{\sqrt{\{5(183) - (27 \times 27)\} \{5(28534) - (338 \times 338)\}}}$$

$$r = \frac{1759}{\sqrt{5287236}}$$

$$r = \frac{1759}{2299.399052}$$

$$r = 0.764982484$$

Range of value of **r** was **negative 1** to **positive one**. Where value was close to **zero (0)** there was a **weak positive** or a **weak negative** relationship but if the value was close to **1** there is a **strong positive** or **strong negative** relationship depending on each case. The **r** calculated between frequencies of teachers and students on influence of adopting principals' financial management strategies on kind of influence it has on educational performance among students in secondary schools in Mandera East Sub-County it was found to be **r = 0.764982484** indicating that there is a high positive relationship between principals' financial management techniques and students' educational attainments.

4.4.3 Report on Thematic Analysis on Influence of Principals' Financial Resources Management Strategies on Students' Achievements in Public Secondary Schools

Mandera East Sub-County Director of Education together with Principals were subjected to interviews so that to obtain qualitative data on impacts of principals' financial management techniques influence it has when it comes to educational attainments of students while in school among the public senior schools. This was critical so that researcher could compare findings

from quantitative data and compare to establish as well as limit chances of errors occurring. Nonetheless, just like it was observed in quantitative findings one of the participants noted that;

“The principal of the school always has a draft for the financial plan normally gotten from departmental committee for teachers as well as the financial committee in the school Borad of Management. As a financial manager this allows the principal to review and ascertain that the budgeting process has been done correctly. Yes, as the school head ensures that all projects and programs are well allocated for but although true actual expenditures plan is drafted annually many are the times variances normally occur because of some programs that might emerge that were not in the initial plan. However, a supplementary budget is normally done to cater for the deference. In addition, where there are delays in payment of our teachers many are the time, they get frustrated and obviously their morale is interfered with making them become less productive leading to a negative impact on academic performance of our students as sometimes these teachers especially the BOM teachers some even quite the job”.

According to this respondent it is clear that management of financial resources do have not only a direct impact to decline in academic performance but also indirect impacts causing the same effects on poor performance of students in public secondary schools. This finding they however agree with Martin, (2021) who noted that financial resources management control has a direct impact on students’ educational attainments in public secondary schools. What it means is that for principals to succeed in their role of enabling students excel in their academic endeavors, financial resource if well managed is a great tool for students’ achievements in their high school life.

4.5.1 Report on Influence of Principals' Physical Resources Management Strategies on Students' Achievements in Public Secondary Schools

Physical resources management strategy was the third objective subjected to teachers and students while answering their questionnaires on the influence it has on academic achievements of students while at school in public secondary schools. Teachers' frequencies and percentages on various statements in the questionnaires were recorded as shown in table 14.

Table 14 Report on Teachers' Questionnaire on Influence of Principals' Physical Resources Management Strategies on Students' Academic Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal ensures proper physical infrastructure of my school that positively affects my overall learning experience.	F	7	4	3	6	7
	%	25.93	14.81	11.11	22.22	25.93
The principal ensures Safe and well-maintained school facilities positively contribute to students overall learning experience	F	2	4	3	5	13
	%	7.41	14.81	11.11	18.52	48.15
The principal provides students Access to a well-equipped library enhance academic performance.	F	4	4	3	5	11
	%	14.81	14.81	11.11	18.52	40.74
Adequate classroom spaces contribute to a better learning environment.	F	2	3	2	6	14
	%	7.41	11.11	7.41	22.22	51.85
To what extent do you agree that physical resources influence students' academic achievements.	F	2	4	3	5	13
	%	7.41	14.81	11.11	18.52	48.15

Source; Researcher, 2024

Principals' ensuring of physical infrastructure for students' academic achievement was one of the statements where teachers gave their views on as 25.93% (7) of teachers strongly disagreed that it had influence on academic achievements of their students, 14.81% (4) disagreed, 11.11% (3) were neutral while 22.22% (6) agreed with this statement and 25.93% (7) strongly agreed. Also, there were 7.41% (2) of teachers who strongly disagreed that principal ensures Safe and well-maintained school facilities positively contribute to students' overall learning experience, 14.81% (4) disagreed, while those who remained neutral to this statement were 11.11% (3), 18.52% agreed and just a simple majority of teachers at 48.15% (13) who strongly agreed. On whether principal provides students to access well equipped library 14.81% (4) of the teachers strongly disagreed same proportion to those who disagreed at 14.81% (4) while only a small portion of teacher respondents at 11.11% (3) who became neutral to above statement. Whereas, 18.52% (5) agreed and a simple majority of teacher respondents at 40.74% (11) strongly agreed. Teacher respondents also took part in examining on classroom spaces adequacy on influence it has on achievements of students and 7.41% (2) strongly disagreed, 11.11% (3) disagreed, 7.41% remained neutral, 22.22% (6) agreed and slightly more than half at 51.85% (14) strongly agreed. Moreover, teachers gave their views on influence of physical resources on the kind of influence they may have to achievements of students in academic performance and a small portion of teacher respondents at 7.41% (2) strongly disagreed, another portion of 14.81% (4) disagreed, 11.11% (3) were neutral and 18.52% (5) together with 48.15% (13) who strongly agreed with this statement. In keeping with these responses of teachers on adoption of principals' physical resources management strategies it reveals that physical resources have a positive impact to academic wellbeing of learners in public secondary schools while at school.

However, in order to verify this observation questionnaires were also given to students and results tabulated as shown in table 15 below.

Table 15 Report on Students' Questionnaire on Influence of Principals' Physical Resources Management Strategies on Students' Academic Performance

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal ensures proper physical infrastructure of my school that positively affects my overall learning experience.	F	81	50	38	75	94
	%	23.96	14.79	11.24	22.19	27.81
The principal ensures Safe and well-maintained school facilities positively contribute to students overall learning experience	F	25	50	34	66	163
	%	7.40	14.79	10.06	19.53	48.22
The principal provides students Access to a well-equipped library enhance academic performance.	F	45	49	39	61	144
	%	13.31	14.50	11.54	18.05	42.60
Adequate classroom spaces contribute to a better learning environment.	F	23	40	27	74	174
	%	6.80	11.83	7.99	21.89	51.48
To what extent do you agree that physical resources influence students' academic achievements.	F	23	47	39	62	167
	%	6.80	13.91	11.54	18.34	49.41

