

**EFFECT OF SCHOOL RESOURCE MANAGEMENT ON KENYA CERTIFICATE
OF PRIMARY EDUCATION PERFORMANCE IN PUBLIC PRIMARY SCHOOLS
IN KAKAMEGA EAST SUB-COUNTY**

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DECLARATION AND APPROVAL

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This thesis is my original work and has not been presented for a degree in any other University or for any other award.

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DEDICATION

To my beloved husband Alexander Ligami, daughters Sharon Ligami, Hildah Ligami and son Lucky Ligami for their kindness and selflessness.

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ABSTRACT

Literature reveals that management of resources in public primary schools remain a concern to stakeholders. There is a steadily growing body of research evidence on relationship between resource management and schools academic performance. In Kenya however, studies have addressed the correlation between time, finance and human resource management and academic performance. No study has correlated the net effect of time, finance, human and physical resources with academic performance in KCPE in Kakamega East sub-county. Yet there has been a decline in KCPE performance in public primary schools in the Sub-county. It is within this context that the study sought to determine the influence of school resource management on KCPE Performance. The objectives of the study were:-to determine the effect of time, financial, human resource, physical and material resource management on KCPE performance in public primary schools in Kakamega East Sub County. The target population of this study consisted of four categories of respondents namely; 81 head teachers, 1215 teachers, 81 BOM chairpersons and three education officers in public Primary Schools in Kakamega East Sub County. Theoretical framework of the study was based on Resource management and education function theories that explored on how management of resources of schools affect the academic performance of learners. Simple random sampling technique was used to sample 22 head teachers, three education officials, 121 teachers and 22 BOM Chairmen. Reliability coefficient was set at 0.77. Test retest results indicated a reliability value of 0.77 which means that instruments were reliable. Content and face validity was used whereby instruments were presented to experts in education department who judged their validity and were adjusted based on comments of experts. The researcher utilized descriptive survey and correlational designs to gather, analyze and summarize Data. The study utilized closed ended questionnaires and interview schedules to collect data. Quantitative data was analyzed using SPSS version 22 and the results presented in tables and charts while qualitative data was reported in verbatim and also transcribed into themes and reported. The study found out that time management was positively correlated to performance, ($r=.522$, $p \leq .05$) financial management was positively correlated to performance ($r=.632$, $p \leq .05$), human resource management was positively correlated to performance ($r=.321$, $p \leq .05$), and physical resource management was also positively and significantly correlated to performance ($r=.632$, $p \leq .05$). These findings implied that school resource management based on these determinants had an influence on KCPE performance. The study concluded that all the selected aspects had an influence on performance. Therefore the study recommended that schools should manage their time, finances, human resources and physical resources well so as to ensure better performance in schools. These findings may help education stake holders to improve performance in Public Primary schools in Kakamega East Sub-County.

TABLE OF CONTENTS

DECLARATION AND APPROVALii

DEDICATIONiii

ACKNOWLEDGEMENTiv

ABSTRACT v

TABLE OF CONTENTS..... vi

LIST OF TABLES..... x

LIST OF FIGURES..... xi

LIST OF ABBREVIATION & ACRONYMSxii

CHAPTER ONE: INTRODUCTION..... 1

1.1 Background of the Study 1

1.2 Statement of the Problem 6

1.3 Purpose of the Study 8

1.4 Objectives of the Study 8

1.5 Research Questions 8

1.6 Justification of the Study 9

1.7 Significance of the Study..... 9

1.8 Scope of the Study 10

1.9 Limitations of the Study 10

1.10 Delimitations of the Study 11

1.11 Assumptions of the Study..... 11

1.12 Operational Definition of Key Terms..... 12

CHAPTER TWO: LITERATURE REVIEW	13
2.0 Overview	13
2.1 Empirical Review	13
2.1.1 Time Management and Academic Performance	13
2.1.2 Human Resource Management and Performance	18
2.1.3 Financial Resources and Academic Performance	22
2.1.4 Physical Resources and Academic Performance.....	25
2.2 Theoretical Review.....	27
2.2.1 Production Function Theory.....	27
2.2.2 Resource Management Theory.....	28
2.2.3 Critique of Resource Management Theory	30
2.3 Conceptual Framework	31
2.4 Summary of Literature Reviewed and Gaps Identified.....	32
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	33
3.1 Research Design	33
3.2 Location of Study	33
3.3 Target Population	34
3.4 Sampling Techniques	35
3.5 Research Instruments.....	35
3.5.1 Questionnaires	36
3.5.2 Interview Schedule for Committee Members.....	36
3.5.3 Document analysis Checklist	36
3.6 Piloting of the Research Instruments.....	36

3.6.1 Validity of the Instruments	37
3.6.2 Reliability of the Instruments	37
3.7 Data Collection Procedures	38
3.8 Data Analysis.....	39
3.9 Ethical Consideration	40
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS.....	41
4.0 Introduction	41
4.1 Demographic Information	41
4.2 Effect of Time Management on KCPE Performance	44
4.3 Financial Management and Performance	49
4.4 Human Resource Management and Performance	54
4.5 Physical and Material Resource Management	58
4.6 Discussion of Findings	62
4.6.1 Time Management.....	63
4.6.2 Financial Management and Academic Performance.....	64
4.6.3 Human Resource Management.....	65
4.6.4 Physical and Material Resource Management and Academic Performance	66
CHAPTER FIVE: SUMMARY CONCLUSIONS AND RECOMMENDATIONS ...	67
5.1 Summary of the Findings	67
5.1.1 Time management and KCPE Performance.....	67
5.1.2 Financial Resource Management and KCPE Performance	67
5.1.3 Human Resource Management and KCPE Performance	68
5.1.4 Physical Resource Material Management and KCPE Performance.....	68

5.2 Conclusions	68
5.2.1 Time Management.....	68
5.2.2 Financial Management	69
5.2.3 Human Resource Management and KCPE Performance	69
5.2.4 Management of Physical Resource Materials and KCPE Performance	69
5.3 Recommendations	70
5.3.1 Time Management.....	70
5.3.2 Financial Management	70
5.3.3 Human Resource Management and KCPE Performance	70
5.3.4 Physical Material Resource Management and KCPE Performance.....	71
5.4 Suggestion for Further studies.....	71
REFERENCES	72
APPENDICES.....	77
Appendix I: Questionnaire For Teachers And Headteachers	77
Appendix II: Interview Schedule for BOM Chairpersons and Education Officials.....	81
Appendix III: KCPE Performance in Schools Between 2011 -2015	82
Appendix IV: Letter of Authorization	83
Appendix V: Research Permit.....	84
Appendix VI: Map of Kakamega County Showing Kakamega East Sub County (Shinyalu)	85
Appendix VII: Similarity Index Report.....	86

LIST OF TABLES

Table 1: Sampling Frame	34
Table 2: Sampling Procedure and Sample Size.....	35
Table 3: Reliability of Constructs on the Questionnaire	38
Table 4: Summary of Statistical Data Analysis on effect of school resource management on KCPE school performance	39
Table 5: Response Rates for the Respondents.....	41
Table 6: Age Brackets of Head Teachers	42
Table 7: Professional Qualification	42
Table 8: Most Recently Attended Courses	43
Table 9: Time management	45
Table 10: Correlation between Time Management and Performance	48
Table 11: Financial Management and Academic Performance.....	50
Table 12: Correlation between Financial Management and Performance	52
Table 13: Human Resource Management	55
Table 14: Correlation between Human Resource Management and Academic Performance	57
Table 15: Physical and Material Resource Management	59
Table 16: Correlation between Physical Resource Management and Performance	61

LIST OF FIGURES

Figure 1: Conceptual Framework on Resource management in Public Primary Schools... 31

LIST OF ABBREVIATION & ACRONYMS

AEOs	: Area Education Officers
BOM	: Board of Management
GoK	: Government of Kenya
IGAs	: Income Generating Activities
KCPE	: Kenya Certificate of Primary Education
MOE	: Ministry of Education
NACOSTI	: National Commission for Science and Technology Innovation
RoK	: Republic of Kenya
SSE	: Subsidized Secondary Education
UNESCO	: United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to the World Bank (2011) report, Education Report, Education plays a critical role in socio-economic development of a country; it also improves human capabilities and accelerates economic growth through the knowledge and skills development. It makes the individuals confident, aware and active. It is considered an economic good. According to UNESCO (2010), everyone has the right to education and education should be made equally accessible to all on the basis of capacity by every appropriate means. Wideen (2017) indicates that in the developed world this recognition has led to huge financial commitments in major initiatives that will bring about improvement in schools resource management. However, in the developing world, little is done about resource management, which is significant for school improvement. (Borden 2008).

Despite the importance of schools resources, the procedures used in appointing, training, and inducting managers of these resources are inappropriate in many developing countries, especially those in the continent of Africa (Gogo, 2016). Countries in Latin, America and the Caribbean regions have also recognized that there is a need to effectively prepare school administrators to enhance their role in the realization of the aims of the various education reforms being carried out (Hobson, 2013). In most developing countries, school managers encounter many challenges in managing schools (Harber & Davies, 2017). These challenges are attributed to many factors; among the most significant one is lack of good quality and appropriate resource materials on school management (Onyango, 2011). Gudmun (2010) described an

instructional leader as the one who provides the necessary resources so that the school's academic goals can be achieved. This is done through the necessary resources management such as teachers, students, staff and parents.

A study conducted by Benavote and Riddle, (2011) in Ghana indicates that many of the problems faced by schools are linked to leadership and management. These problems include: poor supervision by heads, inadequate preparation and training of school managers who combine management with teaching at the basic level, leaving them with little or no time for management and supervision (Westhuizen, 2010). This study was centered on leadership and management with only one aspect of resource management, which is time. The management of public primary schools is the responsibility of the school managers who undertake the instructional supervision and management in general. However, this study did not clearly establish the main resources that require management in the schools. It did not also establish the relationship between management school resources on performance.

In Kenya the Government placed considerable effort on education in promoting economic and social development after the achievement of independence in 1963 (Sifuna, 1998). This resulted in the rapid expansion of education system to provide qualified persons for the growing economic and to undertake some reforms to reflect the aspirations of an independent state, the government acknowledges the role played by private secondary schools management in the provision of education as they supplement and complement what the government is doing in public schools. However, public primary schools lack behind in terms of performance despite the governments' efforts to improve education (GoK, 2017). Furthermore, most schools have been found

to manage their resources very poorly thus leading to inadequate resources that are vital for learning in these schools (Gatheru, 2013). This implies that there is poor management of school resources in public primary schools, a situation that could impact on performance but not studies have been handled on the same.

According to Wambua (2014) in most African countries like Kenya the systems in place are examination oriented. The quality of education is seen in terms of the number of students passing examinations. Educators and the general public have expressed concern over factors that influence student performance in examinations with some linking these factors on resource management in schools. This means that the organizational management of schools could greatly influences student academic outcomes. Achoka & Maiyo, (2011) noted that to improve students' performance the school management is required first to improve the management of the schools. This can be done by setting a clear vision to students support its achievement by giving instructional leadership, resources and being visible in every part of the institution that account for students' performance. However, Achoka studies did not associate resource management effectively to performance. They dwelt on management of schools at large while forgetting resources. Abagi (2014) points out that both the government and parents expect teachers to perform better at their present levels of training. The whole issue of students' performance should be considered from the broad framework of input and output, one of the core functions of the schools is to take human raw materials (students) and convert them into something more valuable, as employable adults of paramount importance, therefore, is the proper management of teachers for its absence will invariably lead to low productivity on the part of the teachers (RoK, 2017). However, there are empirical findings on the relationship

between human resource management in schools and KCPE performance as presented in this study.

Ayot and Briggs (2012) are of the view that input-output studies should be done using learning achieved as seen from student examination performance to measure the maximum usage of school resources. The impact of school management is an essential element in such studies. However, what happens is contrary, most of these managers concentrate on their styles. Despite this problem, little or no studies have been carried out to determine the influence of physical resources management on KCPE performance in primary schools.

The management of material resources entails planning, acquisition, allocation, distribution and controlling the use and maintenance of the materials. Onyango (2011) states that planning for material resources involves the identification of the resource requirements, assessing quality in terms of the needs, establishing criteria for efficient resource management, determining the cost per unit and the use of the materials whether by individuals or groups. He adds that generally the resources available in schools are constrained. The Head Teacher is also responsible for the school facilities. Bell and Rhodes (2012) noted that schools facilities include the administrative office, staffrooms and offices, classrooms, laboratories, workshops, equipment, stores, libraries, hostels, staff houses and the school grounds. In order for a school to advance the learning opportunities offered to the pupils, it has to adequately utilize the facilities available. Onyango (2011) emphasizes that human resource is an important resource in a school organization. He adds that teachers comprise the important staff in the school. However, the contribution made by other staff members such as secretaries, bursars,

accounts clerks, matron, nurses, messengers and watchman is also important. Majority studies have also neglected this area leading to a large gap.

Olembo and Cameron (2014) observes that the most important purpose of a school is to provide children with equal and enhanced opportunities for learning, and the most important resource a school has for achieving that purpose is the knowledge, skills and dedication of its teachers. Teachers therefore need to be well managed. Spencer & Rochester (2011) argues that schools are formed by society, within society and for society so that through its children, society would remain its identity and its viability. Head teachers play a major role in the management of all school financial activities, which involve the disbursement of money.

The money is obtained through various sources such as fees. According to Orlosky (2010), financial management determines the way the school is managed and whether or not the school will meet its objectives. Even though there are donations by the World Bank and other stakeholders, there is a serious problem of massive fraud as observed by the Ministry of Education in Kenya (GOK, 2011). For example in 2011 about Ksh. 4 billion were embezzled by unscrupulous top and executive officers in the government (Gok, 2010). Up to now the whole education system is facing serious financial shortages as a result of the fundamental donors' decision to ration their support. This has rendered the head school managers helpless as far as finances are concerned to run the schools. Despite the importance of financial management on the way schools are managed as observed by Orlosky (2010), there is not clear link of this practice on performance. The study only linked it on the school meeting its objectives without clear

emphasis on performance in KCPE exams. Financial management and school performance in KCPE are therefore important areas of a study.

