

INFLUENCE OF PRINCIPAL'S MOBILIZATION OF TEACHING/LEARNING RESOURCES ON THE PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA

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Abstract: In Kitui Central Sub-County, Kitui County, Kenya, the performance of students in public secondary schools has raised significant concerns among educators, parents, and policymakers. Despite various educational reforms and initiatives aimed at improving academic outcomes, many schools continue to experience challenges that hinder student achievement. One critical factor contributing to these challenges is the inadequate mobilization of teaching and learning resources by school principals. This study utilizes a descriptive survey research design to examine the impact of principals' supervision practices on student performance in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya. The target population comprises principals, teachers, and sub-county education officers, with a sample size of 84 participants determined using Yamane's formula. A multistage sampling approach, including stratified random and purposive sampling, ensures representation. Data collection employed structured questionnaires. Statistical analyses, including descriptive statistics and regression analysis, were performed to assess relationships and validate findings. The study found that 73.2% of changes in academic performance are attributed to principals' mobilization of teaching and learning resources ($R^2 = 0.782$, adjusted $R^2 = 0.732$). The regression analysis indicated a significant impact, with a unit improvement in resource mobilization resulting in a 0.397 increase in academic performance, confirming the importance of effective resource management in enhancing student outcomes. The study concluded that principals' mobilization and equitable distribution of teaching and learning resources are critical to student performance. Providing adequate resources enhances the learning environment, supporting effective teaching and learning, and ultimately leads to improved academic outcomes for students. The study recommended that principals prioritize efficient mobilization and management of teaching resources by conducting needs assessments, investing in educational tools, and forming partnerships with stakeholders. Securing funding and ensuring access to necessary materials will enhance teaching and learning experiences, promoting an enriched educational environment and improved student performance.

Keywords: *Mobilization, Learning Resources & Performance of Students*

1.0 INTRODUCTION

A. Background of the Study

In many countries, education is seen as a powerful instrument for social and economic development, and Kenya is no exception. The government of Kenya has continuously emphasized the importance of education in its development agenda, implementing policies that

aim to enhance the quality of education at all levels. This commitment is evidenced through various programs, such as the Free Primary Education (FPE) and the Free Day Secondary Education (FDSE), aimed at increasing access to education for all Kenyan children. However, despite the increase in school enrollment in Kitui County due to these initiatives, student performance in public secondary schools, especially in Kitui Central Sub-County, remains a major concern (Ministry of Education, 2021).

Kitui Central Sub-County, like many other rural areas in Kenya, faces unique challenges in education. The socioeconomic context of the region influences the availability of resources in public secondary schools. Many students come from low-income families, and schools often operate with limited funds, making it difficult to provide adequate teaching and learning resources. The shortage of textbooks, laboratory equipment, teaching aids, and other essential materials has been identified as a critical factor affecting student performance (Mutuku, 2020). Research has shown that an inadequate supply of learning resources has a direct impact on students' understanding and academic achievements. In Kitui Central Sub-County, where financial constraints are significant, the principal's role in mobilizing resources becomes crucial to overcoming these challenges and ensuring an improved learning environment.

Principals are the primary administrative leaders in schools, responsible for both management and resource allocation. The mobilization of teaching and learning resources by principals is therefore essential, as it enables teachers to deliver curriculum content effectively and students to engage actively in the learning process. According to Khamis and Mutunga (2019), principals who proactively seek additional resources through community partnerships, government grants, or non-governmental organization (NGO) support create a more conducive learning environment that positively influences student outcomes. This leadership role is particularly vital in regions like Kitui Central, where public secondary schools often lack basic facilities and learning materials, further emphasizing the need for effective resource mobilization.

The mobilization of resources by principals does not only include physical items such as textbooks and laboratory equipment but also extends to human resources and infrastructural improvements. Principals who prioritize the development of well-trained teaching staff create a strong foundation for students' academic success. When schools are staffed with motivated and qualified teachers, student engagement and learning outcomes are significantly improved (Gikandi, 2022). Moreover, adequate school infrastructure, including classrooms, libraries, and sanitation facilities, contributes to an environment where students can focus on their studies without unnecessary distractions or discomfort.