Source; Researcher, 2024

On principal ensures proper physical infrastructure of school that positively affects students overall learning experience 23.96% (81) strongly disagreed, 14.79% (50) disagreed, 11.24% (38) were neutral to this statement, 22.19% (75) agreed and a good number of students at 27.81% (94) strongly agreed. Nonetheless, when students were asked on principal ensures safe and well-maintained school facilities that positively contribute to students overall learning

experience 7.40% (25) strongly disagreed, 14.79% (50) disagreed, 10.06% (34) remained neutral, 19.53% (66) agreed while slightly below half of the students at 48.22% (163) strongly agreed. Additionally, in another statement that principal provides students Access to a well-equipped library enhance academic performance 13.31% (45) strongly disagreed, 14.50% (49) disagreed, 11.54% (39) of students' participants in the research remained neutral, 18.05% (61) agreed while those who strongly agreed were 42.60% (144). Moreover, students also gave their views on adequate classroom spaces contribute to a better learning environment where 6.80% (23) strongly disagreed, 11.83% (40) disagreed, a small number of students at 7.99% (27) remained neutral, 21.89% (74) agreed and slightly more than half at 51.48% (174) had strongly agreed. On the same vein, a small number of students at 6.80% (23) strongly disagreed that physical resources influence students' academic achievements, 13.91% (47) disagreed, 11.54% (39) were neutral, those who agreed were 18.34% (62) and those who strongly agreed at 49.41% (167). Therefore, from these observations of students they agree with teachers' observations that physical facilities are influential when it comes to academic performance of students. These is because facilities such as libraries inculcate a reading culture among the students making them become better in their studies.

4.5.2 Report on Inferential findings on Influence of Principals' Physical Resources Management Strategies on Students' Achievements in Public Secondary Schools

In order to establish relationship between frequencies of adopting principals' physical resources management strategies on impacts it has on educational performance of students' teachers' and students' frequencies were further analyzed as demonstrated in table 16 below.

Table 16 Analysis of Frequencies of Teachers and Students on Influence of Principals' Physical Resources Management Strategies on Students' Academic Achievements

KEY SD- Strongly Disagree, **D-**Disagree, **N-**Neutral, **A-**Agree, **SA-**Strongly Agree

Respondents	Frequencies				
	SD	D	N	A	SA
Teachers (X)	2	3	2	6	14
Students (Y)	23	47	39	62	167

Source; Researcher, 2024

Above frequencies from teachers and students were the subjected to Karl Pearson correlation coefficient in order to establish kind of relationship that exist between frequencies of adopting principals' physical resources management techniques and students' academic performance among secondary schools in public sector and results were tabulated as illustrated in table 17.

Table 17 Karl Pearson Correlation Coefficient on Principals Physical Resources Management Strategies on Students' Academic Achievements

X	Y	X ²	Y ²	XY
2	23	4	529	46
3	47	9	2209	141
2	39	4	1521	78
6	62	36	3844	372
14	167	196	27889	2338
$\sum X=27$	$\sum Y = 338$	$\sum X^2=249$	$\sum Y^2=35992$	$\sum XY=2975$

Source; Researcher, 2024

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] \{N \sum Y^2 - (\sum Y)^2\}}}$$

$$r = \frac{5(2975) - (27 \times 338)}{\sqrt{\{5(249) - (27 \times 27)\} \{5(35992) - (338 \times 338)\}}}$$

$$r = \frac{5749}{\sqrt{33909456}}$$

$$r = \frac{5749}{5823.182635}$$

$$r = 0.987260809$$

The range of value of **r** was **negative 1** to **positive one**. Where value was close to **zero (0)** there was a **weak positive** or a **weak negative** relationship but if it was close to **1** there was a **strong positive** or **strong negative** relationship depending on each scenario. The **r** calculated resulted to **r = 0.987260809** which indicated that there is a high positive relationship between adopting principals' physical resources management strategies and learners' academic achievements in public secondary schools.

4.5.3 Report on Thematic Analysis on Influence of Principals' Physical Resources

Management Strategies on Students' Achievements in Public Secondary Schools

Principals in Mandera East Sub-County participated in an interview to establish physical resources management techniques impact on academic ability of students in high schools. Also, Sub-County Director of Education in same Sub-County took part in the research. During the study one of the respondents argued that;

“There has been a government effort to construct classrooms so far but most of the classrooms are such overclouded that it creates constraints among learners for teaching learning resources due to continuous increasing number of students in schools”

According to above participant is of the view that due to the government policy in Kenya on hundred percent transition from primary schools to senior schools it has contributed to increased number of students in senior schools causing pressure on available physical facilities within the school. However, these findings are in support of Mashala, (2019) findings that on elaborating phases of implementation of the basic education and more so the fourth phase that covers from year 2014 to date of making basic education in Kenya to run from class one in primary school up to form IV in senior school made an upsurge of number of students in secondary schools. However, in another interview one of the respondents noted that;

“In most of our day schools if not all, there lack such facilities like the library. This limits students on their studies on limited number of textbooks available in their classes. In situations where a school has a library it tends to build a reading culture among the students consequently making them improve on their academic performance”.

In keeping with above participant, this assertion agrees with quantitative findings among teachers and students that availability of physical resources including adequate classrooms as well as libraries has a direct impact on educational attainability of students among public schools.

4.6.1 Report on Influence of Principals’ Human Resources Management Strategies on Students’ Achievements in Public Secondary Schools.

Human resources management techniques influence on academic attainability of students was another question that was asked to the participants that is both teachers and students in the questionnaires. However, when teachers were subjected to the questionnaires their responses were recorded as shown in table 18 as shown below.

Table 18 Report on Teachers' Questionnaire on Influence of Principals' Human Resources Management Strategies on Students' Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal approach to recruiting and hiring of teachers influence academic achievement.	F	3	4	3	8	9
	%	11.11	14.81	11.11	29.63	33.33
Does the principal provide workshop and training to teachers contribute more effectively to students' academic achievement.	F	2	2	3	6	14
	%	7.41	7.41	11.11	22.22	51.85
Do you agree that school provides adequate professional development opportunities for teachers to improve students' performance.	F	9	7	2	5	4
	%	33.33	25.93	7.41	18.52	14.81
Adequate teacher-student ratios ensure personalized attention and improved learning outcomes.	F	2	3	3	7	12
	%	7.41	11.11	1.11	25.93	44.44
Human resources management strategies influence students' academic performance	F	3	2	3	9	10
	%	11.11	7.41	11.11	33.33	37.04

Source, Researcher, 2024

Teachers were asked in the questionnaire on principal approach to recruiting and hiring of teachers on how they view it on influence to academic achievement where 11.11% (3) strongly

disagreed, 14.81% (4) disagreed, those who remained neutral, 29.63% (8) agreed, while 33.33% (9) strongly agreed. On another statement on whether provide workshop training as a way of equipping teachers to contribute to academic achievement 7.41% (2) strongly disagreed, 7.41% (2) disagreed, 11.11% (3) were found to be neutral and 22.22% (6) but a slightly higher than half number of teachers at 51.85% (14) strongly agreed with this statement. Additionally, on a close similar question to that on whether adequate professional development opportunities are provided for teachers a good number of teachers at 33.33% (9) strongly disagreed, 25.93% (7) disagreed, 7.41% (2) were undecided while those teachers who agreed made up for 18.52% (5) but teachers who strongly agreed were 14.81% (4). Teachers were also subjected to a question on student -teacher ratio influence on academic performance where 7.41% (2) strongly disagreed it has any form of impact, 11.11% (3) disagreed, while 11.11 remained neutral and 25.93% (7) agreed and a higher majority of 44.44% (12) strongly agreed that it has an influence. Consequently, when teachers responded to their level of agreement that principals' human resources management strategies influence attainability of students in their studies a small portion of teacher respondents at 11.11% (3) strongly disagreed, while those who disagreed made up for 7.41% (2). Further to this, 11.11% (3) remained neutral, 33.33% (9) of teachers agreed and 37.04% (10) strongly agreed it has influence on performance of students. From these reports on teachers, it shown that teachers agreed with the assertion that human resources management strategies when well managed improves students' academic performance although a good number of teachers who participated in research at 33.33 % (9) were on contrary opinion that schools fail to provide opportunities for teachers' professional development to some extent. However, students were also given questions to register their

views on human resources management strategies and their performance where their results were recorded as demonstrated in table 19.