The Ministry of Education (MOE) is responsible for the provision of administrative and professional services in education at the National, County and Sub County level. Head Teacher, school committee and Parents Teachers Association have organizational functions in the management of primary education at individual school levels, which they do not fully accomplish hence the need for a study.

A study conducted by Benavote and Riddle, (2008) in Ghana indicates that many of the problems faced by schools are linked to leadership and management. In Kenya, public primary schools lag behind in terms of performance despite the governments' efforts to improve education (GoK, 2007). Achoka & Maiyo, (2008) noted that to improve students' performance the school management is required first to improve the management of the schools. Few studies have been carried out on the school resource management which includes finance, human resource and time on performance in KCPE exams which is sought in this study.

1.2 Statement of the Problem

The government of Kenya, individuals and private organization has invested many resources in the education sector with an objective of achieving the goals of education for all. However, the state of performance in primary school KCPE exams is dismal. In recent times, KCPE performance of primary school students in Kakamega East sub-county primary schools has been declining since 2006 (see appendix..). The expected performance for a candidate to be considered successful in KCPE examinations is a minimum of 250 marks in order to qualify for a secondary school education. However,

in Kakamega East sub-county, students' academic performance has been declining despite the fact that public primary schools in the state are assumed to have adequate and well trained teachers, well qualified pupils from ECDE schools, and fairly efficient supervisory system. Thus the factor(s) responsible for the declining students' academic performance cannot be detected without focused investigation. The issue of declining academic performance in examinations signifies a critical impediment in any country since education is a major contributor to economic growth. Thus, various factors were hypothesized to lead to this declining performance. Among them, is time management, which is an important input to students' academic performance. This factor has been neglected in most of the studies carried out on the factors influencing academic performance. Therefore very few studies have been carried out on it, and even paying little attention to performance in KCPE exams. The second factor that has suffered misconception and inadequate consideration in research is the financial resource management on KCPE performance. Most of the studies on this topic skew towards the socio-economic status of the pupils on performance, but pay little attention to school financial management on KCPE performance, an area of focus in this study. The third aspect of importance is human resource management. Most studies concentrate on teacher demographic characteristics on performance; however, they rarely consider the management of entire human resource in the school. This could have an influence on KCPE performance, a gap that the present study also sought to fill. Finally, the study hypothesized school physical and material resources as an important factor in performance of primary schools in KCPE. Studies carried out on this were limited to secondary schools and higher institutions, and in some cases on special primary schools. There are therefore limited studies on regular public primary schools, which was the focus of this study.

1.3 Purpose of the Study

The main purpose of this study was to assess the effect of school resource management on Kenya Certificate of Primary Education performance in public primary schools in Kakamega East Sub-County.

1.4 Objectives of the Study

The objectives of the study were:

- 1) To determine the effect of time management on KCPE performance in public primary schools in Kakamega East Sub-County.
- 2) To find out the effect of financial management on KCPE performance in public primary schools in Kakamega East Sub-County.
- 3) To establish the effect of human resource management on KCPE performance in public primary schools in Kakamega East Sub-County.
- 4) To examine the effect of physical and material resource management on KCPE performance in public primary schools in Kakamega East Sub-County.

1.5 Research Questions

This study was anchored on the following research questions:-

- 1) What is the effect of time management on KCPE performance in public primary schools in Kakamega East Sub-County?
- 2) What is the effect of financial management on KCPE performance in public primary schools in Kakamega East Sub-County?
- 3) What is the effect of human resource management on KCPE performance in public primary schools in Kakamega East Sub-County?

- 4) What is the effect of physical and material resource management on KCPE performance in public primary schools in Kakamega East Sub-County?

1.6 Justification of the Study

Primary education is the whole mark of any academic journey in any given country. In Kenya, it is a requirement to gain entry to secondary education. It is also perceived and proved that primary education is the major step towards economic growth. Therefore, this has led to massive resource allocation in this sector by national government and different stakeholders. Scholars allege that prudent management of school resources such as finances, personnel and physical facilities has a strong correlation to good academic performance in any learning institutions. Under or over utilization of the resources that support learning can be a great source of poor performance by learners in these institutions. The findings of this study therefore avail an insight of the reasons that may be contributing to dismal performance in primary schools in Kakamega East Sub County hence has suggested strategies that can be used to improve learners performance in this region.

1.7 Significance of the Study

This study aimed at providing the government, education planners and managers, Parents, students and other education stakeholders with data on the role of head teachers in school resource management that affects KCPE performance in public primary schools. This provides a basis for policy interventions for re-training and in servicing head teachers with a purpose of improving their skills in management of school resources. Secondly, the findings on the effect of school resource management on KCPE performance in public primary schools may form a basis on which policy interventions can be initiated by the public primary school managers to improve in

KCPE performance. Thirdly, the findings of the effect of school resource management on KCPE performance in public primary schools forms the basis for further research in the field of school resource management.

1.8 Scope of the Study

This study was conducted in public primary schools of Kakamega East Sub County, within a period of two years. Education officers, head teachers, teachers and school management committee members were the targeted population for the study. The study sought information on the influence of resource management on KCPE performance in the areas of time, financial, human and physical/material management. It utilized mixed methods research approach to both collect and analyze qualitative and quantitative data.

1.9 Limitations of the Study

- i. The study was carried out in public primary schools in Kakamega East Sub County which is a rural setting, hence the findings did not reflect the situation in the schools in the urban areas and therefore generalization of these study findings was made with caution.
- ii. Shielding of information by the respondents due to the fact that matters pertaining school management are left to the head teachers. Junior officers and supportive staff felt intimidated while exposing their superiors. This limitation was overcome by assuring the respondents of confidentiality of research data collected from them.

1.10 Delimitations of the Study

In the current study, the study concentrated on the influence of school resources on performance of schools within the region. However, there are other factors that were of importance to the performance of schools that this study did not consider. For instance, teacher as a resource is very important, however, there are other related factors for the teacher, such as competency, experience among others. This was beyond the scope of the current study. The time frame and area of study are very important, even though the time for the current study was very short, given the diversity of the study variables and the duration taken for any real change. Only data on mentioned variables was collected other than extending boundaries beyond the present study. School performance was measured by means of KCPE performances.

1.11 Assumptions of the Study

The assumptions upon which this study was found were:-

- i. That the school head teachers have the required information for the study and were co-operative during the study.
- ii. Head teachers are inducted on their duties upon appointment and they therefore understood their roles and expectations clearly.
- iii. Most of the schools highly depend on school resources for better performance.

1.12 Operational Definition of Key Terms

School Resource Management : Management of Finances, Time, Human Resource and Physical Facilities

Kenya Certificate of Primary Education : A national examination done at the end of Primary cycle in Kenya

Kakamega East Sub-County : A Sub County in the larger Kakamega County of Kenya

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter contains a review of literature. The literature reviewed is empirical studies that are done as per the objectives of the study and finally theoretical literature review. Conceptual framework and literature recap are also presented in this section.

2.1 Empirical Review

Empirical studies were reviewed based on the objectives of the study. The objectives of the study were first, to assess the effect of time management on KCPE performance in public primary schools, second, to find out the effect of financial management on KCPE performance in public primary schools in Kakamega East Sub county, third, to establish the effect of human resource management on KCPE performance and finally, to examine the effect of physical and material resource management on KCPE performance. The following sub-sections present the reviewed literature.

2.1.1 Time Management and Academic Performance

The concept of time management attracts various researchers to look on the link between managing time and performance in any given field. Time management has been perceived from different angles by different organizations and research bodies. It is one of the practices that measures how accurate the set goals can be achieved (Victoria, 2005). He notes that the significance of time management attracts a number of researchers to study on the relevant topic and summarizes the results regarding effective time management strategies for school. The paper revealed that, prioritization

of tasks and on-going control of paperwork, contribute to effective and more professional performance at school. However, he notes that there is no clear study on the relationship between time management and academic performance and therefore it is a point of interest to researchers.

Amuli (2008) carried out a study on Time Management in Tanzania Secondary Schools, in Lindi Rural District, using five secondary schools and found that more attention was put on facilities, finance and human at the expense of time as a resource. Also the school heads, teachers and students were less attentive to time management in their daily performance of school activities. This means that there is high wastage of school time among the students, teachers and the school heads. Among some of the chosen aspects of consideration in his study, he found that in many secondary school subjects' syllabi were not covered per time stipulated by the Ministry of Education. The study recommended that firstly, the school management, teachers and students should recognize time as the basic resource in teaching-learning process so as to accomplish school activities per time stipulated. This study revealed the shortfalls encountered in time management at secondary schools but failed to address whether there was a relationship between time management and academic performance. Furthermore, even though the study dealt with time management at school level, such findings may not fit the primary school scope as in the present area of study, which was Kakamega East Sub-county.

Brophy (2010) in reviewing the research on effective math instruction among 50 form four students in Kenya reported that students achieved more in classes where they spend most of their time being taught or supervised by their teacher rather than working

on their own or not working at all. Therefore, this means that, those teachers spending most of their time teaching and supervising their students, have a big chance to experience better results of their performance. This study was however based on teacher's perception using interview schedule and did not contain any empirical aspect in its conclusion.

Borg (2009) in his summary of the research on the relationship between time and school learning in college and technical institutions in South Africa noted a consistent finding. He found that the amount of time that students were engaged in relevant reading and mathematics tasks was positively associated with academic achievement. This study was however based on higher level of study whose structure and level of studies were different. The system of exams is also very different from that of the primary schools in Kenya and therefore such studies could not be generalized for the current study location.

Adebowale and Osuji (2008) investigated the record keeping practices of primary school teachers in selected local government areas in Ondo state of Nigeria. They used a total of 25 schools with a sample size of 290 respondents consisting of teachers, students and head teachers. The findings showed that, although the teachers were familiar with some principles of record keeping they were not proficient in most of the operational procedures and did not demonstrate the knowledge of using record keeping to further the development of teaching and learning activities. This study only concentrated on record keeping which is only one aspect of time management. It ignored other important aspect such as time table at schools, allocation of subjects among other aspects. The findings also lack any empirical evidence on the relationship

between record keeping and academic performance but only highlight the inadequacy of knowledge on record keeping among the teachers. The present study therefore was unique on shading light on the study topic.

Purposive sampling was used to select respondents who had more knowledge on schools matters thus resulting to a sample size of 300 students and teachers. The study used questionnaire to collect data and was cross-sectional in nature. Also time is poorly managed in school where the designed timetables are not respected. The study did not however establish the relationship between time management and academic performance. This led to the present study more interesting since it sought to establish relationship between time management and academic performance using strong statistical tools. Furthermore, little is known about the problem in primary schools in Kakamega East sub-county Kenya, and therefore the current study sought to reveal the solution.

Rwegoshora (2012) in the study on ‘Work Deadlines and Time Management process in Galileo, Tanzania’ shows that there is a link between time management and job performance, showing that failure to comply with nature of their business which demands a quick response to clients’ needs contribute to the failure to meet work deadlines. The study recommends that, there should be an improvement in managing time to employees. From the study, it shows that there is a need to employ effective time management skills to cover the problem of meeting work deadlines at work places. Again, teachers are more satisfied and plan to stay longer in schools that have a positive working environment. Teacher's use of time on discipline has important consequence to the academic performance of the students. These imply that in the training program, the

teachers should be given a sound and coherent instructional philosophy which puts the students at the centre stage of the educational program, and should be given training in classroom management techniques, so that time will not be wasted on discipline. Also, the school administrators should develop, within the schools, a sound and coherent educational philosophy which puts students and learning at the centre of the school program, and should give more classroom supervision to the teachers so that a proper balance in the use of time in teaching and on discipline can be attained (Ming,2014).

Lay and Schouwenburg (2013) studied the relation between trait procrastination and time management in private secondary schools in Kenya. The study adopted a cross-sectional survey research design with a total of 156 students from the schools. Questionnaires were used to collect data from the students. The findings revealed that students who are high on trait procrastination exhibited a greater likelihood of being behind schedule on their personal projects, studying for an examination for fewer hours than intended, and having a low score on feeling in control of time, setting goals and priorities. They also used less time management techniques. These findings also indicate some of the aspects of trait procrastination but fail to address the performance measures in schools. The study is also in private secondary schools and therefore does not give a clear picture of time management in primary schools.

The above previous studies show that, there are a number of challenges in managing time, to both public and private institutions; furthermore, some of the studies reveals that, it is vital for schools to manage their available time due to the fact that, time management affects academic performance. After reviewing the studies, the researcher was convinced that there was a need of understanding the relationship between time management skills and KCPE academic performance in primary schools. Schools in

Kenya and particularly Kakamega East Sub-county have continued to perform dismally despite various efforts to salvage the education sector. These have been at some point attributed to time management without clarification on how time could lead to poor performance. Scholars have found this as an interesting topic but also failed to address it within the present scope of the study. Such studies have not been carried out, emphasizing the influence of time management on academic performance, and therefore the current study was timely.

2.1.2 Human Resource Management and Performance

Human resource management is an organizational function specifically concerned with the management of employees (Nzuve, 2010). He further asserts that the manager must have authority over all the human resource functions. This can be made possible by well- developed and written personnel policies covering all the areas. Khanka (2003), states that it is the human resource that makes use of non-human resources. Hence people are the most significant resource in an organization. It is man who makes all the difference in organizations. Human resources are heterogeneous in the sense that they differ in personality, perception, emotions, values, attitudes, motives and modes of thoughts. Their behavior to stimuli is often inconsistent and unpredictable hence school managers needs to be proactive, tactful and innovative. This is because better educated, more skilled, better aware of their interest and rights are some of distinguishing features of modern human resources.