Beyond internal resources, the influence of principals in securing support from parents, the community, and even local businesses is also critical. Community involvement has been shown to enhance students' motivation and performance, as it fosters a supportive network that values education and encourages students to excel academically. When principals build partnerships with local stakeholders, they not only increase available resources but also strengthen the social framework surrounding the school, creating a community-wide commitment to student success (Nyaga & Mutiso, 2021).

Furthermore, studies have consistently linked the availability of teaching and learning resources to improved student performance. For example, a study by Mwendwa (2018) found that students

in schools with sufficient resources in neighboring sub-counties performed better in national examinations compared to those in under-resourced schools. Such findings underscore the need for principals to actively engage in resource mobilization as a strategy to bridge educational gaps and improve student outcomes. In Kitui Central Sub-County, where resource limitations are pervasive, effective leadership in resource mobilization can significantly impact student performance, particularly as principals play a pivotal role in ensuring that both teachers and students have the necessary tools for academic success.

B. Statement of the Problem

Despite the recognized importance of adequate teaching and learning resources in enhancing student performance, many public secondary schools in Kitui Central Sub-County continue to experience significant shortages. The region faces challenges related to funding, resource allocation, and limited community support, which collectively impact the availability of essential materials and infrastructure in schools. This lack of resources places a substantial burden on both teachers and students, often leading to poor academic outcomes (Gikandi, 2022). Although various stakeholders, including the Kenyan government, have attempted to address these issues through policy reforms and increased funding, the situation remains critical, with schools still struggling to provide an adequate learning environment (Ministry of Education, 2021). One major factor contributing to this issue is the limited role that some principals play in mobilizing additional resources. In many cases, principals may rely solely on government funding, which is often insufficient, rather than seeking alternative resources from community partnerships, NGOs, or local businesses (Mutuku, 2020). This passive approach limits the availability of critical teaching and learning materials, reducing opportunities for students to engage fully in the learning process. Moreover, the lack of active resource mobilization restricts the implementation of enrichment programs, such as extracurricular activities and academic support services, which could significantly enhance student engagement and academic performance (Nyaga & Mutiso, 2021). Therefore, the problem addressed in this study is the limited impact of principals' efforts in mobilizing teaching and learning resources, which continues to hinder the performance of students in Kitui Central Sub-County's public secondary schools.

C. Purpose of the Study

establish the influence of principal's mobilization of teaching/learning resources on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya.

2.0 LITERATURE REVIEW

A. Principal's mobilization of Teaching/Learning Resources

Education is a fundamental pillar in building societies, and the quality of education in public secondary schools often determines students' future success and overall social mobility. Among the key stakeholders in schools, the role of the principal stands out, particularly in mobilizing resources essential for effective teaching and learning. When principals actively engage in resource mobilization, they create an environment that enables both students and teachers to perform optimally. Financial resources are foundational for procuring the materials and infrastructure required for quality education. In many public secondary schools, budgets are often limited, and resource scarcity can hinder teaching effectiveness. Principals play a pivotal

role in mobilizing additional funds beyond government allocations by seeking partnerships with community stakeholders, non-governmental organizations, and sometimes the private sector. When principals successfully secure supplementary funding, they can provide a range of resources that enhance the learning environment (Khamis & Mutunga, 2019).

For instance, additional funds may be allocated to purchase textbooks, laboratory equipment, or even technology such as computers and projectors. Having these resources available gives students more hands-on learning opportunities, which improves their understanding and retention of knowledge. For example, science students benefit greatly when they can conduct experiments rather than solely relying on theory. Additionally, financial resources allow for organizing academic enrichment programs, such as tutoring sessions or weekend classes, which provide students with extra support, ultimately leading to improved performance (Gikandi, 2022).

Another significant aspect of a principal's role in resource mobilization is ensuring that there are sufficient teaching materials available in classrooms. Teaching materials encompass a wide range of tools, including textbooks, visual aids, laboratory apparatus, and even digital resources. These materials support both teaching and learning by making complex topics more comprehensible and engaging for students (Nyaga & Mutiso, 2021).

Principals who prioritize the acquisition and distribution of teaching materials help reduce the workload on teachers while promoting a richer learning experience for students. For example, when a school has an adequate supply of updated textbooks, each student can have their own copy or at least have easy access to one. This reduces the need for students to share limited resources, allowing them to study more effectively. Visual aids, such as charts and diagrams, are also critical, especially in subjects like biology and geography, where illustrations make concepts easier to grasp. Furthermore, schools with digital resources, such as projectors or e-books, enable teachers to use multimedia in their lessons, which has been shown to increase student engagement and information retention. Therefore, the principal's commitment to mobilizing these resources directly contributes to improving academic outcomes (Mutuku, 2020).