Table 19 Report on Students' Questionnaire on Influence of Principals' Human Resources Management Strategies on Students' Achievements

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree, F-Frequency, %- Percentage

Item		SD	D	N	A	SA
The principal approach to recruiting and hiring of teachers influence academic achievement.	F	41	48	40	98	111
	%	12.13	14.20	11.83	28.99	32.84
Does the principal provide workshop and training to teachers contribute more effectively to students' academic achievement.	F	27	32	39	95	145
	%	7.99	9.47	11.54	28.11	42.90
Do you agree that school provides adequate professional development opportunities for teachers to improve students' performance.	F	112	87	24	58	57
	%	33.14	25.74	7.10	17.16	16.86
Adequate teacher-student ratios ensure personalized attention and improved learning outcomes.	F	23	39	40	84	152
	%	6.80	11.54	11.83	24.85	44.97
Human resources management strategies influence students' academic performance	F	48	28	40	175	47
	%	14.20	8.28	11.83	51.78	13.91

Source, Researcher, 2024

Students also participated in answering research questions where on principal approach to recruiting and hiring of teachers influence on academic achievement 12.13% (41) strongly

disagreed, while those who disagreed were 14.20% (48), those who remained neutral amounted to 11.83% (40), students' participants who agreed with the statement made up 28.99% (98) and a little higher number of them at 32.84% (111) strongly agreed. Also, students were examined on their views concerning principals providing training opportunities and workshops to teachers in order to facilitate their academic performance where 7.99% (27) strongly disagreed, 9.47% (32) disagreed, 11.54% (39) were neutral, 28.11% (95) agreed and 42.90% (145) strongly agreed. However, on school providing opportunities to teachers for professional development so that teachers can become more equipped to facilitate students' academic achievements 33.14% (112) strongly disagreed, 25.74% (87) disagreed, 7.10% (24) were neutral, 17.16% (58) agreed, 16.86% (57) strongly agreed. Moreover, students participated in establishing whether adequate teacher-student ration facilitate personalized attention to individual students hence improving their academic performance where 6.80% (23), 11.54% (39) disagreed, 11.83 % (40) remained neutral, 24.85% (84) agreed to the statement and a larger number of student participants at 44.97% (152) strongly agreed with that argument. However, the other question students' participants examined was their level of agreement that human resources management strategies influences students' academic performance in public secondary schools where 14.20% (48) strongly disagreed, 8.28% (28) disagreed, 11.83% (40) were neutral, those who agreed were 51.78% (175) and a majority of students slightly above half of those who participated in research strongly agreed at 13.91% (47). According to this report it shows that both teachers and students agree on the importance of human resource management strategies in facilitating students' academic performance but they however both disagree with the arguments that teachers are provided with opportunities to train or half

profession development for students at 33.14% (112) and teachers at 33.33% (9) level of disagreements.

4.6.2 Report on Inferential Findings on Influence of Principals’ Human Resources Management Strategies on Students’ Achievements in Public Secondary Schools

Findings from quantitative data were also subjected to inferential analysis where frequencies were analyzed as shown in table 20 below so that to find out kind of association that exist between human resources management techniques on students’ academic achievements.

Table 20 *Analysis of Frequencies of Teachers and Students on Influence of Principals’ Human Resources Management Strategies on Students’ Academic Achievements*

KEY SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Respondents	Frequencies				
	SD	D	N	A	SA
Teachers (X)	3	2	3	9	10
Students (Y)	48	28	40	175	47

Source; Researcher, 2024

After above analysis Karl Pearson correlation coefficients statistical tool was used to establish relationship between principals’ human resources management techniques on students’ academic attainment as demonstrated below in table 21.

Table 21 Karl Pearson Correlation Coefficient on Principals Human Resources Management Strategies on Students' Academic Achievements

X	Y	X ²	Y ²	XY
3	48	9	2304	144
2	28	4	784	56
3	40	9	1600	120
9	175	81	30625	1575
10	47	100	2209	470
$\Sigma X=27$	$\Sigma Y=338$	$\Sigma X^2=203$	$\Sigma Y^2=37522$	$\Sigma XY=2365$

Source; Researcher, 2024

$$r = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N \Sigma X^2 - (\Sigma X)^2] \{N \Sigma Y^2 - (\Sigma Y)^2\}}}$$

$$r = \frac{5(2365) - (27 \times 338)}{\sqrt{\{5(203) - (27 \times 27)\} \{5(37522) - (338 \times 338)\}}}$$

$$r = \frac{2699}{\sqrt{20982676}}$$

$$r = \frac{2699}{4580.685102}$$

$$r = 0.589213172$$

Range of value of **r** was **negative 1** to **positive one**. Where the value was close to **zero (0)** there was a **weak positive** or a **weak negative** relationship but if the value is close to **1** there is

a **strong positive** or **strong negative** relationship depending on each scenario. From r calculated $r = 0.589213172$ therefore there is a high positive relationship between principals' human resource management strategies on students' academic achievement.

4.6.3 Report on Thematic Analysis on Influence of Principals' Human Resources Management Strategies on Students' Achievements in Public Secondary Schools

The Sub-County Director of Education together with the principals were engaged in interviews to establish effects of human resource management techniques on learners' academic abilities while at school in public secondary schools. This was important because it would help to identify any possible errors in quantitative findings as it tends to be more objective when collecting qualitative information. During interview one of the participants observed that;

“There has been a government effort in recent times to employ more teachers in public secondary schools. Despite of this effort a deficit still exists where most affected area is on sciences and mathematics in most of our day secondary schools. Teachers are a very important human resource because they assist on delivery of academic programs from ministry of education so where there are deficits students experience challenges on their studies impacting negatively to their performance.”