The purpose of human resource management is to ensure that the organization is able to achieve success through people Armstrong, (2003). It is there to ensure that the organization obtains and retains the skilled, committed and well-motivated workforce it

needs. This means taking steps to address and satisfy future people needs and to enhance and develop the inherent capacities of people - their contributing, potential and employability by providing learning and continuous development opportunities. Human resource management should enhance motivation and commitment by introducing policies and processes which ensure that people are valued and rewarded for what they do and achieve and for the levels of skills and competence they reach.

Achoka and Maiyo, (2010) noted that it would be very difficult to arrange the issues in order of importance, but the size of a school is very important in determining the priorities. They further adds that in most African countries the Ministry of Education puts great emphasis on the administration of the school and thus head teachers are more concerned about bureaucracy and the image of the school than their interaction with the community and proper utilization of human resources. Asyago (2006) found five common traits among successful head teachers; the leaders were at their best when they faced challenges, inspired a shared vision, enabled others to act, modeled the way, and encouraged heart. That head teachers performed many tasks in a given day but only 11% relate to instructional leadership, even after they had been through several training sessions. Mbaabu (2007) conveys that some of the tasks have to do with allocation of resources, use of school buildings, issues of discipline among learners and personnel and school development fund issues. Administration plays such a vital role in education but very little time is devoted by head teachers to the actual teaching and learning situation which is a challenge.

Lewin (2008) emphasizes that no matter how well a school is equipped, no matter how well qualified the teaching personnel, no matter how impressive the school curriculum

is, and no matter how much money we are prepared to spend in our schools, without proper management of schools human resources, our national educational aims and objectives might never be fully realized. Conversely Miskel and Hoy (2007) says that the management of teachers or other human resources is different in several respects from the administration of industry or commerce. In education, there can be no profit motive for the manager that is the head teacher. The motive of many education administrators is to produce the best possible results for the parents and their children; in addition, it is difficult to assess the results of education. In case of changing social attitudes, it may take a generation before we can even guess at the results (Lane, 2009). A study by Koonzt (2006) in the developed nations like France, Japan and USA notes that, through the entire process of education, there is a high priority for careful and unobtrusive development of social skills. Without these skills, young people however clever will not be able to cope with much more complicated and sometimes civilized world outside the school. These countries not only rely on proper utilization of human resources but (Glatter, 2008) states the qualities required of a successful school manager or head are, a highly sensitivity to other people's thoughts and feelings (empathy), a manifest tolerance of a wide range of religious, skin colour nationalities, sexual moves and political views, a persistence amounting to obstinacy when the cause justifies it, extreme patience, a highly objectivity, diligence, punctuality and above all a capacity to remain calm under stress, high ingenuity in discovering new and alternative solutions to old problems (Gudmund, 2010). The educational manager has responsibilities both to his staff and to the society. The product of education is not things or services, it is the people. Educational managers share in the responsibility for the future of the society to which they belong. According to Spenser and Rochester

(2009), the basic responsibility of the schools resources is the development of the skill of the mind, but overall mission has been enlarged.

David & Elison (2009) in their discussion of effective instructional leadership drew on the research of teachers' perspectives on how head teachers promote teaching and learning in schools in Africa. They described four broad areas that they thought described modern instructional leadership; First, the prescriptive model is seen as one of the first models that clearly explain how an instructional leader must be able to give direction to all his/her staff, based on the democratic principles. Staff development and curriculum development are seen as a process where information and training is shared on equal basis. The bottom-line is that all action must be geared towards participation in the quest to benefit the learners and implication the school as a whole. If teachers and staff members are allowed to grow in their understanding of what is happening in the school the model explains that the result will be beneficial in the development of the natural curiosity and ability of each learner. Second, regular meetings and interaction between the head teacher and the teacher could open up the doors to positively influence the learning in the class or the process whereby the performance of the learners is not only evaluated but closely monitored.

According to Koech (Republic of Kenya, 1999) a school stands or falls by its principal and the same view is shared by Mbiti (2007). Head teachers are charged with responsibility of managing human resource and other resources to ensure attainment of school goals and objectives. Unlike other resources, human resource is fundamentally different in that it is socially dynamic and requires effective management (Beer et al, 1984). In order to bring about desired outcomes in a school, disciplined, motivated and

committed human resource, a head teacher needs to be trained and be informed on human resource management.

Thurlow (2003) shows that school managers are expected to assume greater responsibility under difficult circumstances and the management of all those who work in their schools. It is universal truth that the difference between an organization that performs well and another that performs poorly is the quality of staff they have. The key to performance of staff is the motivation and commitment. Human resource management is concerned with developing an appropriate culture that makes employees feel that they and their contributions are valued.

The above studies have found some relationship between human resource management and performance in both private and public sectors. However, the findings are mixed and lack empirical truth. The studies were also carried in higher institutions and other organizations that are non-academic based on the Kenya curriculum.

2.1.3 Financial Resources and Academic Performance

Education is the third factor of economic development (World Bank, 2010). In Britain and Germany proper utilization of financial resources in education sector had improved quality of labor and was responsible for 80% of the annual rate of Growth in National Product (Dimmork, 2009). The overall wastage rate in developed countries for example, Australia and Japan ranges from 1% to 2%, meaning that most of the pupils complete basic education without problems as a result of proper utilization of the already available financial resources (Harber, 2008). Education is of basic importance in the planned development of nation. For the developed countries, education takes the

lion's share of the nations' income in terms of adequate resource allocation and proper utilization by the head teachers (Bell & Rhodes, 2010).

(Fabunmi, 2012) carried out a study to find out the functional role of schools' resources using 5 schools and 211 respondents who responded on a questionnaire. He found that that the functional role of a school's resources as an industry is a complex one. A school is a unique industry in the sense that its raw materials, that is, the students are inmates and have to be transformed into an appropriate product whose quality cannot be judged from the external appearance. The product of a school is judged by the way its past students perform in the society. In order to perform its role effectively and efficiently a school and by implication the education system must be able to afford a foresighted educational leadership which is based on sound finance management principles and techniques (Davd & Elison, 2011). This shows that the school milieu in which education is taking place has always viewed financial management as very important. However, the studies have failed to establish a direct empirical relationship between school financial resource management and academic performance. Most of the studies try to relate these two variables using judgments that have no clear findings from a scholarly study. The present study sought to unearth this problem.

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2012). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 2010) notes that schools have a narrow revenue base which consist of

mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of subsidized secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic performance of the school (Eshiwani, 1993)

According to Gok (2007) the government of Kenya has ever since 1963 invested heavily on education. Despite the many market and non-market benefits, which accrue both to the individual and the state, many children still remain disadvantaged to complete primary education due to wastage in form of drop out and repetition. In relation to financial resource management by the Head teachers the overall wastage rate in Kenya ranges from 30% to 47%, meaning that half of the children drop out while others repeat classes, implying that overall economic and social development of the nations is related at the rate of 50% (Olembo & Cameron, 2005). Education is of basic importance in the planned development of nation. For most countries, education takes the lion's share of the nations' income. This is the exact opposite in Kenyan Expenditure towards Education in general.

Gatheru (2014) observed that the maintenance of factors such as curriculum, instructional materials, equipment, school management, teacher training and resources are some of the indicators of quality education. In addition, Gogo (2009) reported that low performance could be attributed to inadequate finance which resulted to inadequate supply of teaching and learning materials and equipment. In order to support teaching

and learning processes, Doharley (2017) observed that the head teacher should ensure quality curricular supervision and provision of adequate financial resources which is a big problem in Kenya. Gogo (2016) and Doharley (2013) studies indicates some of the quality education factors and quality curriculum education without clearly linking to academic performance. These factors are also not directly linked to financial management even though they share some financial characteristics on quality of management among schools. The studies therefore do not clearly bring out the relationship between financial resource management and academic performance in primary schools in Kakamega East sub-county.

Various schools have adopted various techniques of financial management among them being investing in income generating Activities (IGAs) to supplement school budgets. Funds earned through IGAs are used to put up school infrastructure or acquisition of stationery to support learning activity (Kiveu and Mayo, 2009). Study done by Selina (2012) on the impact of IGAs on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination compared to schools that did not have such arrangements (Ibid).

2.1.4 Physical Resources and Academic Performance

Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that RoK,

(2015) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 2010). This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 2011). The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2010).

Ayot and Briggs (2012) point out that, poor results in education are related to the resources allocated to it. If this parameter is not recognized, it becomes very difficult to understand why a school continues to perform poorly in national examinations. For example in schools where parents are doing their best in providing school facilities, such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to teachers. Although the ability level of a standard one intake coupled with availability of learning resources are significant factors in performance, some bright students have performed poorly in the absence of good management and organization in various schools (Griffins, 2009).

The above reviewed studies lack empirical findings on the relationship between physical resource management and academic performance in primary schools. It is with this at hand that the current study sought to determine the relationship between physical resource management and academic performance in public primary schools in Kakamega East sub-county.

2.2 Theoretical Review

The study reviewed two theories that were tied and adopted for the two variables chosen. These theories included Resource Management theory and Production function theory. The following subsections present the literature findings from the two mentioned theories starting with the first one.

2.2.1 Production Function Theory

The study was guided by Education production Function theory. Education function represents mathematically the process of which a school transforms inputs into useful desired outputs (Heyneymann & Stephen, 1990). An education production function is an application of the economic concept of a production function to the field of education. It relates various inputs affecting a student's learning such as pupil-teacher ratio, instructional materials, physical facilities that affect the quality of education among others. It measures outputs including subsequent labor market success, school enrollment, graduation rates, and more frequently, standardized test scores.

A large number of successive studies, increasingly involving economists, produced inconsistent results about the impact of school resources on student performance, leading to considerable controversy in policy discussions. Additionally, policy

discussions about class size reduction heightened academic study of the relationship of class size and achievement. In the recent study, education production function theory plays a major role. This is because various factors that are composed of school characteristics are believed to make an impact on the output, in this case, academic performance of students. School resource management is a major input when it comes to what is put in to ensure good performance in schools. Although this theory discusses the impact of inputs on the outputs in a school situation, it has its limitations. Some of the limitations of Production Function are:- Production Function theory is limited to the case of two inputs and one output. This theory assumes a smooth and continuous curve, which is not possible in the real world, as there are always discontinuities in production. It also assumes technology as fixed, which is not possible in the real world.

2.2.2 Resource Management Theory

Barney, (2011) mentioned that in the strategic management literature, resource management theory is currently receiving a significant amount of attention. Meanwhile Wright et al. (2009) empathized that there is a great potentiality exists for the use of resource management. “Resource-based view has proven to be integral to the conceptual and theoretical development of the literature” (Wright et al., 2009). Wright et al., have explained further that the evolution of the Resource – based view began when resource researchers recognized that Resource Based View provides explanation of the relationship between Human Resource practice and competitive advantage. It therefore essentially explains and predicts the relationship between the particular resources of a firm and sustainable competitive advantage by performance – related outcomes (Armstrong & Shimizu, 2017). Lockett, O’shea and Wright, (2018) explained that the publication of Berger Wernerfelt’s who is one of the founding fathers of the

field of strategic management, article on “Resource based view of the firm” in 1984 the strategic management field has embraced the notion that firm fundamentally heterogeneous in terms of their resource and internal capabilities.

The resource-based view of the firm is a mixture of theories and this is a strategic management theory that seeks to identify the resources that may provide firm or an institution, which could be a school with a sustainable competitive advantage (Maijoor & Witteloostuijn, 2007). According to them some of the resources are: brand names, employment of skilled personnel, machinery etc. Resources are important to the organizations since they are valuable, rare, costly to imitate, and non-substitutable (Armstrong et al., 2007). Also they further explained that valuable, rare, costly to imitate, and non-substitutable resources can be a source of sustained competitive advantage to the extent that there are no strategically equivalent resources (Armstrong et al., 2007). The present study sought to find the influence of resources on the performance of students in KCPE exams in primary schools. The major factors identified in the study included the school resources, which are in line with the resource management theory. How these school resources are managed, transformed and used to result to better performance. For instance, there is financial resources, human resources which are teachers, time management, and finally physical resources that are very diverse. Based on the resource a management theory, which is a subscript of resource based view, if these resources are well managed, then the expected outcome is better performance and the goals are achieved.

From the theoretical framework discussed, the study adopted the conceptual framework shown below.

2.2.3 Critique of Resource Management Theory

Apart from the advantages of production function theory, the theory also suffers from some limitations Restricts itself to the case of two inputs and one output; Assumes a smooth and continuous curve, which is not possible in the real world, as there are always discontinuities in production; assumes technology as fixed, which is not possible in the real world and Assumes a perfectly competitive market, which is rare in the real world.

Resource dependence theory is one of many theories of organizational studies that characterize organizational behavior, it is not a theory that explains an organization's performance per se. But still in many ways, resource dependence theory predictions are similar to those of transaction cost economics but it also shares some aspects with institutional theory.