Human resources are crucial to any educational institution, and the effectiveness of the teaching staff directly impacts student achievement. Principals play an important role in ensuring that schools are staffed with qualified and motivated teachers. While the recruitment process in public schools is often managed by governmental bodies, principals can advocate for more teachers when there are staff shortages, and they can also promote a conducive work environment that retains talent. Additionally, principals may seek partnerships or sponsorships to attract skilled educators in specific subjects where there is a gap (Ministry of Education, 2021).

Teachers are the primary facilitators of learning, and when they are qualified and well-supported, they can teach more effectively. A principal who prioritizes professional development programs, whether through workshops, seminars, or further studies, is investing in the quality of education. Teachers who continually improve their skills are more adaptable to modern teaching methods, which keeps the curriculum relevant and engaging. Furthermore, when teachers feel valued, their motivation and job satisfaction increase, which has a positive ripple effect on their teaching approach. Thus, the principal's role in mobilizing skilled human resources is indispensable in ensuring that students receive high-quality instruction, ultimately impacting their academic performance (Mwendwa, 2018).

The physical environment of a school plays a major role in the overall learning experience. Infrastructure includes classrooms, libraries, laboratories, sports facilities, and sanitary amenities. Principals who prioritize infrastructure development create a more conducive learning environment that meets the basic needs of students, allowing them to focus on their studies without unnecessary distractions (Mutuku, 2020). Adequate classrooms with proper ventilation and lighting enable students to learn comfortably. When classrooms are overcrowded, students are less likely to concentrate, and teachers may struggle to provide personalized attention. By mobilizing resources for new classrooms or renovating existing ones, principals ensure that students have an optimal learning space. Libraries, on the other hand, serve as resource centers where students can access additional learning materials. Schools with well-equipped libraries encourage a culture of reading and self-directed learning, both of which are linked to higher academic performance (Khamis & Mutunga, 2019).

Laboratories are equally essential, especially for science subjects. Practical learning is indispensable for understanding concepts in chemistry, biology, and physics. When students have access to well-equipped laboratories, they can conduct experiments that enhance their understanding of scientific principles. Sports and recreational facilities also contribute to the well-being of students, promoting physical health and mental alertness, which in turn supports academic focus and discipline. Therefore, principals who are proactive in improving school infrastructure play a critical role in enhancing the overall quality of education (Gikandi, 2022).

A principal's ability to mobilize resources is often strengthened by engaging the broader community, including parents and local organizations. Community and parental involvement in a school's resource mobilization efforts can significantly affect student performance. For example, parents can contribute through school fees or donations for specific projects, such as constructing a library or computer lab. Local businesses and organizations can also offer support by donating equipment or sponsoring educational programs (Nyaga & Mutiso, 2021).

When parents and the community are actively involved in the school, they feel more invested in the educational process, and this engagement often extends to the students. Parental involvement in particular has been shown to boost students' motivation and reinforce the value of education. Additionally, community involvement can foster a supportive network for students, providing them with mentorship and exposure to various career paths. Principals who encourage such partnerships can leverage these relationships to enhance the school's resource base and provide a richer educational experience for their students (Mwendwa, 2018).

An often-overlooked aspect of resource mobilization is the importance of monitoring and evaluating how resources are utilized in the school. Principals who actively assess the impact of mobilized resources can identify areas where additional support is needed and ensure that resources are effectively enhancing the learning process. Regular monitoring allows the principal to evaluate whether investments in teaching materials, infrastructure, and personnel are producing the desired academic outcomes (Ministry of Education, 2021).

B. Concept of Academic Performance

Academic performance is a critical component of students' educational journeys, as it directly impacts their future prospects and contributes to the socioeconomic growth of a country

(Ghazvini, 2020). The educational excellence of students is essential for cultivating high achievers, leaders, and a skilled workforce, all of which are vital for national advancement. Researchers have identified various factors influencing student learning outcomes; however, concerns regarding the assessment of academic performance persist (Irfan & Shabana, 2021). Top-performing students often share certain characteristics, as noted by the Wisconsin Education Association Council (WEAC) (Choi, 2005). These characteristics include a positive outlook on their educational experience and an acknowledgment that their success in high school is attributed to traits such as diligence, awareness, planning, skill, and self-motivation. Furthermore, high achievers tend to spend less time on media during the school week, socialize with academically driven peers, and have a passion for reading (Irfan & Shabana, 2021).