These findings were in agreement with outcomes of a research by Victoria and Wambiya, (2016) that deficit of teachers in science subjects and mathematics had even led available teachers not only having heavy workloads but also being forced to take up subjects that they were never trained in. Therefore, what this means is that a teacher is a very important human resource whose work can't be undermined. This is because a teacher helps in implementation

of educational policies, curriculum and plays a significant role in helping to accomplish educational objectives. However, in another interview a respondent argued that;

“In most cases our day secondary schools lack lab technician which has greatly affected an already burdened teacher with heavy workloads due to insufficiency of science and mathematics teachers in a number of schools. This has caused reduced number of practical that the teacher could be in a position to subject the students into in practical areas hence affecting performance of students in science and mathematics subjects.”

According to participant above it is brought to light that performance of students in public secondary school is greatly influenced in a big way by human resources. Therefore, it is of great importance of schools to ensure there is adequate human capital for the welfare of students while at school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section of project presents highlights on key issues of concern from research project concerning investigation on impact of Principals' resource management strategies on students' academic achievements in Mandera East Sub-County, Mandera County, Kenya based on four objectives of the study. In addition, both recommendation for practice together with recommendations for further research has been addressed and conclusions made.

5.1 Summary of Research Findings

The main respondents for the research work were Sub-County Director of Education, principals, teachers as well as students from Mandera East Sub-County. Generally, there were more male participants compared to female respondents in all categories of participants. This is because, Sub-County Director of Education was male, 75% (6) principals were male and 25% (2) female, teachers 62.96% (17) were male and 37.04% (10) female while students 60.06% (203) were male and 39.94% (135) were female. In addition, all principals interviewed had attained a degree or a post graduate course. However, on research findings were summarized based on the four objectives of the study as discussed below.

5.1.1 Principals Instructional Resources Management strategies and Students

Achievements

Findings of the first objective revealed that due to government initiative on a hundred percent transition initiative there has been an upsurge of numbers of learners in public secondary schools. However, despite being a positive thing on ensuring that students get their basic right

to education it has really caused pleasures on instructional resources available for use by the students and more so in public day secondary schools especially in rural areas which seemed to be more affected unlike their urban counterparts and boarding schools. Nonetheless, principals have tried to mobilize available instructional resources including textbooks, maps, charts and posters and also digital resources in some of the schools was found to be available although digital resource was in a greater deficit among public day secondary schools in Mandera East Sub-County. It was also worth noting that there has been an attempt made for proper storage of instructional resources although facilities such as libraries for storing instructional materials for the teachers lacked in public day secondary schools. It was also worth noting that instructional resources such as equipment in the laborites was also another resource that was established very important in teaching-learning but it was found to be a limiting factor more so among day secondary schools unlike in boarding schools where they were fairly equipped. In addition, other instructional resources outside the confinements of the walls of the classroom such as sport kits and playgrounds they were found to be available in most of the boarding schools but for day secondary schools their structure and maintenance needs an improvement. Moreover, it was wrapped up that there is a high positive correlation relationship of $r = 0.833679488$ between adopting principals' instructional resources management techniques and students' academic performance in secondary public schools.

5.1.2 Principals Financial Resources Management strategies and Students Achievements

Principals' financial resources management strategies findings on the impact it has on students' academic performance demonstrated that there has been an effort for the principals to facilitate allocation of funds to vote heads that acts as an enabler for students' academic performance including facilitation of teachers to attend workshop trainings although majority of the teachers

at 33.33% (9) were on the view that it has not been well taken care off. Additionally, financial resources limitation was also identified as one of the things that in a way hinder students from accessing some instructional materials hence contributing to decline in academic performance and more so from students who come from less abled financially backgrounds. Therefore, it was found important for educational stakeholders such as Board of Management members, well-wishers, Religious Based organizations and other Non-Governmental Organizations to come in hand and assist those students who are doing well in school but have other challenges of raising money for other activities in their studies in order to make their learning a little bit smoother with less financial struggles. Also, on inferential statistics to finding out relationship that exist among principals' financial resources management strategies on students' achievement it was found that a high correlation relationship exists of $r = 0.999969073$. What this all means is that government through ministry of education should therefore ensure that secondary school education is well funded and always ensure late disbursement of schools' capitation has been avoided to not only ensure running of the schools but also facilitate academic achievements of students in public secondary schools.

5.1.3 Principals Physical Resources Management Strategies and Students Achievement

Findings on objective three on physical resources influence on students' academic performance indicated that lack of adequate classrooms among day public secondary schools was one of the issues of concern. This resulted due to increasing number of students in secondary schools as a result of government effort through the ministry of education to have full implementation of the basic education policy on free primary and free secondary education. However, inadequacy of classroom has resulted into overcrowding of some classes creating pleasures on teaching and learning resources among teachers together with their students. It was also worth noting that

available classrooms some were in need of renovations to make them more habitable to students. Also, it was noted that in all the day public secondary schools lacked a well-furnished school library although in some boarding school the library resource was available. Lack of school library among day schools degraded the reading culture and as a consequence reduction in academic performance hence low uptake of students with a mean of more than C + grade in their national examination to universities and colleges. Moreover, lack of a dining hall for students in day school was identified as another physical resource necessary for the students. This facility was however available in boarding schools. However, a good number of schools were found to have electricity which was an important resource for learning of the students although secondary schools in rural areas lacked this important resource.

5.1.4 Principals Human Resources Management Strategies and Students Achievement

The fourth objective on influence of human resources management strategies on the impact it has on learners' educational achievements among public secondary schools in Mandera East Sub-County findings indicated that there has been inadequacy of teachers especially in sciences and mathematics and the problem was more prone to public day secondary schools especially in rural areas. However, principals have tried to fill identified gap by looking for teachers through Board of Management although due to poor pay sometimes that is even delayed there has been increased turnover among this BOM teachers affecting curriculum delivery among schools affected. In addition, public day secondary school suffered from lack of a laboratory technician who is an important human resource for assisting the science teachers who were found already having heavy workloads in preparation of practical lessons to students. As a result, it has caused to reduction of number of practical activities students being engaged in affecting students' performance in science subjects. It was also noted that in all day secondary

schools there lacked a school bursar who would assist the principal together with school Board of management in financial administration but in boarding schools this important human resource was available. Moreover, teacher quality and qualifications were well addressed among public secondary schools as all teacher participants were trained on education as a career although a gap on teachers' morale or motivation was another area that was identified as there lacked proper structured ways of motivating public secondary schools' teachers among schools in Mandera East Sub-County.

5.2 Conclusions

Research concluded that there is a positive direct impact of principals' resources management techniques on learners' educational achievements among public secondary schools in Mandera East Sub- County. Results on findings of the study have demonstrated that adequate well-trained teachers, adequate textbooks, use of digital instructional resources are important instructional resources to students' academic achievements. In addition, financial resources such as grants and scholarships to needy students from educational stakeholders have a positive impact on students' academic performance. Also, availability of physical resources such as adequate well-maintained classrooms, well maintained playgrounds, laboratories, laboratory equipment and lockers are important physical environment for students while at school for academic performance. Furthermore, human resources such as well-trained teachers, highly motivated teachers, availability of adequate support staff all affect quality education provision to students consequently their performance. In conclusion the study demonstrated that use of available resources should be upheld maximumly for the welfare of students at school.