2.3 Conceptual Framework

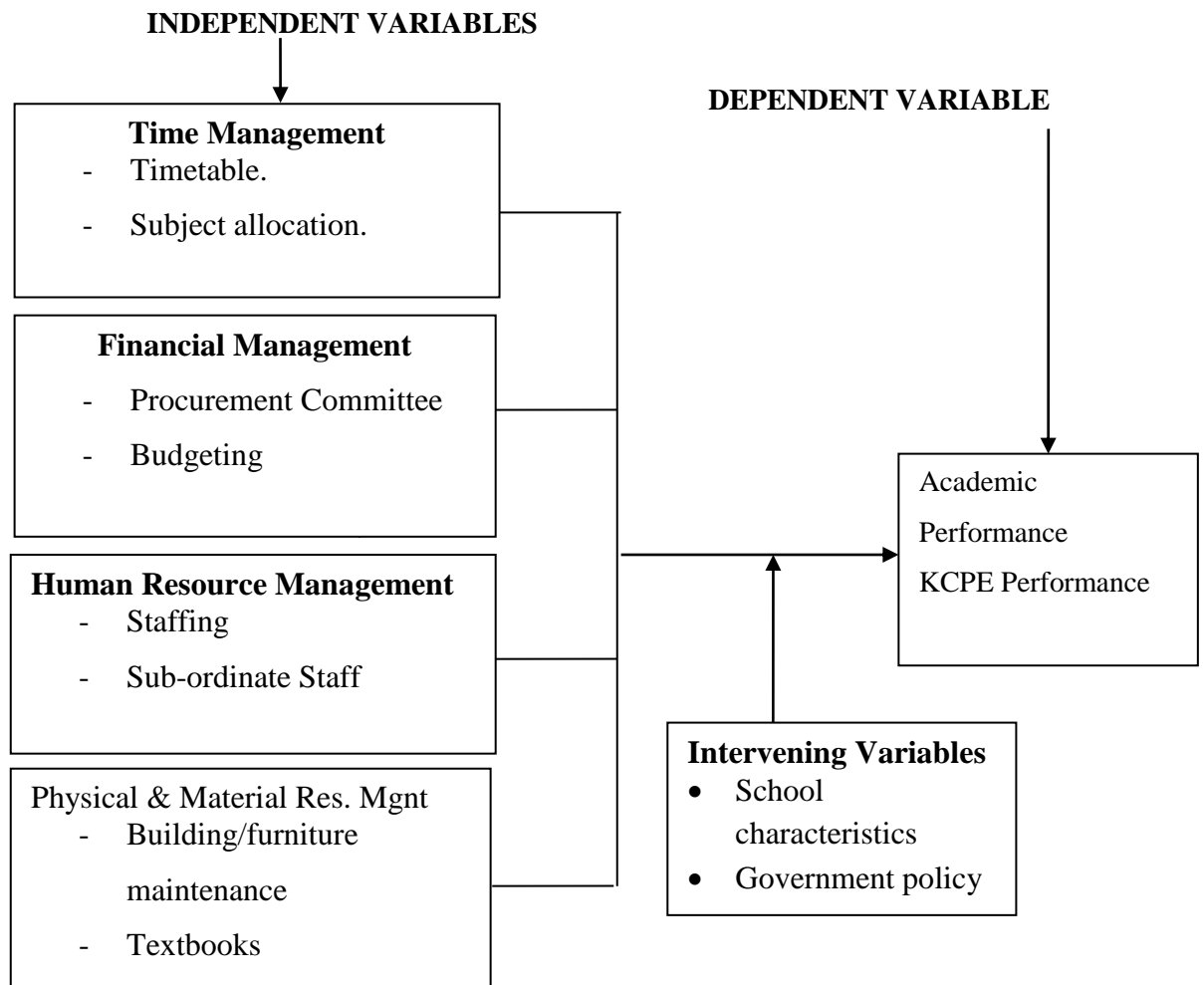


Fig. 1: Conceptual Framework on Resource management in Public Primary Schools.

Source: Researcher, 2017.

The effect of the independent on the dependent variables is outlined in the conceptual framework. The independent variables of the study are the time management, financial management, human resource management and physical/material resource management. Prudent management of time, financial, human resource and physical/material resources can either promote or not promote academic performance of learners in educational institutions. It is argued that good management practices impact positively summative scores of students in their examinations. The other factors that can cause performance in schools can be School characteristics and government

policy on testing. Academic performance depends on the variable the management of the resources under review.

2.4 Summary of Literature Reviewed and Gaps Identified

This study reviewed two theories that support the input output functions. These were the Production Function Theory and the Resource Management Theory. These theories relate particular resources of a firm to a sustainable competitive advantage by performance of the same firm. The researcher argues that resources that are invested in schools correlate closely with the academic performance of learners in those schools. Empirical literature dwelt on the correlation between school resource management and students performance in national examinations. Specifically, it centered its discussion on time, financial, human and physical and material resource management on performance of learners in schools. From the reviewed empirical literature, it was noted that most studies on this area dwelt on the relationship between time, material resource and financial management and performance of learners in schools.

Few studies had looked at the cumulative effect of time, human resource, material and financial resource management on performance of learners in primary schools. Again most of the reviewed studies were done using descriptive survey design - a design that does not allow quantitative data analysis. This implies that the studies of this nature were pre purely qualitative. This research employed a Mixed Methods Approach to not only analyze the collected data from the field qualitatively but also quantitatively. From the studies done the extent to which more than two variables affecting academic performance of learners was not established. A gap this study sought to document.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study utilized Mixed Methods Approach to collect both qualitative and quantitative data. Orodho, (2009) states that mixed methods approach in research much progress can be made in solving educational problems. The design therefore was appropriate for the study since the researcher gathered information without manipulating variables. This design represents a general approach to research that focuses on assessing the co-variation among naturally occurring variables. It aims to determine the relationship between two variables as well as how strongly these variables relate to one another. The approach provided an accurate and efficient means for describing people's thoughts, opinions and feelings. The goal of mixed methods approach is to identify predictive relationships by using correlations techniques (Bryman & Bell, 2010).

3.2 Location of Study

The study was conducted in Kakamega East Sub County of Kakamega County. Kakamega East Sub County borders Kakamega South Sub County to the south, Kakamega North Sub County to the North, and Kakamega Central to the West. It is a densely populated area with a significant portion of youths and adults who have either not had access to education or dropped out of school. Economically, Kakamega East Sub County is an agricultural area but due to the dense population it has had a shortage of farm land. The food crops grown in the area include maize, beans, millet among others and the cash crop is tea. The Sub County is inhabited mainly by the Isukha, a Luhya Sub-Ethnic group. They are both traders and peasant farmers. Administratively, Kakamega East Sub County is divided into two Divisions Shinyalu and Ileho. The

study area was of interest to the researcher because having been a teacher in the Sub County for many years, she had witnessed poor management of school resources for long yet no study had ever been particularly commissioned to find out its root cause. The Head teachers, teachers BOM chairpersons and District education staff were targeted for the study. The study therefore specifically sought information concerning resource management and performance.

3.3 Target Population

According to Kothari, (2009); Cohen, Kombo and Tromp, (2006), target population is a larger group to which the researcher hopes to generalize the findings of the research study. The target population of this study consisted of four categories of respondents namely; 81 head teachers, 1215 teachers, 81 Committee chairpersons and 3 education officers in public Primary Schools in Kakamega East Sub County, Kakamega County. Therefore the total target population was 1380 as shown in Table 1.

Table 1: Sampling Frame

Zone	Teachers			Administrators			Total
	Male	Female	Total	Head Teachers	AEOs	BOM chairpersons	
South	146	258	404	27	1	27	459
Central	140	260	400	30	1	30	461
West	154	257	411	24	1	24	460
Total	440	775	1215	81	3	81	1380

Source: Field Data, 2017

3.4 Sampling Techniques

Mugenda 2003 proposed sample size of between 10%-30%, which is a representative of the Universe. The researcher used simple random technique so that each and every respondent in the target population was an equal chance of inclusion (Kothari,2003). Therefore 10% of the total population of teachers was selected through stratified sampling technique yielding a sample size of 121 teachers. After stratification, 27% of the population of head teachers and BOM chairpersons were purposively sampled availing 22 respondents in each category. Finally, saturated sampling was used to select three AEOs because they were few and therefore all of them were crucial in the study. This information was drawn in Table 2.

Table 2: Sampling Procedure and Sample Size

Zone	Teachers			Administrators		
	Males n=10%N	Female n=10%N	Total	Head Teachers n=27%N	BOM chairpersons n=27%N	Total
South	15	25	40	7	7	54
Central	14	26	40	8	8	56
West	15	26	41	7	7	55
Total	44	77	121	22	22	165

Source: Field Data, 2017

3.5 Research Instruments

The Study Used both Primary and Secondary Sources for data collection. For quantitative data, the study used questionnaires while for qualitative data the study used interview schedules. Document check list was used to collect data on learners' performances. These instruments were deemed appropriate to collect data that addressed the study problem (Oso and Onen, 2005).

3.5.1 Questionnaires

This can be superior to an interview because social communication operates strongly in a face of situation that may prevent the person from expressing what he feels to be socially or professionally unacceptable views. The questionnaires contained structured (close-ended) questions. Both teachers and head teachers questionnaire was the same. Teachers execute tasks within teaching and learning environment at school level. They therefore can give data on issues pertaining management of resources in their respective schools from their own perspective as teachers (Mugenda & Mugenda, 2003).

3.5.2 Interview Schedule for Committee Members

According to Orodho (2004), an interview is an oral administration on respondents. An interview schedule for BOM chairpersons and Education Officials was carried out. This is the board charged with the management of the school. In this study the interview questions were used in order to find out whether school resources were being managed well with regard to the four objectives of the study, in Primary Schools in Kakamega East Sub County. Therefore the interview schedule had four questions that were based directly on the objectives of the study.

3.5.3 Document analysis Checklist

The researcher used the Document Analysis Checklist to audit the performance of learners in KCPE examinations between 2013 and 2017.

3.6 Piloting of the Research Instruments

The research instruments were piloted in eight schools in the neighborhood sub county to test for the Validity and reliability of the research Instruments. These schools were not included in the research during the main study.

3.6.1 Validity of the Instruments

In this study face and content validity of the instruments was determined by experts from education department by establishing structural corroboration or coherence to ensure that there was no contradictions (Bryman & Bell, 2003; Sekaran, 2003). Face validity is qualitative means of ascertaining whether a measure on the face appears to reflect the content of concept (Bryman & Bell, 2003) while content validity is a another qualitative means of ensuring that a measure includes adequate and representative set of items to cover the intended items (Drost,2011).

3.6.2 Reliability of the Instruments

Reliability is the ability of an instrument to persistently capture and yield the same results when repeated measures are taken under the same conditions (Mugenda & Mugenda, 2003). The questionnaire was pilot tested to ascertain reliability in data collection. The pilot study was conducted on 30 teachers and five head teachers that were from the neighboring Sub County. These respondents were excluded from the sample size that was used during the actual study. The piloting was repeated in a span of six months and the results were co-related to ascertain the relationship between the two data. A reliability coefficient of 0.70 and above is usually deemed to be meeting the threshold (Wuensch 2012). Table 3 shows the results of the piloted questionnaires and interviews done.

Table 3: Reliability of Constructs on the Questionnaire

Instrument	Reliability Coefficient (r)	Sig Value p≤0.05
Performance	0.78	.000
Time management	0.83	.000
Financial management	0.79	.000
Human Resource management	0.77	.000
Physical Resource management	0.85	.000

Source: Field Data, 2017

From the reliability results as indicated in the table 3, it was clear that all the research instruments were reliable. The minimum reliability coefficient was 0.77, which was still above the threshold value of 0.7 as recommended by Mugenda and Mugenda (2003) that a reliability value of above 0.7 is considered reliable for instruments.

3.7 Data Collection Procedures

Permission to carryout research in the schools was obtained from the School of Graduate Studies, Mount Kenya University. Through this permission, the researcher obtained a research permit from NACOSTI to carry out this work. A Courtesy call was paid to the Director of Education’s Office in Kakamega East sub-county to seek for permission to collect data from sample schools. A visit to sample schools was made to request for permission from the head teachers to collect data. The distribution of the questionnaires was done and assurance to the respondents of confidentiality of the information which was provided was done. The respondents were requested to fill in the questionnaires to allow the researcher to leave with them the same day. Where this was not possible, the researcher agreed with the respondents on the appropriate time. Another visit was paid to schools to interview the respondents (education officials and

BOM chairpersons). One to one interview was conducted and the responses recorded verbatim. The whole exercise took eight weeks.

3.8 Data Analysis

The researcher used SPSS version 20 to organize, analyze and interpret data both descriptively and inferentially. Pearson product moment correlation coefficients were computed to determine the relationship between management of school resources and KCPE Performance. Pearson product moment correlation coefficient assessed the effect of time management on KCPE performance. This was achieved by combining all the ordinal variables (statements) and coming up with a ratio scale that was appropriate for correlation. The same procedure was repeated for all the objectives as shown in table 4.

Table 4: Summary of Statistical Data Analysis on effect of school resource management on KCPE school performance

S/No	Objective	Independent Variable	Dependent Variable	Statistical Tool
I	To assess the effect of time management on KCPE performance in public primary schools in Kakamega East Sub County.	Time Management (Ordinal)	Performance (Ordinal)	Frequency counts & Pearson Correlation coefficients
II	To find out the effect of financial management on KCPE performance in public primary schools in Kakamega East Sub County.	Financial Management (Ordinal)	Performance (Ordinal)	Frequency counts & Pearson Correlation coefficients
III	To establish the effect of human resource management on KCPE performance in public primary schools in Kakamega East Sub County.	Human Resource Management (Ordinal)	Performance (Ordinal)	Frequency counts & Pearson Correlation coefficients
IV	To examine the effect of physical and material resource management on KCPE performance in public primary schools in Kakamega East Sub County.	Physical and Material Resource Management (Ordinal)	Performance (Ordinal)	Frequency counts & Pearson Correlation coefficients

Source: Researcher 2017

3.9 Ethical Consideration

Permission to carry out the study was sought from the national council for science and technology, county education officer, the head teachers of the selected schools and from the participants. This was done through obtaining a research permit from the relevant council, county education and head teachers from the relevant selected schools. The nature and purpose of the study was explained to the respondents by the researcher. The researcher respected individual rights to safeguard their personal integrity.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the data on respondents at all levels in the Sub County; analyses and discussions of the findings of the study according to the objectives set which included, finding out the effect of Time, Financial, Human and Physical & Material Resource management on KCPE performance in public primary schools in Kakamega East Sub County. The findings are presented starting with Response Rates and demographic information of the respondents followed by findings on each objective.

