

**AN ASSESSMENT OF THE SCHOOL BASED EDUCATION GRADUATES
COMPETENCES ON SCHOOL RESOURCE MANAGEMENT IN PUBLIC
PRIMARY SCHOOLS IN IMENTI NORTH DISTRICT**

DORIS K. MATHIU

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
REQUIREMENT FOR AWARD OF DEGREE FOR MASTER OF EDUCATION IN
EDUCATIONAL PLANNING, MANAGEMENT AND ADMINISTRATION OF
MOUNT KENYA UNIVERSITY.**

NOVEMBER, 2015

ABSTRACT

School Based Education Programme (SBEP) is a programme that has favored teachers to further their Education. This is because it is attended during the school holidays when teachers are not attending to their teaching duties in their stations. Head teachers are responsible for organization and curriculum management, control of school finances and stores, management and motivation of human resources materials and textbook in public primary schools. Management is very important and the ministry of Education has taken initiative to plan for different programmes from time to time to provide head teachers with school management skills in order to improve the quality of Education. Training is very important as it takes central role in management and it is viewed as integral part of the process of total quality management. SBEG head teachers are expected to improve their management skills for better performance. Despite an increase in number of SBEG from public and private universities in the whole country, little has been done to assess their competences on resource management. This justified this study to objectively assess the competences of SBEG on resource management in public primary schools in North Imenti Sub-county. The study assessed SBEG competences, form of school based education graduate competences, levels of school based education graduate competences school based education competencies policy compliance levels on resource management and adherence to best practices. The study was guided by two theories, first, the Role approach theory and second, the Adult Learning theory. The research adopted mixed methodology using qualitative and quantitative approaches. The research design used was embedded design where both qualitative and quantitative data were used. From the target population of fifty (50) head teachers in the sub-county, ten (10) head teachers (20% of the target population) were sampled. Sampling was first done through purposive sampling, then stratified sampling and finally random sampling. Data collection was through questionnaires and interview schedules, in which, the researcher first did piloting study of instruments hence establishing the test-retest reliability and face validity of the research. Methodology triangulation was used to establish credibility and dependability; the researcher ensured detailed stages during interpretation of the findings. Data analysis was done using thematic, descriptive and inferential statistical analysis. To aid in confidence of results from descriptive statistics for this study the researcher has used inferential statistical Chi-Square which allows the examination of the degree of relationship between the independent and dependent variable where data is nominal or Ordinal. The Non parametric test Statistics results on influence of Forms of School Based Education Graduates Competencies, Levels of School Based Education Graduates Competencies, School Based Education Graduates Competencies Policy Compliance Levels and School based education graduates competencies adherence to best practices on schools resource management in primary schools have a critical value of below 0.5, ($P < 0.05$) and hence all have a significant influence at 5% significance level of confidence. The study has therefore established that school based education graduates competences have a significant influence on school resource management in public primary schools in Imenti north district. The study finally recommended that more emphasis be laid on technical skills development.