5.3 Recommendations

Based on the study outcomes below recommendations both for practice as well as for further research investigations were made.

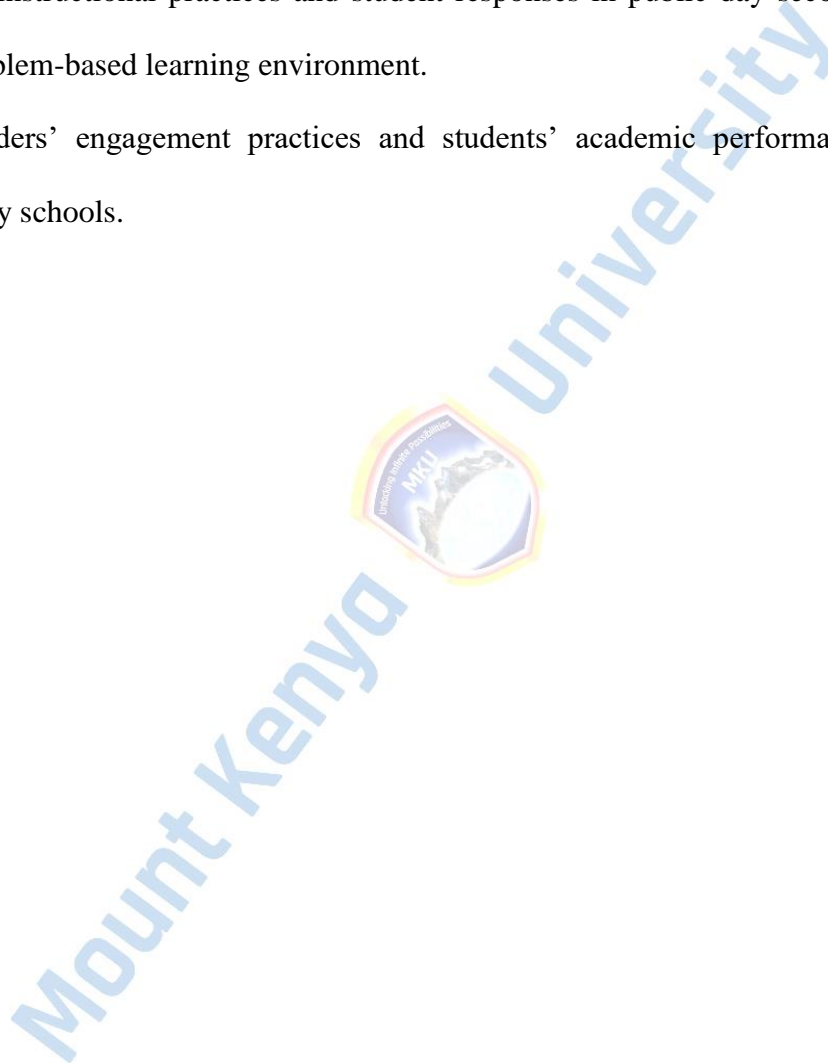
5.3.1 Recommendations for Practice

- (i) The school Principal, Board of Management together with other educational stakeholders should ensure that there are adequate instructional resources at all times in public secondary schools including digital resources to facilitate integration of ICT in teaching and learning.
- (ii) The Ministry of Education should ensure there is adequate funding and proper timely disbursement of schools' allocation to facilitate financial resources that helps in building up of classrooms and their maintenance, development projects of various schools among other uses. Also, parents can be engaged by coming up with ways for raising funds in order to cater for already pressed budget for paying the BOM teachers.
- (iii) The government through the ministry of Education together with other educational stakeholders such as well-wishers, Religious Based Organizations, Politicians, Communities among other people should come in hand and assist schools in development of physical resources such laboratories, dormitories, dining halls that provides necessary physical environment for students learning.
- (iv) The Teachers Service Commission should ensure that there is proper staffing in all public secondary schools by employing more teachers to facilitate students learning in schools to cater for the existing deficit due to increasing number of students in secondary schools.

5.3.2 Recommendations for Further Research

Research may be explored in the following areas

- (i) Teacher instructional practices and student responses in public day secondary schools with problem-based learning environment.
- (ii) Stakeholders' engagement practices and students' academic performance in public secondary schools.



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Appendix I Self Introductory Letter

Dear sir/Madam

RE: PERMISSION TO CARRY OUT RESEARCH

I am student taking a course in masters of Education in Educational Administration, Leadership and Management of Mount Kenya University. My research topic is **Influence of principals' resource management strategies on student academic achievement un public secondary school in Mandera East Sub-County, Mandera County, Kenya**, to achieve this you have been selected to participate in the study. I kindly request you as a respondent to fully participate in the study. This information will be used for academic purpose and your name will not be mentioned in the report. Findings of the study shall upon request, be availed to you.

Your assistance and co-operation will be highly appreciated

Thank you in advance

Yours faithfully

Nuh Adhan

Appendix II Informed Consent Form

Dear respondent,

The researcher is a student undertaking a course in master of education in Educational Administration, Leadership and Management at Mount Kenya university. The research topic is: **Influence of Principals' resource management strategies on student academic Achievement in public secondary school in Mandera East Sub-County, Mandera County, Kenya**, for this study I will request you to give me some time as you will be asked some questions. I will maintain privacy and confidentiality about your information. Your name will not be written on any of the materials and only the researcher will be having access to your information. Your participation is totally voluntary and you may change your mind and withdraw at any time before and during the study. We will not pay for this participation if you want to take to participate in this research, please sign the space below.

Participant

Code of Participant

Signature

Date

Researcher

Name of Researcher

Signature

Date

Appendix III Questionnaire for Students

Dear respondent

The researcher is Nuh a student of MKU taking masters of education in educational administration, management and leadership. This study aims to assess how principals' resources management strategies influence your achievements as a student within public secondary schools in Mandera East sub-county. Kindly, answer all questions by indicating your choice where appropriate or filling in the blank spaces. Do not write your name, admission number or any unique identifier you can be identified with. All answers provided will remain confidential and used only for research purpose.

Section A: Demographics

No.	Variable	Parameter
	What is your gender?	Male <input type="checkbox"/> Female <input type="checkbox"/>
	What is your age?	17 years and below. <input type="checkbox"/> 18 years <input type="checkbox"/> Above 19 years <input type="checkbox"/>
	How would you describe your overall academic performance?	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/>

Section B: Influence of principals' Instructional Resources management strategies on Student Achievements (*tick where appropriate*)

In the below table, tick the correct section based on your perception

key

SD- Strongly Disagree; **D-**Disagree; **N-**Neutral; **A-**Agree; **SA-**Strongly Agree

Item	SD	D	N	A	SA
The principal ensures there are enough textbooks for student					
The principal ensures there are enough teaching aid e.g., chalkboard charts, maps and posters.					
Principal play role of acquiring and allocating the necessary instructional resources to supplement teaching and improve student learning					
The principal ensures good storage and maintenance of textbooks					
Do you agree principal management of instructional resources has direct influence on student academic achievement					

In your opinion how does principals' instructional resources management strategies influence students' academic achievement in public secondary schools.