4.1 Demographic Information

The ability of the respondents to give satisfactory information on the study variables greatly depend on their backgrounds. This study organized the demographic background information of respondents based on; Gender, their age, academic qualifications, positions they hold and most Recently Attended Courses by the Head Teachers (Orodho, 2009).

Table 5: Response Rates for the Respondents

Respondent	Sampled Size	Valid Responses	Rate
Head teachers	22	22	100%
Teachers	121	117	97%
BOM Chairpersons	22	22	100%
Education Officers	3	3	100%

Source: Field Data, 2017

From the response rate in table 5 results, it is clear that there was a response rate of above 90% from all the categories of the respondents as expected by the researcher.

Such response rate is deemed good for the conclusion of the findings and therefore the final research results were not only reliable but also valid (Kombo & Tromp, 2006).

Table 6: Age Brackets of Head Teachers

Gender	30-40	41-50	Over 50	Total
Male	6	8	3	17
Females	2	3	0	5
Total	8	11	3	22

Source: Researcher 2017

From the analysis in table 6 above, it is observed that the majority of head teachers, 11(50.0%) are aged 41-50 years - a prime age of active leadership where production levels are expected to be optimum. The table also shows that most head teachers were Males 77.3% or 17 out of 22 while females were 22.7%.or 5 out of 22. Therefore the majority of schools were manned by males as managers of school resources. It has always been assumed that men are good managers of resources and that they offer the best skills in leadership discipline. It therefore begs for an inquiry into this school of thinking as this may not be true especially in Kakamega East Sub County Primary Schools.

Table 7: Professional Qualification

Gender	MED	BED	DIP	Total
Male	3	15	1	19
Females	0	3	0	3
Total	3	18	1	22

Source: Field Data, 2017

The analysis from Table 7 show that head teachers' qualifications range from Master's degree 3(13.6%) to Diploma Holders 1(4.5%). The Majority of them are graduates with Bachelor of Education Degrees 18 (81.8%) this cadre of them is well-schooled and

trained youthful personnel that should be results oriented. The school resources are therefore supposed to be well managed by this lot of leaders. The highly qualified Master of Education graduates are supposed to be quite resourceful and innovative in offering the much needed leadership skills in schools. This implies that schools in Kakamega Sub County are being managed by highly qualifies personnel who are supposed to be efficient in managing school resources. The reason as to why the schools are underperforming requires a deeper understanding by the stakeholders.

Table 8: Most Recently Attended Courses

Course/Gender	General induction courses	Time Management	Personnel Management	Industrial relation	Legal perspectives	Financial Management	Public Corporate partnership
Male	7	2	1	1	1	2	1
Female	3	1	1	1	0	1	0
Total	10	3	2	2	1	3	1
Percentage	45%	13.6%	9.1%	9.1%	4.5%	13.6%	4.5%

Source: Researcher 2017

The survey revealed that the head teachers had training in the courses shown in their order of merit: General courses (45%), Time management (13.6%), Personnel management (9.1%), Industrial relations (9.1%), legal perspectives (4.5%), financial management (13.6%) and Public corporate partnerships (4.5%). very few were trained in both legal perspective and Public Corporate partnerships (4.5%). From this observation, it might not be practically possible to suggest that the head teachers are aware of their legal obligations in their areas of operations as very few have trained in Legal perspectives in school resource management. Training in other courses such as

physical facilities or infrastructure development were not conducted for them. This perhaps suggests why most of the school managers are not well trained in financial management and infrastructure development. This might be leading to most of the head teachers in the Sub-County mismanaging school resources in the course of their dispensation of their duties.

4.2 Effect of Time Management on KCPE Performance

The first objective of the study was to determine the effect of time management on performance in primary schools. This was achieved by seeking views from the teachers and head teachers of the schools on various items. Among the items were on utilization of school time table, supervision routine, Workload for teachers on leave is assigned to other teachers soon afterwards, time taken on assembly. Others were regularity and durations of the meetings and time taken to cover the syllabus. The results were presented as shown in table 9.

Table 9: Time management

Variables		1	2	3	4	5	Mean	SD
<i>TM1</i>	T	35 29.9%	44 37.6%	14 12.0%	16 13.7%	8 6.8%	2.30	1.22
	HT	14 63.6%	6 27.3%	0 0.0%	2 9.1%	0 0.0%	1.55	.91
<i>TM2</i>	T	15 12.8%	62 53.0%	12 10.3%	14 12.0%	14 12.0%	2.57	1.21
	HT	7 31.8%	10 45.5%	1 4.5%	1 4.5%	3 13.6%	2.23	1.34
<i>TM3</i>	T	22 18.8%	53 45.3%	6 5.1%	22 18.8%	14 12.0%	2.60	1.31
	HT	0 0.0%	4 18.2%	8 36.4%	5 22.7%	5 22.7%	2.95	1.53
<i>TM4</i>	T	39 33.3%	46 39.3%	13 11.1%	13 11.1%	6 5.1%	2.15	1.16
	HT	13 59.1%	7 31.8%	2 9.1%	0 0.0%	0 0.0%	1.50	.67
<i>TM5</i>	T	30 25.6%	49 5.6%	3 11.1%	22 18.8%	3 2.6%	2.31	1.13
	HT	0 0.0%	10 45.5%	8 36.4%	2 9.1%	2 9.1%	1.82	.96
<i>TM6</i>	T	7 6.0%	22 18.8%	10 8.5%	35 29.9%	43 36.8%	3.73	1.30
	HT	12 54.5%	4 18.2%	2 9.1%	2 9.1%	2 9.1%	2.00	1.38
<i>TM7</i>	T	17 14.5%	35 29.9%	21 17.9%	31 26.5%	13 11.1%	2.90	1.26
	HT	3 13.6%	8 36.4%	3 13.6%	5 22.7%	3 13.6%	2.86	1.32
<i>TM8</i>	T	20 17.1%	43 36.8%	20 17.1%	30 25.6%	4 3.4%	2.62	1.14
	HT	8 36.4%	9 40.9%	2 9.1%	3 13.8%	0 0.0%	2.00	1.02
<i>TM9</i>	T	29 24.8%	47 40.2%	8 6.8%	28 23.9%	5 4.3%	2.43	1.22
	HT	2 9.1%	14 3.6%	2 9.1%	4 18.2%	0 0.0%	2.36	.90
<i>TM10</i>	T	37 31.6%	54 46.2%	14 12.0%	6 5.1%	6 5.1%	2.06	1.05
	HT	14 63.6%	7 31.8%	0 0.0%	1 4.5%	0 0.0%	1.45	.74
OVERALL	T						2.66	1.21
	HT						2.48	1.16

Source: Field Data, 2017

Legend: 1-Strongly Disagree; 2- Disagree; 1-Undecided; 4: Agree; 4-Strongly Agree

TM1: There is a timetable in school which is strictly adhered to

TM2: There is supervision of Time in school by Deputy Head teacher

TM3: Workload for teachers on leave is assigned to other teachers soon afterwards

TM4: Teachers engage in teaching immediately after assemblies

TM5: There are regular meetings of subject performers' results in school by exams reports

TM6: There are regular staff meetings/briefs for appropriation of issues emerging /emergency issues

TM7: Teaching starts immediately schools opens

TM8: There is adequate time for coverage syllabus in schools early enough to allow revision

TM9: There is incomplete syllabus coverage in schools due to limited time

TM10: Games /sports are enough time in schools

The findings in table 9 indicate that the school timetable available in most of the schools is not adhered to as revealed by majority of the teachers, 44(37.6%) who disagreed and 35(29.9%) who strongly disagreed. The same findings were indicated by majority, 14(63.6%) of the head teachers who strongly perceived that the timetables were not strictly adhered to in schools. This shows that the school timetables could have been put in place for formality but poorly managed. A mean of 2.30 for the teachers and 1.55 for head teachers which were both below average supported the findings, thus affirming that there was poor timetable adherence by schools. The other aspect of time management is the supervision of time in schools by the deputy teachers. Majority, 62(53.0%) of the teachers and 10(45.5%) of the head teachers were also of the perception that this was poorly managed, as also supported by low means of 2.57 and 2.23 respectively. The findings further indicate that there was no urgency on assignment of workload for teachers on leave to other teachers afterwards. This was indicated by majority of the teachers, 53(45.3%) who revealed this although majority of the head teachers, 8(36.4%) were neutral. Concerning class engagement after assembly, the findings indicate that teachers rarely keep time, as revealed by majority, 46(39.3%) of the teachers and 13(59.1%) of the head teachers. The means for this were 2.15 and 1.50 respectively, supporting their views.

The results also reveal that teaching does not start immediately after school opens, as revealed by 35(2.9%) of the teachers and 8(36.4%) of the head teachers with means of 2.90 and 2.86 respectively. School syllabus being one of the indicators of time management, seems not to be well managed in schools as revealed from the findings by majority of the teachers, 43(36.8%) and head teachers, 9(40.9%) who indicated that there is no adequate coverage of syllabus in schools early enough to allow revisions. Finally, the findings indicate that games and sports are not timely allowed in schools as revealed by majority, 54(46.2%) of the teachers and 14(63.6%) of the head teachers. The overall mean on time management for the teachers was 2.66 and for the head teachers, 2.48 meaning that there is poor time management in schools. Time management is increasingly becoming a problem to schools as indicated in the study. There seems to be a situation whereby teachers and school managers are giving priority to other issues in school at the expense of time meant to deal with learners and improve the learning system in the schools. The findings slightly concurs with those of Amuli (2008) who found that in secondary schools, more time is put on facilities, finances and human at the expense of time as a resource. There is therefore poor time management in schools and thus a misuse of this resource, which could be attributed to poor performance as well.

In order to determine the relationship between time management and academic performance in primary schools in Kakamega East Sub-county, Pearson product moment correlation was carried out. The means for respondent's statements on time management that rated on a five point Likert scale were correlated with the means on performance. The findings are presented in table 10 using Pearson product moment correlation.

Table 10: Correlation between Time Management and Performance

		Performance	Time management
Performance	Pearson product moment coefficient	1	.522**
	Sig. (2-tailed)		.000
	N	139	139
Time management	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	139	139

Correlation is significant at the 0.01 level (2-tailed).

The findings as shown in table 10 indicate that there is a moderate significant correlation between time management and Performance in KCPE results. This implies that performance in KCPE is highly associated with time management in schools and therefore it could be inferred that time management has led to poor performance in primary schools in Kakamega East Sub-county. In addition to these findings, the study carried out an interview with both BOM chairpersons and Education officials. In one of the interviews, one of the BOM was asked to share his view on time management in school. He noted,

“The school is trying to manage their time well, but there is still a problem. Whenever I come, I find students everywhere even when it’s not time for tea break. I think the school management should help learners and cultivate their time well so that learners get a clear direction on what they should do”

From these findings, it clearly emerges that school efforts to manage time well is the respondents opinion, however, their observation indicates that learners are not well organized and seems like their time is not well cultivated. Similar findings were found for other BOM chairpersons and one of the education officials. Students are always out of class whenever these leaders come in school. This implies that there is poor time management in the school, a situation that should be improved. Poor time management leads into delays and eventually inability to meet school goals thereby leading to low

performance in schools. Therefore the current poor performance can be linked to poor time management in schools.

4.3 Financial Management and Performance

One of the factors that were speculated to have an effect over academic performance among the learners whether directly or indirectly was school financial management as objective two of the study. Some of the aspects of financial management that the teachers and head teachers were asked to share their views on were sufficient funds in schools that are well managed, good financial management structures, prudent financial management practices, purchases through competitive bidding, lack of corruption and consistent auditing to ensure good financial management. The findings are presented as shown in table 11 using frequency counts, percentages, means and standard deviations.

Table 11: Financial Management and Academic Performance

Variables		1	2	3	4	5	Mean	SD
<i>FM1</i>	T	57 48.7%	22 18.8%	19 16.2%	12 10.3%	7 6.0%	2.06	1.27
	HT	2 9.1%	10 45.5%	10 45.5%	0 0.0	0 0.0		
<i>FM2</i>	T	24 20.5%	26 22.2%	17 14.5%	26 22.2%	24 20.5%	3.00	1.45
	HT	3 13.6%	4 18.2%	1 4.5%	5 22.7%	9 40.9%		
<i>FM3</i>	T	32 27.4%	67 57.3%	14 12.0%	1 0.9%	3 2.6%	1.94	.81
	HT	7 31.8%	15 68.2%	0 0.0%	0 0.0%	0 0.0%		
<i>FM4</i>	T	34 29.1%	65 55.6%	11 9.4%	7 6.0%	0 0.0	1.92	.79
	HT	8 36.4%	11 50.0%	2 9.1%	1 4.5%	0 0.0		
<i>FM5</i>	T	19 16.2%	52 44.4%	20 17.1%	21 17.9%	5 4.3%	2.50	1.09
	HT	3 13.6%	8 36.4%	3 13.6%	5 22.7%	3 13.6%		
<i>FM6</i>	T	45 38.5%	30 25.6%	9 7.7%	23 19.7%	10 8.5%	2.34	1.38
	HT	3 13.6%	5 22.7%	5 22.7%	7 31.8%	2 9.1%		
<i>FM7</i>	T	46 39.3%	35 29.9%	15 12.8%	16 13.7%	5 4.3%	2.14	1.2
	HT	12 54.5%	4 18.2%	2 9.1%	2 9.1%	2 9.1%		
<i>FM8</i>	T	35 29.9%	44 37.6%	16 13.7%	14 12.0%	8 6.8%	2.30	1.23
	HT	14 63.6%	6 27.3%	2 9.1%	0 0.0%	0 0.0%		
<i>FM9</i>	T	25 21.4%	76 65.0%	11 9.4%	1 0.9%	4 3.4%	2.00	.809
	HT	5 22.7%	14 63.6%	2 9.1%	1 4.5%	0 0.0		
Overall	T						2.24	.99
	HT						2.31	.97

Source: Field Data, 2017

Legend: 1-Strongly Disagree; 2- Disagree; 3-Undecided; 4: Agree; 5-Strongly Agree

FM1: The school receives enough funds in good time, which is well managed

FM2: Funds given to the school are usually adequate and therefore help better school performance

FM3: Financial management structures such as planning, procurement committees are functional in school.

FM4: There are prudent financial management practices in school

FM5: Purchases are done through competitive tendering

FM6: Financial malpractices like corruption are not practiced in school.

FM7: Regular training in financial management is done periodically

FM8: Internal departmental budgeting and period budgeting is done regularly

FM9: Periodic and or annual auditing is done regularly

The findings as presented in table 11 present the respondents views on financial management in schools and its possible influence on academic performance in schools. First, the results indicate that the funds received by schools are not well managed as revealed by majority of the teachers, 57(48.7%) and head teachers, 10(45.5%), even though a similar percentage of head teachers were neutral on the statement. The corresponding means for teachers and head teachers were 2.06 and 2.36, which were low, thus implying that there were poor management of funds in schools. There was a general neutral response on the funds the school received as indicated by a mean of 3.00 for teachers and 3.59 for head teachers. The findings also indicate that financial management structures such as planning, procurement committees are not functional in schools as indicated by majority of the teachers, 67(57.3%) who disagreed on the statement and 32(27.4%) who strongly disagreeing thus firmly affirming the perception. On the other hand, 15(68.2%) and 7(31.8%) of the head teachers were also of the same view. The respondent's means were 1.94 for the teachers and 1.68 for the head teachers. The aspect of financial management practices was also underscored by the respondents, from the findings, 65(55.6%) of the teachers observed that there were no prudent financial management practices in schools, a perception that was also confirmed by 11(50.0%) of the head teachers forming means of 1.92 and 1.82 respectively.

School purchases, as important aspects of financial management also emerged to lack competitive tendering as indicated by 52(44.4%) of the teachers and further supported

by 8(36.4%) of the head teachers. From the teachers perception, financial malpractices like corruption are practiced in school as 45(38.5%) strongly observed, while head teachers had a neutral view over the statement. Despite this, the findings revealed that regular training in financial management is not done regularly as indicated by 46(39.3%) of the teachers and 12 (54.5%) of the head teachers. Furthermore, the findings revealed that internal departmental budgeting and periodical budgeting is not done regularly as indicated by majority of the teachers, 44(37.6%) and 14(63.6%) head teachers. Finally, the findings revealed that periodic and normal auditing was not done regularly as indicated by 76(65.0%) of the teachers and 14(63.6%) of the head teachers with means of 2.00 in both cases. The overall mean for teachers was 2.24 and for head teachers was 2.31 implying that financial management in schools was poorly done.

Further to the findings on the extent of financial management using descriptive statistics, the study sought to find out the relationship between financial management and performance of KCPE in primary schools. Pearson product moment correlation was used to determine this relationship using Pearson (r) at a significance level of 0.05. The findings are presented as shown in table 12.

Table 12: Correlation between Financial Management and Performance

		Performance	Financial Management
Performance	Pearson Correlation	1	.632
	Sig. (2-tailed)		.000
	N	139	139
Financial Management	Pearson Correlation	.632	1
	Sig. (2-tailed)	.000	
	N	139	139

Correlation is significant at the 0.01 level (2-tailed).

The findings in table 12 indicate that there is a high positive significant relationship between financial resource management and performance of primary schools in Kakamega East Sub-county ($r=.632$, $p<.05$). This implies that financial resource

management has a high association with performance and therefore the poor financial resource management that was revealed is one of the causes of poor performance in the sub-county.

One of the education officials who closely monitors the schools financial management was interviewed alongside school BOM. Their views were not very different. The official noted,

“We have heard many cases of lack of accountability to financial management. Recently, one of the schools in this area, a well-known school, could not account for a significant amount of money that was delivered on time for specified projects which were not done. In other schools, we have heard cases of financial malpractice after auditing, while some other schools do not allow auditing at all. There is therefore poor financial management in schools”

These views were echoed by other respondents. Some also found that schools were not willing to account for past financial records and in other schools there were no records. These findings imply that there is unwillingness of the schools to give credible reports on the way they spend their resources. This means that the finances are either used for some other activities or for self-benefits by school management other than helping the school improve their performance. When schools fail to manage their resources well, a certain shortfall arises and the resources required become limited. This leads to poor performance among learners due to inability to meet school goals.

These studies indicate that there is poor financial management among the schools under study, findings that are slightly different from those of Selina (2012) on the impact of financial managements on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination compared to schools that did not have such

arrangements. This implies that good financial management would lead to better performance as opposed to the current study whereby poor financial management has led to poor academic performance.

4.4 Human Resource Management and Performance

In this objective, the study sought to determine the influence of human resource management in school on academic performance. In order to achieve this, the study sought views from teachers and head teachers on a five point Likert scale. The views sought were adequate teaching staff, teacher replacement while on leave, staff development, and staff redeployment, acting on reports among other aspects. The views were measured on a five point Likert scale with the categorizing of respective means and standard deviations. The findings are then presented as shown in table 13 using frequency counts, percentages, means and standard deviations.

Table 13: Human Resource Management

Item		1	2	3	4	5	Mean	SD		
<i>HRM1</i>	T	36	62	11	5	3	1.95	.89		
		30.8%	53.0%	9.4%	4.3%	2.6%				
		4	14	1	3	0				
<i>HRM1</i>	HT	18.2%	63.6%	4.5%	13.6%	0.0%	2.14	.88		
		<i>HRM1</i>	T	39	54	16	7	1	1.95	.88
				33.3%	46.2%	13.7%	6.0%	0.9%		
7	11			3	1	0				
<i>HRM1</i>	HT	31.8%	50.0%	13.6%	4.5%	0.0%	1.91	.81		
		<i>HRM2</i>	T	27	74	15	1	0	1.92	.65
				23.1%	63.2%	12.8%	0.9%	0.0%		
6	13			3	0	0				
<i>HRM2</i>	HT	27.3%	59.1%	13.6%	0.0	0.0%	1.86	.64		
		<i>HRM3</i>	T	41	63	13	0	0	1.76	.64
				35.0%	53.8%	11.1%	0.0%	00.0%		
6	12			4	0	0				
<i>HRM3</i>	HT	27.3%	54.5%	18.2%	0.0%	0.0%	1.91	.68		
		<i>HRM4</i>	T	28	57	24	5	3	2.13	.91
				23.9%	48.7%	20.5%	4.3%	2.6%		
4	11			7	0	0				
<i>HRM4</i>	HT	18.2%	50.0%	31.8%	0.0%	0.0%	2.14	.71		
		<i>HRM5</i>	T	63	43	9	2	0	1.57	.71
				53.8%	36.8%	7.7%	1.7%	0.0%		
14	7			1	0	0				
<i>HRM5</i>	HT	63.6%	31.8%	4.5%	0.0%	0.0%	1.41	.59		
		<i>HRM6</i>	T	25	64	7	19	2	2.22	1.01
				21.4%	54.7%	6.0%	16.2%	1.7%		
3	14			2	3	0				
<i>HRM6</i>	HT	13.6%	63.6%	9.1%	13.6%	0.0%	2.23	.86		
		<i>HRM7</i>	T	30	38	15	28	6	2.50	1.25
				25.6%	32.5%	12.8%	23.9%	5.1%		
5	5			3	9	0				
<i>HRM7</i>	HT	22.7%	22.7%	13.6%	40.9%	0.0%	2.73	1.24		
		Overall Mean						2.73	1.24	
		Std Dev.						2.04	0.80	

Legend: 1-Strongly Disagree; 2- Disagree; 1-Undecided; 4: Agree; 4-Strongly Agree

Source: Researcher 2017

HRM1: Allocation of duty is done according to areas of specialization

HRM2: There is adequate number of teaching staffing

HRM3: Teachers are replaced on time when they go on leave or take off absence

HRM4: Staff development is done regularly

HRM5: Staffing levels is adequate in all the departments

HRM6: There are regular consultative meetings among staff members

HRM7: Reports and resolution are acted upon promptly

HRM8: Staff replacement or redeployment is timely done when it rises

The findings in table 13 indicate that among the selected aspects of human resource management, most of them were underscored by the teachers and head teachers. To start with, allocation of duty is not done according to areas of specialization as

indicated by 36(30.8%) of the teachers who strongly disagreed and 62(53.0%) who disagreed. Majority of the head teachers, 14(63.6%) also observed that allocation of duties was not done based on specialization. The findings on staffing indicated that there was no adequate number of teaching staffing as indicated by majority, 54(46.2%) of the teachers and 39(33.3%) who seconded the response. Majority of the head teachers, 11(50.0%) disagreed while 7(31.8%) strongly disagreed. Their means were 1.95 and 1.91 respectively thus implying that there was inadequate number of teaching staffing in schools. Another aspect of importance was teacher replacement when they go on leave or take off absence, the findings revealed that this practice was not well done as indicated by 74(63.2%) of the teachers and 13(59.1%) of the head teachers with means of 1.92 for teachers and 1.86 for head teachers. In addition to these findings, it is clear from the majority of the teachers, 63(53.8%) and head teachers 12(54.5%) that staff development is not done regularly on time. The same perception was also echoed by majority of the teachers, 57(48.7%) and head teachers 11(50.0%) on the fact that staff redeployment is not timely done when it arises, with means of 2.13 for teachers and 2.14 for head teachers. The findings on the frequency of consultative meetings revealed that there were no regular consultative meetings among staff members as indicated by 63(53.8%) of the teachers and 14(63.6%) of the head teachers with means of 1.57 and 1.41 respectively. Finally, the findings revealed that staffing levels were not adequate as indicated by 30(25.6%) of the teachers who strongly disagreed and 38(32.5%) who disagreed and on the other hand, a cumulative 10(45.7%) of the head teachers observed the same thus their means were 2.50 for the teachers and 2.73 for the head teachers. The overall means for the teachers and head teachers were 2.73 and 2.04 respectively thus implying that there was poor management of human resource in schools.

In order to determine whether there is an influence of human resource management on school performance, Pearson Product moment correlation was carried out. Means on human resources were computed and correlated with means on academic performance to obtain an r value. The findings are presented as shown in table 14.

Table 14: Correlation between Human Resource Management and Academic Performance

		Performance	Human-Resources management
Performance	Pearson Correlation	1	.321
	Sig. (2-tailed)		.000
	N	139	139
Human Resources management	Pearson Correlation	.321	1
	Sig. (2-tailed)	.000	
	N	139	139

Correlation is significant at the 0.01 level (2-tailed).

From the findings as shown in table 14, there is a low positive significant correlation between human resource management and performance in KCPE ($r=.321$, $p<.05$). This implies that the level of resource management is low, and consequently, performance in KCPE results is low as well. It can therefore be inferred that human resource management has an influence on performance of KCPE results.

An interview was carried out with school board of management and education officials as well. The researcher asked them questions on the human resource management in school and how it affected academic performance in school. During the interview, one of the BOM was quoted saying,

“There has been complain by some teachers over the workload that they are given despite availability other teachers who teach the same subject. Other teachers, have also expressed interest to quit the school due to lack of motivation. I think the problem here is management of human resources. The other school workers were long neglected and are used to, but we must save the situation because this has led to poor performance.”

The findings indicate that teachers take the roles of other teachers in the school. Furthermore, some are given more workload that belongs to others who teach the same subject. In addition, other human resources in the school such as school workers are neglected. When there is negligence of managing human resources in schools, they fail to deliver the results which entail working hard to ensure that students get their desired services, which eventually leads to low performance. These studies do not agree with previous studies which advocate for human resources management, for instance, unlike other resources, human resource is fundamentally different in that it is socially dynamic and requires effective management (Beer et al, 1984). In order to bring about desired outcomes in a school, disciplined, motivated and committed human resource, a head teacher needs to be trained and be informed on human resource management.

4.5 Physical and Material Resource Management

In order to find the effect of physical material resource management on KCPE performance among primary schools in Kakamega East Sub-county, the study sought respondents; views in different aspects. These included availability of enough fields/classes/furniture, well-kept existing furniture, and safety of buildings and fields among other aspects. The results on views are presented as shown in table 15.