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Section C: Influence of Financial Resources on Student Achievements (*tick where appropriate*)

In the below table, tick the correct section based on your perception

Key;

SD- Strongly Disagree; **D-**Disagree; **N-**Neutral; **A-**Agree; **SA-**Strongly Agree

Item	SD	D	N	A	SA
The principal budget allocation and financial management influence the student academic achievement.					
The principal effective allocation of financial resource support classroom instructional and student academic achievement					
Financial constraints have, at times, hindered my access to essential educational resources.					
To what extent agree the principals' financial resources management strategies influence student academic achievement.					

In your own views how does principals' financial resources strategies influence students' academic performance in public secondary schools

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Section D: Influence of principals' Physical Resources management strategies on Student academic Achievements (*tick where appropriate*)

In the below table, tick the correct section based on your perception

Key;

SD- Strongly Disagree; **D-**Disagree; **N-**Neutral; **A-**Agree; **SA-**Strongly Agree

Item	SD	D	N	A	SA
The principal ensures proper physical infrastructure of my school that positively affects my overall learning experience.					
The principal ensures Safe and well-maintained school facilities positively contribute to my overall learning experience					
The principal provides students Access to a well-equipped library enhance my academic performance.					
Adequate classroom spaces contribute to a better learning environment.					
To what extent do you agree that physical resources at school impacts students' academic achievements.					

What is your opinion on principals' physical resources management strategies influence on academic achievement of students in public secondary schools

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Section E: Influence of principals’ Human Resources management strategies on Student academic Achievements *(tick where appropriate)*

In the below table, tick the correct section based on your perception

Key;

SD- Strongly Disagree; **D-**Disagree; **N-**Neutral; **A-**Agree; **SA-**Strongly Agree

Item	SD	D	N	A	SA
The principal approach to recruiting and hiring of teachers.					
Does the principal provide workshop and training to teachers contribute more effectively to students’ academic achievement.					
Do you agree that school provides adequate professional development opportunities for teachers.					
Adequate teacher-student ratios ensure personalized attention and improved learning outcomes.					
Human resources management strategies influence students’ academic performance					

What are your views on influence of principals’ human resource management strategy on academic performance of students in public secondary schools

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Your participation is highly appreciated

Thank you

**Nuh Elmi
Researcher**

Appendix IV Questionnaire for Teachers

Dear respondent

Researcher is Nuh student at MKU taking master of education in educational administration, management and leadership. This study aims to assess how principal's resources management strategies influence achievements of student within public secondary schools in Mandera East sub-county. Kindly, answer all questions by indicating your choice where appropriate or filling in the blank spaces. Do not write your name or any unique identifier you can be identified with. All answers provided will remain confidential and used only for research purpose.

Section A: Demographics

No.	Test items	Parameter
1	What is your gender?	Male <input type="checkbox"/> Female <input type="checkbox"/>
2	How do rate your teaching experience in your school?	Below 3 years <input type="checkbox"/> 3-6 years <input type="checkbox"/> 7-10 years <input type="checkbox"/> 11 and above <input type="checkbox"/>
3	What is your highest academic qualification	Graduate <input type="checkbox"/> Masters <input type="checkbox"/> Others <input type="checkbox"/>

Section B: Influence of principals’ Instructional Resources management strategies on Student Achievements (*tick where appropriate*)

In the below table, tick the correct section based on your perception

KEY: SD- Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

Item	SD	D	N	A	SA
The principal ensures there are enough textbooks for student					
The principal ensures there are enough teaching aid e.g., chalkboard charts, maps and posters.					
Principal play role of acquiring and allocating the necessary instructional resources to supplement teaching and improve student learning					
The principal ensures good storage and maintenance of textbooks					

In your opinion how does principals’ instructional resources management strategies influence students’ academic achievement in public secondary schools.

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Section C: Influence of Financial Resources on Student Achievements (*tick where appropriate*)

In the below table, tick the correct section based on your perception

KEY: SD- Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree

Item	SD	D	N	A	SA
The principal budget allocation and financial management influence the student academic achievement.					
The principal effective allocation of financial resource support classroom instructional and student academic achievement					
Financial constraints have, at times, hindered my students' access to essential educational resources.					
To what extent agree the principals' financial resources management strategies influence student academic achievement.					

In your own views how does principals' financial resources strategies influence students' academic performance in public secondary schools

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Section D: Influence of principals' Physical Resources management strategies on Student academic Achievements (*tick where appropriate*)

In the below table, tick the correct section based on your perception

Key;

SD- Strongly Disagree; **D-**Disagree; **N-**Neutral; **A-**Agree; **SA-**Strongly Agree

Item	SD	D	N	A	SA
The principal ensures proper physical infrastructure of my school that positively affects my overall learning experience.					
The principal ensures Safe and well-maintained school facilities positively contribute to my overall learning experience					
The principal provides students Access to a well-equipped library enhance my academic performance.					
Adequate classroom spaces contribute to a better learning environment.					
To what extent do you agree that physical resources at school impacts students' academic achievements.					

What is your opinion on principals' physical resources management strategies influence on academic achievement of students in public secondary schools

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Section E: Influence of principals’ Human Resources management strategies on Student academic Achievements *(tick where appropriate)*

In the below table, tick the correct section based on your perception

Key;

SD- Strongly Disagree; **D-**Disagree; **N-**Neutral; **A-**Agree; **SA-**Strongly Agree

Item	SD	D	N	A	SA
The principal approach to recruiting and hiring of teachers.					
Does the principal provide workshop and training to teachers contribute more effectively to students’ academic achievement.					
Do you agree that school provides adequate professional development opportunities for teachers.					
Adequate teacher-student ratios ensure personalized attention and improved learning outcomes.					
Human resources management strategies influence students’ academic performance					

What are your views on influence of principals’ human resource management strategy on academic performance of students in public secondary schools

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Your participation is highly appreciated

Thank you

**Nuh Elmi
Researcher**

Appendix V Interview Guide for Principals

School Administrators

Dear respondent

I am **Nuh Adhan Elmi**, a student at Mount Kenya University pursuing a master of education degree in education administration, management and leadership. This research study forms part of the course requirements through which I aim to investigate the influence of principals' resources management strategies on student achievements in public secondary schools in Mandera east sub-county. Participation in this study is voluntary and if you feel you do not want to participate in it at any time, you are allowed to leave without and discrimination, prejudice or setbacks.

Section A: General Information

Instructions: please tick where applicable

1. Gender Male Female
2. What is your highest qualification Graduate masters others
3. Please provide your years of experience as a school administrator/principal.

Objective 1: Influence of principals' Instructional Resources management strategies on student academic achievement

2. Can you provide an overview of the availability and quality of instructional resources, such as textbooks, laboratory equipment, and teaching aids, in your school?
3. From your perspective, how do the availability and quality of instructional resources impact student achievements in your school?
4. Have there been any challenges related to instructional resources that you've observed, and do these challenges affect student learning and performance?

Objective 2: Influence of principals' Financial Resources management strategies on student academic achievement

5. How does your school allocate its budget to support academic programs and resources of students?
6. What strategies or system are in place to monitor and evaluate the effectiveness of financial resources utilization?
7. i) What are the biggest challenges you face in managing financial resources to enhance student academic achievement?
ii) how do you address and what strategies has been most effective

Objective 3: Influence of principals' Physical Resources management strategies and student achievement

8. How does your school prioritize and manage maintenance of physical facilities, including classrooms, libraries, laboratories, and sports facilities?
9. In your opinion, how do the principals' physical resources management and facilities influence student academic achievements?
10. How does your school ensure equitable access to physical resources among all students?
11. What measures does your school take to ensure the safety and security of students and staff within the physical environment?

Objective 4: Influence of principals' human Resources management strategies and student academic achievement

12. How Does your school approach the recruitment and selection of teacher and staff.
13. How do principals' human resources management strategies on teachers' morale and motivation influence student academic achievements in your school.

14. How does the quality and effectiveness of teachers' impact student academic achievement?

15. How does your school evaluate teachers' performance and provide feedback to improve instructional practices?

Thank you very much for your time and insights which will immensely contribute significantly to my research.



Appendix VI Interview Guide for Sub-County Director of Education

Sub-County Director

Dear respondent

I am **Nuh Adhan Elmi**, a student at Mount Kenya University pursuing a master of education degree in education administration, management and leadership. This research study forms part of the course requirements through which I aim to investigate the influence of principals' resources management strategies on student achievements in public secondary schools in Mandera east sub-county.

Participation in this study is voluntary and if you feel you do not want to participate in it at any time, you are allowed to leave without and discrimination, prejudice or setbacks.

Section A: General Information

1. Can you please describe your role and responsibilities as a sub-county director in relation to overseeing principals' resource management strategies in public secondary school in Mandera sub-county?
2. How long have you been in this role and what experiences have shaped your perspective on principals' resource management strategies in public secondary schools within Mandera East Sub-County?

Objective 1: Influence of principals' Instructional Resources management strategies and student academic achievement

3. For your perspective; how do effective principals' instructional management strategies influence student academic achievement in public secondary school
4. What strategies or policies are currently in place at sub-county level to ensure effective management and allocation of instructional resources In public secondary schools?

5. How do you assess the correlation between effective principals' instructional resource management strategies and student academic achievement
6. How do you monitor and evaluate the utilization of instructional resources to ensure they positively impact student academic achievements?

Objective 2: Influence of principals; Financial Resources management strategies on student academic achievement

7. How do effective principals' financial resources management strategies influence academic achievement in public secondary school
8. How are financial resources allocated among schools utilized by principals, especially concerning academic necessities like textbooks, laboratories, and infrastructure?
9. How does your office ensure that financial resources allocated are used in transparency and accountability manners in financial reporting and utilization?
10. How do financial constraints or support mechanisms influence school operations and have consequences on student academic achievements?

Objective 3: Influence of principals' Physical Resources management strategies on student academic achievement

11. How do effective principals' management strategies influence student academic achievement across public secondary schools in Mandera East Sub-County?
12. How do you gather feedback from principal, teachers and students regarding the adequacy and quality of physical resources in public secondary school?
13. What measures are taken to build the capacity of principals and staff in effectively managing and utilizing physical resources to support student academic achievement

Objective 4: Influence of principals' human Resources management strategies on student academic achievement


14. What strategies or programs are in place to ensure the recruitment, training, and retention of qualified teachers within the sub-county?
15. How do principals' human resources management strategies on teachers' morale and motivation influence student academic achievements in your school.
16. How does the quality and effectiveness of teachers' impact student academic achievement?
17. In your perspective, how do human resources, including teachers and support staff, influence student academic achievements in public secondary schools?

Thank you very much for your time and insights which will immensely contribute significantly to my research.

Appendix VII Ethical Review Committee Certificate from Mount Kenya University



Appendix VIII Mount Kenya University Introduction Letter to NACOSTI



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2022/51626

12th July 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: NUH ADHAN ELMI- REGISTRATION NO. MED/2022/51626

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is **"Influence of Principals' Resource Management Strategies on Student Academic Achievements in Public Secondary Schools in Mandera East Sub-County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **July, 2024 and September, 2024**.

Any assistance accorded to the student will be highly appreciated.

Thank you.



Mount Kenya University
P.O. Box 342-01000, THIKA
Office of the Director,
Graduate Studies

Dr. Samuel M. Kacunga, Ph.D
Director, Graduate Studies
Enc.


Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
Unlocking Infinite Possibilities

Appendix IX Research License From NACOSTI- Front Page

REPUBLIC OF KENYA
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 723253
Date of Issue: 18/July/2024

RESEARCH LICENSE




This is to Certify that Mr.. NUH ADHANI ELMI of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act; 2013 (Rev.2014) in Mandera on the topic: **INFLUENCE OF PRINCIPALS' RESOURCE MANAGEMENT STRATEGIES ON STUDENT ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY SCHOOLS IN MANDERA EAST SUB-COUNTY, MANDERA COUNTY, KENYA** for the period ending : 18/July/2025.

License No: NACOSTI/P/24/38109

723253
Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions

Appendix X Research License from NACOSTI-Back page

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way:
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
 - v. Adversely affect the environment
 - vi. Adversely affect the rights of communities
 - vii. Endanger public safety and national cohesion
 - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and
Innovation(NACOSTI),
Off Waiyaki Way, Upper Kabete,
P. O. Box 30623 - 00100 Nairobi, KENYA
Telephone: 020 4007000, 0713788787, 0735404245
E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

Appendix XI Authorization Letter from County Director of Education

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: Mandera
When replying please quote
REF: EDM/MDR/SS/1/1/(116)



COUNTY DIRECTOR'S OFFICE
MANDERA COUNTY
P.O. BOX 30-70300
MANDERA

DATE: 23RD July, 2024

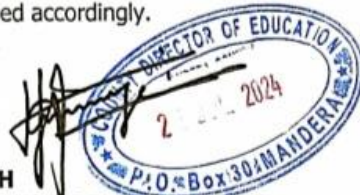
To all Sub-County Directors of Education
MANDERA COUNTY

**RE: RESEARCH AUTHORIZATION FOR NUH ADHAN ELMI REG/NO
MED/2022/51626**

Reference is made to license No. **NACOSTI/P/24/38109** dated 18TH July, 2024 from the Director Generals' office National Commission for Science, Technology and Innovation on the above subject.

Mr. NUH ADHAN ELMI has been authorized to carry out research on the topic **"INFLUENCE OF PRINCIPALS' RESOURCE MANAGEMENT STRATEGIES ON STUDENT ACADEMIC ACHIEVEMENT IN PUBLIC SECONDARY SCHOOLS IN MANDERA EAST SUBCOUNTY, KENYA"**. For the period from July, 2024- September, 2024
Kindly be informed accordingly.