Table 15: Physical and Material Resource Management

Item		1	2	3	4	5	Mean	SD
PMR1	T	25 21.4%	57 48. %7	21 17.9%	8 6.8%	6 5.1%	2.93	.93
	HT	10 45.5%	9 40.9%	1 4.5%	1 4.5%	1 4.5%	2.59	.85
PMR2	T	34 29.1%	27 23.1%	24 20.5%	26 22.2%	6 5.1%	2.51	1.26
	HT	4 18.2%	9 40.9%	5 22.7%	4 18.2%	0 0.0%	2.40	1.00
PMR3	T	41 35.0%	38 32.5%	19 16.2%	11 9.4%	8 6.8%	2.23	1.05
	HT	10 45.5%	4 18.2%	7 31.8%	1 4.5%	0 0.0%	2.95	.99
PMR4	T	40 34.2%	32 27.4%	23 19.7%	13 11.1%	9 7.7%	2.97	1.26
	HT	7 31.8%	6 27.3%	5 22.7%	2 9.1%	2 9.1%	2.36	1.29
PMR5	T	34 29.1%	32 27.4%	23 19.7%	20 17.1%	8 6.8%	2.52	1.26
	HT	6 27.3%	7 31.8%	5 22.7%	3 13.6%	1 4.5%	2.45	1.26
PMR6	T	34 29.1%	38 32.5%	21 17.9%	18 15.4%	6 5.1%	2.49	1.20
	HT	5 22.7%	9 40.9%	4 18.2%	3 13.6%	1 4.5%	2.36	1.13
PMR7	T	46 39.3%	37 31.6%	19 16.2%	8 6.8%	7 6.0%	2.25	1.23
	HT	8 36.4%	8 36.4%	3 13.6%	3 13.6%	0 0.0%	2.04	1.04
PMR8	T	34 29.1%	34 29.1%	34 29.1%	8 6.8%	7 6.0%	2.31	1.14
	HT	8 36.4%	8 36.4%	4 18.2%	1 4.5%	1 4.5%	2.04	1.09
PMR9	T	40 34.2%	32 27.4%	30 25.6%	11 9.4%	4 3.4%	2.20	1.11
	HT	6 27.3%	9 40.9%	3 13.6%	3 13.6%	1 4.5%	2.27	1.11
Overall mea							2.60	1.16
Std. DEV							2.38	1.08

Legend: 1-Strongly Disagree; 2- Disagree; 1-Undecided; 4: Agree; 4-Strongly Agree

Source: Researcher 2017

PMR1: Text books, exercise books, library books, are well managed

PMR2: Teachers reference books, black books, maps, charts are well managed

PMR3: Media: school radio, television, computers as learning resources are well managed

PMR4: Lesson plans are well managed in the school

PMR5: Record of works are well managed in the school

PMR6: Schemes of works are well managed in the school

PMR7: Pupils progress records are well managed in the school

PMR8:All school physical learning resources including farms and plants, halls and others are well managed

PMR9: There is good class attendance in the school

From the results in table 15, it is clear that there is poor management of textbooks, exercise books, and library books in schools as indicated by majority of the teachers, 57(48.7%) and head teachers, 10(45.5%) with means of 2.93 and 2.59 respectively. This means that the stated items under school resources did not find attractive management as expected in the schools. Teacher reference books, black books, maps, and charts are also not well managed as indicated by 34(29.1%) of the teachers and 9(40.9%) of the head teachers with means of 2.51 and 2.40 respectively. The findings also indicate that school media, radio, television, and computers as learning resources are not well managed as indicated by 41(35.0%) of the teachers who strongly disagreed and 38(32.5%) who disagreed and majority of the head teachers, 10(45.5%) who supported the teachers views. The overall mean response over this statement was 2.23 for teachers and 2.95 for head teachers. Furthermore, the findings revealed that lesson plans are not well managed in the school as indicated by majority of the teachers, 40(34.2%) who strongly supported this and 32(27.4%) who supported as well, and also a cumulative 13(59.1%) of the head teachers were of the same opinion.

The overall response in means was 2.97 for the teachers and 2.36 for the head teachers thus indicating that they both observed poor lesson plans in schools. The findings further revealed that records of works were not well managed in the school as indicated by majority of the teachers, cumulatively 66(56.4%), and 13(59.1%) head teachers who observed that records of works were not well managed in schools, and their corresponding means were 2.52 and 2.45 respectively. Schemes of work was underscored by majority of the teachers, 34(29.1%) who strongly disagreed and 38(32.5%) who disagreed and 9(40.9%) of the head teachers who had the same opinion. The mean for teachers was 2.49 and for head teachers was 2.36 implying that schemes

were not well prepared. Concerning pupil's progress records, the findings indicated that they were not well managed as indicated by majority of the teachers, 46(39.3%) who strongly disagreed that they were well managed and 37(31.6%) who disagreed on the same, findings that were supported by majority of the head teachers, cumulatively 16(72.8%). It was also clear from the findings that there is no good class attendance as indicated by 68(54.2%) of the teachers and 16(72.8%) of the head teachers with means of 2.31 and 2.04 respectively. Finally, the findings revealed that all school physical learning resources including farms and plants, halls and others were not well managed as indicated by 40(34.2%) of the teachers and 9(40.9%) of the head teachers with means of 2.20 for teachers and 2.27 for the head teachers.

The overall mean was 2.60 for teachers and 2.38 for head teachers implying that physical and material resource management in schools was poorly done. The study also sought to establish whether a relationship existed between physical resources and performance, and thereafter conclude whether physical resources had an influence on performance. Therefore the means on physical resources were correlated with those of performance using Pearson. The results are presented as shown in table 16.

Table 16: Correlation between Physical Resource Management and Performance

		Performance	Physical and material resources
Performance	Pearson Correlation	1	.632
	Sig. (2-tailed)		.000
	N	139	139
Physical and material resources	Pearson Correlation	.632	1
	Sig. (2-tailed)	.000	
	N	139	139

Correlation is significant at the 0.01 level (2-tailed).

From the findings as shown in table 16, there is a moderate positive significant correlation between physical and material management and KCPE performance in primary schools in Kakamega East sub-county. This implies that KCPE performance depends on physical and material resource management and therefore it has an influence on performance. In addition to these findings, an interview was carried out with education officials and BOM in the schools. One of the education officials was noted saying,

“There are no enough resources in the school and therefore how can we expect good performance. Almost every year at the beginning, new materials are bought and new buildings put in place. However, after sometime, you find the resources vandalized and other in bad condition”

These findings indicate that there is lack of management on the school physical resources. Learners are left to vandalize the resources and the management does not care about that. School without resources is a school without a vision, which means that there is nothing to base on when looking for factors that can contribute to performance-physical factors. Due to lack of such resources, there will eventually be poor performance, and that’s why schools have posed poor results previously. These studies are similar to other findings, for instance, studies by Nafuko, (1991) indicated that a school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism. The lack of basic facilities like laboratories has compromised the teaching of science subjects.

4.6 Discussion of Findings

Discussions of the findings in this study were carried out objectively as follows.

4.6.1 Time Management

From the study findings, the overall mean on time management for the teachers was 2.66 and for the head teachers, 2.48 meaning that there is poor time management in schools. Various aspects of time management affirmed the overall findings. To expound on a few that were very important, school time table featured. School timetable is one of the most important guides on the fore-planned schedule and how to ensure that the initially set goals are achieved within the set time. Without proper adherence to the school timetable, the set goals might not be achieved in the set time. In the presented findings, it emerged that this is not a priority in most of the schools. This implies that the chances of improving academic results were very minimal. Another important component of time management is the follow up of the planned events, which can be summarized as the supervision of time in schools.

Much of it received disapproval from the stakeholders, both teachers and head teachers. A school can come up with a time table and set dates and activities that are supposed to take place within a school term, usually the duration the school takes to accomplish some activities and at the end measure the outcome through administering the exams. However, after setting up the goals and failing to implement the goals through supervision, nothing can be achieved. The present findings confirm this, through correlational analysis. Pearson product moment correlation clearly indicated that there is a significant relationship between time management and academic performance.

This implies that time management, inclusive of all aspects that were measured, had the potential to influence academic performance. However, the extent to which time was managed was not satisfactory, and therefore there were consequently poor results.

These lead to a low moderate correlation, which also means that only approximately 27.2% of the performance was accounted for by time. Suppose time was well managed, there could be better performance, since the percentage change in performance due to time management high, and from the correlation term, it is significant. However, much is not realized in performance due to failure to effectively manage time in the school. The school management can be blamed for this since they are the main managers of time in school, and when they are relaxed, then everything goes wrong including the aim of school, and thus education may lose value.

4.6.2 Financial Management and Academic Performance.

There are many aspects of financial management in education sector. In this case, the study narrowed on school financial management. This entails the management of the schools funds whose custodians are the school managers. Some of the aspects that are under financial management are receiving fund in time, which received less approval, adequate funds as well. Even though these aspects are slightly challenging for the school management, they still can strive to have a control. Other aspects such as financial management structure that include planning, procurement is fully under the school manager's control, but they received much of the disapproval on good management.

This means that schools are not doing much to safeguard their finances. There are also poor financial management practices as indicated by the respondents, what can indeed cause school bankruptcy and debts. Most of the students in schools rely much on the financial management of their respective schools. They do not have enough resources and therefore they would expect the school to be stable financially so as to drive its

activities in a way that would ensure effective learning. When financial malpractices occur in schools as in the present case, the entire school community is bound to suffer and therefore there is no much that can be done. It is therefore proper for the schools to carry out regular training in financial management, a practice that schools do not embrace as revealed in the present findings, and in addition, no effective budgeting and periodic auditing.

This is not in line with good financial management practices, and therefore there could be no financial accountability by the schools. Funds are therefore spending without the knowledge of the school community and its impact felt from different angle. The findings show that indeed there is a significant relationship between academic performance and financial management in schools. This means that schools performance rely partly on financial management, as in the case where it can explain 39.9% of academic performance. However, due to poor financial management there is poor performance and schools may continue experiencing the same situation.

4.6.3 Human Resource Management

Human resource management spells how best the school heads and deputy head teachers can carefully take care of the school employees especially the teachers in schools. This is indicated in how they dedicate the duties to them, motivate them and guide them in ensuring that these resources have a positive impact on school goals and objectives. In the present findings, the overall means for the teachers and head teachers on approval of human resource management in schools were 2.73 and 2.04 respectively thus implying that there was poor management of human resource in schools.

Staff development is not done regularly, no timely staff redeployment when it arises and no frequent consultative meetings. This is a sign of complete confusion in schools and

could result to overloading some teachers with tasks, working independently without embracing team work and poor staff structure. The result could also lead to many teachers transferring to other schools or boycotting their tasks. Correlational analysis indicates that there is a relationship between human resource management and academic performance. The impact of these practices could result to slow or complete failure to achieve the school objectives and thereby leading to poor performance as in the present case.

4.6.4 Physical and Material Resource Management and Academic Performance

A school without physical resources cannot produce good performers. Schools that have insufficient physical and material resources are not exceptional. However, schools that have the resources but under poor management may join the earlier and later categories. The present findings shades more light on the impact that management of school resources can have on performance. First the findings revealed that there is poor management of books in schools. Books are the sources of knowledge apart from trained teachers. They form the basis for knowledge to the students who learn better by reading. Therefore when the books are poorly managed, such students cannot comprehend in their studies. This particularly refers to the student's books, however, teachers books cannot be left behind. It is also clear that teachers do not manage their reference books, and lesson plans well. This means that students are not taught effectively. Finally, school media and other resources were poorly managed, what could have led to direct poor performance in schools. Pearson product moment correlation revealed that there is a relationship between school resource management and academic performance such that when school resources are poorly managed, then there is poor performance.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The different objectives involve the influence of time resource management on KCPE performance, influence of financial resource management on KCPE performance, influence of human resource management on KCPE performance and influence of physical-material resource on KCPE performance. The summary findings are presented as follows.

5.1.1 Time management and KCPE Performance

The findings indicated that there is poor time management in schools which was also linked to performance. Using correlation, a positive significant correlation was found between time management and KCPE performance.

5.1.2 Financial Resource Management and KCPE Performance

The findings revealed that most schools did not use the funds appropriately. There were also cases of lack of accountability or audit reports on the finances that were used in the schools. The findings finally revealed an association between time management and KCPE performance such that the poorly the time was managed the poor the performance and hence a positive association.

5.1.3 Human Resource Management and KCPE Performance

The aim of this objective was to establish the effect of human resource management on KCPE performance. Preliminary analysis established that there was poor human resource management at the schools. Finally, Pearson product moment correlation revealed a positive association between human resource management and KCPE performance at the schools.

5.1.4 Physical Resource Material Management and KCPE Performance

The main concern was that school physical resource management was not known. The findings revealed that there was poor management of physical resources at schools which had led to poor performance, when an association was sought

5.2 Conclusions

From the findings of the study, the following conclusions were made objectively.

5.2.1 Time Management

School managers do not delegate management of time to various stakeholders in school so that valuable time for teaching and learning is not lost. Most of the aspects of time management in the schools are therefore not well adhered to and therefore schools poorly manage their time. There was therefore a relationship between time management and performance, such that poor time management led to poor academic performance in KCPE exams.

5.2.2 Financial Management

The findings indicated that school managers do not regularly retrain in prudent financial management skills for them to put proper financial management structures in place. Schools also did not give a detailed attention to financial management such as accountability and audit in schools. A positive relationship was obtained between financial management and KCPE performance thus leading to a conclusion that poor financial management has a strong effect on KCPE performance thus leading to poor performance.

5.2.3 Human Resource Management and KCPE Performance

The findings indicated that in most cases, allocation of teaching load is not done according to specialization and Staff development is rarely done therefore, head teachers require in sets to reinvent their managerial skills on management of Personnel. There was therefore an association between poor human resource management at the schools and poor KCPE performance leading to the conclusion that human resource management was a strong predictor of KCPE performance.

5.2.4 Management of Physical Resource Materials and KCPE Performance

Furniture that is present in schools is not well labeled and safe to use. Inventories for every category of item in school are poorly kept. Buildings and fields are rarely inspected for safety purposes. Regular repairs and maintenance are carried out. The libraries and other learning resources in schools are not well spaced or aerated. There are no first aid kits in school for emergencies. There is also a strong relationship between physical resource management and KCPE performance and therefore making it of high effect on performance.

5.3 Recommendations

5.3.1 Time Management

Due to the findings that time management had an effect on KCPE performance, and there is wastage of the valuable learners' time. It was recommended that efforts should be made to recover the lost time schools. Head teachers are over worked and therefore cannot effectively manage school Time well. Therefore delegation of duty is key if results are to be realized. The ministry of education should also narrow down using appropriate measures to ensure that schools manage their time effectively.