Thank you.



ABDI S SHEIKH
COUNTY DIRECTOR OF EDUCATION
MANDERA

Cc

The Regional Director of Education
North Eastern
Garissa

Appendix XII Authorization Letter from County Commissioner

OFFICE OF THE PRESIDENT



**MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION.
STATE DEPARTMENT OF INTERNAL SECURITY AND NATIONAL ADMINISTRATION**

Telegraphic Address: "Sub County"
Email: manderaeastdcc@hotmail.com
When replying please quote

County Commissioner,
Mandera County,
P. O. BOX 77 – 70300,
MANDERA.
23rd July, 2024.

Ref No: DCC/MDR/RA.71/VOL II

Deputy County Commissioners
MANDERA COUNTY

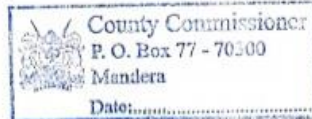
RE: RESEARCH AUTHORIZATION FOR NUH ADHAN ELMI

The above named from Mount Kenya University has been authorized to carry out research on the topic "Influence of Principals Resource management Strategies on Student Academics achievement in Public Secondary Schools in Mandera East Sub-County for the periods from July,2024 –September ,2024

Kindly be informed and any assistance given to him will be highly appreciated.

A handwritten signature in black ink, appearing to read 'Patrick Meso'.

**PATRICK MESO
FOR: COUNTY COMMISSIONER
MANDERA COUNTY**



CC

Director –General /CEO
National Commission for Science
Technology and innovation

Appendix XIII Authorization Letter from Mandera County Government



COUNTY GOVERNMENT OF MANDERA
EXECUTIVE OFFICE OF THE GOVERNOR
THE COUNTY SECRETARY



Email: billow.hassan@mandera.go.ke/
info@mandera.go.ke
Tel: +254 724 500 952

County Headquarters
2nd floor
P.O Box 13 - 70300,
Mandera

Ref No: MCG/CS/RA/2024/Vol I (001)

Date: 27th August 2024

The Sub-County Administrator,
Mandera East Sub-County,

COUNTY GOVERNMENT OF MANDERA


Dear SCA,

RE: RESEARCH AUTHORIZATION FOR NUH ADHANI ELMU

The above-mentioned person who is a student of Mount Kenya University, has been granted license number NACOSTI/P/24/38109 by the National Commission for Science, Technology & Innovation to undertake research on the topic: **INFLUENCE OF PRINCIPALS' RESOURCE MANAGEMENT STRATEGIES ON STUDENT ACADEMIC ACHIEVEMENTS IN PUBLIC SECONDARY SCHOOLS IN MANDERA EAST SUB-COUNTY** for the period 18th July 2024 to 18th July 2025.

Kindly be informed accordingly.

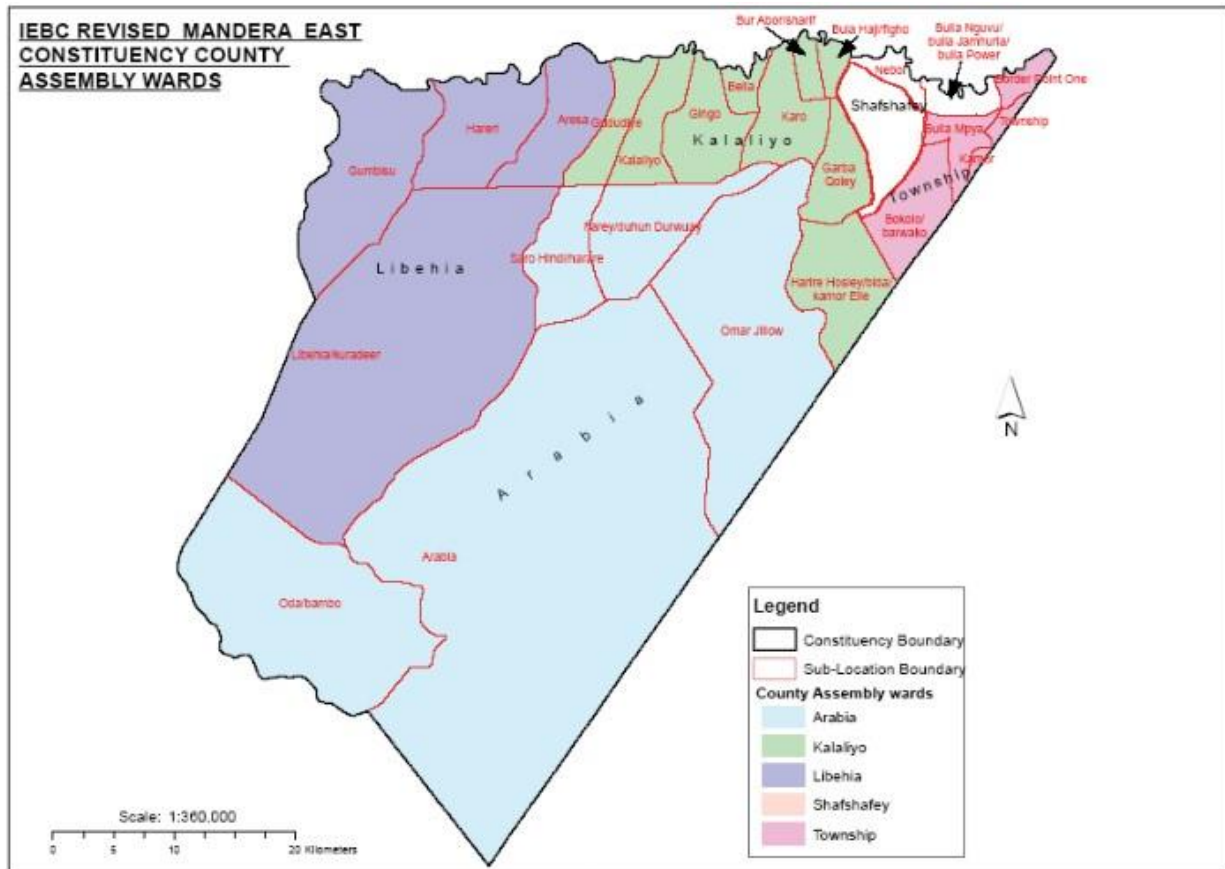
Yours faithfully,


Hassan Adan Abdullah
For: County Secretary & Head of Public Service



COUNTY GOVERNMENT OF MANDERA

Appendix XIV Map of Mandera East Sub-County



Mandera East Constituency Map

Mount KE

Appendix XV Similarity Index Report



NUH ADHAN ELM I

INFLUENCE OF PRINCIPALS' RESOURCE MANAGEMENT STRATEGIES ON STUDENT ACADEMIC ACHIEVEMENTS IN PU...

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