5.3.2 Financial Management

Schools do not receive funds in good time; funds given to school are usually inadequate; Financial management structures such as planning committees are weak or non-existence. There rarely proper financial records in schools. The researcher suggests that school funds should be released early enough to schools. In addition, due to the findings that there is an association between financial management and KCPE performance, the Quality assurance officers and ministry of education should introduce audit sessions and come up with appropriate measures of ensuring that schools manage their finances well.

5.3.3 Human Resource Management and KCPE Performance

Due to an association between human resource management and KCPE performance, the study recommends that school managers be trained on the best ways of managing their human resources at schools. Allocation of teaching load should be done according to specialization; there is inadequate teaching staff and teachers are not replaced in time when they proceed on leave or take leave of absence. Staff development is rarely done

therefore, head teachers require in sets to reinvent their managerial skills on management of Personnel.

5.3.4 Physical Material Resource Management and KCPE Performance

Inventories for every category of item in school should be kept. Buildings and fields should be regularly inspected for safety purposes. Regular repairs and maintenance should be routinely carried out. The libraries and other learning resources in schools are not well spaced or aerated. Therefore more emphasis should also be given to all the physical material resources at schools for durability.

5.4 Suggestion for Further studies

- i. Based on the overall study, the following suggestions for further studies were made.
- ii. A study should be carried out on the influence of head teacher management styles on performance of teachers
- iii. Further studies should be carried out to assess the influence of financial resources in schools on entire school performance
- iv. More studies should be carried out on the relationship between physical resources in schools and teacher motivation to teach.

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APPENDICES

Appendix I: Questionnaire For Teachers And Headteachers

Dear Respondent,

I am a post-graduate student of Mount Kenya University pursuing a Master of Education Degree in Education Administration and Management. I am collecting data on: *School Resource Management on KCPE performance in public primary schools in Kakamega East Sub County*

I am therefore kindly requesting you to provide me with information by filling this questionnaire. The information you give shall be treated with utmost confidentiality and shall be used for the purpose of this research only. Please answer the questions as honestly as possible by ticking in the spaces provided.

PART A

DEMOGRAPHIC INFORMATION

1. What is your gender (put a tick)
 - i. Male
 - ii. Female

2. What is your age category (put a tick)
 - i. 30-40 Years
 - ii. 41-50 Years
 - iii. Over 50 Years

3. What is your highest academic qualification
 - i. Diploma
 - ii. Bachelor Degree
 - iii. Master's Degree
 - iv. Others

4. What is your most recently attended Course
 - i. General Introduction Courses
 - ii. Time Management\Industrial Management
 - iii. Industrial relation
 -

- iv. Legal perspectives
- v. Financial Management
- vi. Public Co-operate partnership

- 5. What is your position
 - i. Teacher
 - ii. Head Teacher

- 6. What were your school K.C.P.E mean score for the last five Years
 - i. 350-500
 - ii. 250 - 300
 - iii. 0 - 250

PART B

This section consists of opinions/statements about the School Resource Management of Time, Finance, Human Resource and Physical & Material Resources in public primary schools. Please rate the statements by ticking on your utmost view in the tables below.

MANAGEMENT OF TIME AS A RESOURCE IN SCHOOL

NO.	STATEMENT	SDA	DA	UND	D	SDA
1	There is a timetable in school which is strictly adhered to					
2	There is supervision of Time in school by Deputy head teacher					
3	Workload for teachers on leave is assigned to other teachers soon afterwards					
4	Teachers engage in teaching immediately after assemblies					
5	There are regular meetings of subject performers results in school by exams reports					
6	There are regular staff meetings/briefs for appropriation of issues emerging /emergency issues					
7	Teaching starts immediately schools opens					
8	There is adequate time for coverage syllabus in schools early enough to allow revision					
9	There is incomplete syllabus coverage in schools due to limited time					

Key: 1-Strongly Disagree; 2- Disagree; 1-Uncecided; 4: Agree; 4-Strongly Agree

MANAGEMENT OF FINANCES IN SCHOOL

NO.	STATEMENT	SDA	DA	UND	D	SDA
1	The school receives enough funds in good time.					
2	Funds given to the school are usually adequate.					
3	Financial management structures such as planning, procurement committees are functional in school.					
4	There are prudent financial management practices in school					
5	Purchases are done through competitive tendering.					
6	Financial malpractices like corruption are not practiced in school.					
7	Regular training in financial management is done periodically					
8	Internal departmental budgeting and period budgeting is done regularly.					
9	Periodic and or annual auditing is done regularly.					

MANAGEMENT OF HUMAN RESOURCE IN SCHOOL

NO.	STATEMENT	SDA	DA	UND	D	SDA
1	Allocation of duty is done according to areas of specialization					
2	There is adequate number of teaching staffing					
3	Staff development is done regularly					
4	Staff replacement or redeployment is timely done when it rises					
5	There are regular consultative meetings among staff members					
6	Reports and resolution are acted upon promptly					
7	Staffing levels is adequate in all the departments					

MANAGEMENT OF PHYSICAL AND MATERIAL RESOURCES IN SCHOOL

NO.	STATEMENT	SA	A	SD	D	UND
1.	Text books, exercise books, library books, are well managed					
2.	Teachers reference books, black books, maps, charts are well managed					
3.	Media: school radio, television, computers as learning resources are well managed					
4.	Record of works are well managed in the school					
5.	Schemes of works are well managed in the school					
6.	Pupils progress records are well Managed in the school					
7.	There is good class attendance in the school					
8.	All school physical learning resources including farms and plants, halls and others are well managed					

Appendix II: Interview Schedule for BOM Chairpersons and Education Officials

Briefly explain how the following factors influence performance in your schools.

1. School time management (PROBE FURTHER)
2. School human resource management (PROBE FURTHER)
3. School financial resource management (PROBE FURTHER)
4. School physical resource management (PROBE FURTHER)

Appendix III: KCPE Performance in Schools Between 2011 -2015

School/Year	2011	2012	2013	2014	2015	Average Mean
1.	215.0	205.0	203.84	211.92	209.0	208.95
2.	350.12	335.19	302.98	354.10	345.72	337.62
3.	249.74	250.90	210.36	238.72	256.47	241.24
4.	235.65	249.35	223.60	217.91	246.35	234.37
5.	247.96	269.89	217.19	246.32	251.70	246.61
6.	207.75	203.96	198.46	201.32	209.48	204.19
7.	250.61	226.95	192.58	204.62	213.38	217.68
8.	301.60	298.35	301.80	312.61	303.20	304.71
9.	233.36	255.68	219.65	217.89	223.56	230.03
10.	223.60	234.70	210.39	198.30	224.74	218.34
11.	192.70	199.69	201.32	200.39	210.79	200.98
12.	310.62	318.90	307.10	309.65	311.87	311.63
13.	196.72	203.60	209.40	216.85	196.36	204.59
14.	233.16	249.00	250.71	246.35	252.74	246.51
15.	298.76	300.78	292.30	300.62	299.80	298.45
16.	243.72	252.01	238.60	249.61	252.70	247.37
17.	261.76	273.62	281.23	264.0	252.93	266.71
18.	236.73	227.01	239.68	241.07	236.75	2396.24
19.	276.01	281.69	268.01	289.35	276.35	266.27
20.	256.73	262.01	249.37	257.76	261.23	257.42
21.	198.27	185.01	201.38	196.39	203.37	196.88
22.	185.36	192.37	200.76	193.07	207.35	195.78
Average Mean	245.75	248.89	237.26	244.04	257.12	

Appendix IV: Letter of Authorization

Mount Kenya  University

KAKAMEGA CAMPUS

OFFICE OF COORDINATOR SCHOOL POSTGRADUATE STUDIES

P.o Box 553-50100

Tel:0202556843

Cell: 0706135160

Email:kakamegacampus@mku.ac.ke

Ref: MKU08/SPGS/003/VOL 1_2012

Date: 19/3/2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: AUTHORIZATION/COOPERATION TO COLLECT RESEARCH DATA


I wish to introduce to you the above named student who wishes to collect research data for his/her Master's Thesis.

The bearer Mr./Ms: KAGEHA EMILY is a bonafide student at **MOUNT KENYA UNIVERSITY** studying MASTERS IN EDUCATION at **KAKAMEGA CAMPUS**.

I further wish to assure you that the information collected will be used solely for academic research purposes. The data collected will be disseminated and disposed in a professional manner to ensure your privacy and security. The Ethics Committee at Mount Kenya University has cleared the student to do research in this area.

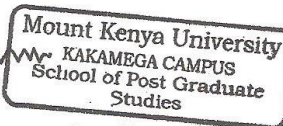
Please feel free to verify this information with **MOUNT KENYA UNIVERSITY- KAKAMEGA CAMPUS** by phone, mail or other means available.

Thank you.


Prof. Charles Oriaro (Ph.D)

Ass. Dean Sch. Of Postgraduate Studies
Kakamega Campus

CO/rm



Scaling the Heights of Education

Appendix V: Research Permit

**THIS IS TO CERTIFY THAT:
MS. EMILY KAGEHA LIGAMI
of MOUNT KENYA UNIVERSITY
KAKAMEGA, 312-50104 Khayega, has
been permitted to conduct research in
Kakamega County**

**on the topic: AN EVALUATION OF
HEADTEACHERS ROLE IN RESOURCE
MANAGEMENT IN PUBLIC PRIMARY
SCHOOLS IN KAKAMEGA EAST SUB
COUNTY**

**for the period ending:
11th July, 2017**

.....
**Applicant's
Signature**

**Permit No : NACOSTI/P/16/9923/8278
Date Of Issue : 11th July, 2016
Fee Received :Ksh 1,000**



.....
**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA



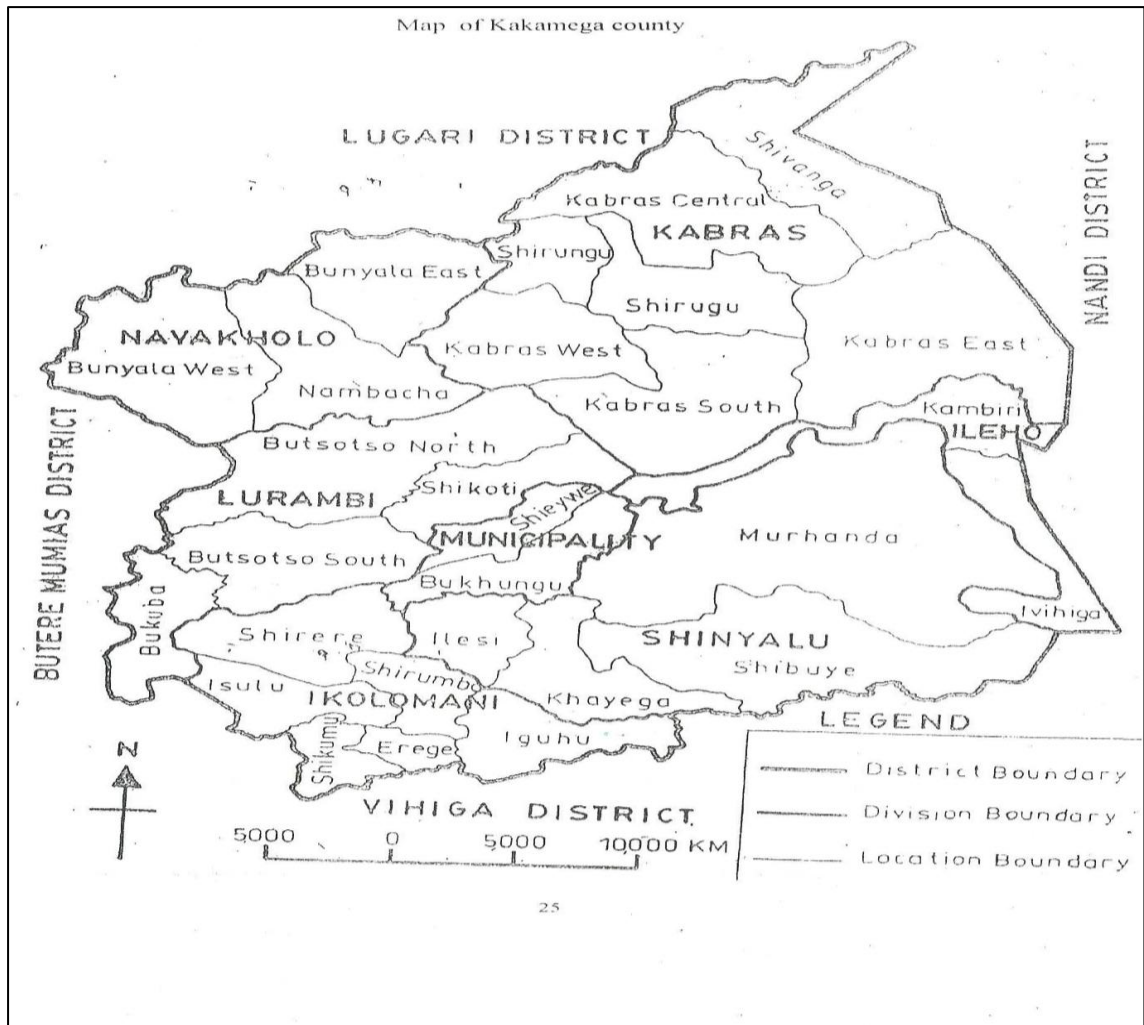
**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No. A10086

CONDITIONS: see back page

Appendix VI: Map of Kakamega County Showing Kakamega East Sub County (Shinyalu)



Source: Survey of Kenya

Appendix VII: Similarity Index Report

SCHOOL RESOURCE MANAGEMENT ON KCPE PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KAKAMEGA EAST SUB COUNTY

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