In Kenya, students are evaluated at all educational levels to assess their capabilities using the 8-4-4 curriculum's reinforced assessment methodologies (Nyongesa, 2017). This structure aims to ensure that students are adequately prepared for their future academic and career pursuits. The Kenya Vision 2030, a national development strategy, underscores the significance of education in driving the country's growth. This vision emphasizes education as a crucial tool for enhancing Kenya's global competitiveness, highlighting its role in the development of productive human capital for international markets (Republic of Kenya, 2017). To achieve its goal of improving the quality of life for all Kenyans by 2030, the government has identified education as a fundamental element in transforming the nation into a rapidly industrializing middle-income country. According to the Ministry of Education (2023), the overall performance of educational institutions is dependent on effective monitoring and governance. Various factors, including individual characteristics, the educational system, assessment procedures, and government emphasis on education, all contribute to students' learning outcomes and their ability to advance the country. Thus, a comprehensive approach that addresses these factors is essential for enhancing academic performance and fostering a generation of learners equipped to meet the challenges of the future.

C. Theoretical Review

Resource Dependency Theory (RDT).

This theory was first introduced by Jeffrey Pfeffer and Gerald R. Salancik in 1978 and has continued to be relevant, with more recent applications in educational research. According to RDT, organizations rely on external resources to achieve their goals and sustain performance. In the educational context, the theory posits that schools depend on external resources, such as teaching and learning materials, financial support, and skilled personnel, to foster student performance. Effective mobilization of these resources by principals can significantly impact student outcomes (Hillman, Withers, & Collins, 2009).

RDT argues that organizations are not fully self-sufficient and must interact with and depend on their external environment to obtain essential resources. This reliance influences organizational behavior, decisions, and strategies as they seek to secure, maintain, and control resources that are critical to their functioning (Hillman et al., 2009). Within public secondary schools, principals function as resource coordinators who bridge the gap between available resources and the needs of their students and staff. The theory suggests that when schools can effectively acquire and mobilize these resources, it leads to improved instructional quality, enhanced student

engagement, and, ultimately, better academic performance. This dynamic is particularly relevant in regions like Kitui Central Sub-County, where resource limitations often hinder student success.

One of the key strengths of RDT is its ability to explain how resource constraints influence organizational strategy and performance (Drees & Heugens, 2019). It provides a framework for understanding the challenges principals face when resources are limited and highlights the proactive role they must play in seeking external support to bridge resource gaps. Additionally, RDT recognizes that power dynamics affect resource acquisition, as organizations with more access to resources hold a competitive advantage. In the context of schools, RDT underscores the importance of the principal's role in resource mobilization to enhance educational outcomes (Pfeffer & Salancik, 2018).

However, RDT has some limitations when applied to educational settings. The theory primarily focuses on the acquisition of resources rather than how these resources are utilized within the organization (Casciaro & Piskorski, 2005). While it emphasizes the importance of securing resources, it does not offer clear guidance on managing or optimizing resource use within schools. Another critique is that RDT may not fully account for the complexities of educational settings, where non-material resources like teacher commitment, student motivation, and school culture play a significant role in shaping performance outcomes (Hillman et al., 2009). Therefore, while RDT explains why principals must mobilize resources, it does not address the intricate ways these resources translate into academic success.

3.0 RESEARCH METHODOLOGY

This study employs a descriptive survey research design to explore how principals' supervision practices impact student performance in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya. The target population includes principals, teachers, and sub-county education officers, with a sample size of 84 participants derived using Yamane's formula. A multistage sampling approach, incorporating both stratified random sampling and purposive sampling, ensures representative inclusion of all relevant groups. Data collection utilized structured questionnaires for quantitative data and semi-structured interviews for qualitative insights. Reliability was assessed via test-retest methods, while validity was ensured through a pilot study. Data analysis involved descriptive statistics, including frequency and percentages, and multiple regression analysis to examine relationships between variables. Thematic analysis enriched the qualitative data, adding depth to the quantitative findings, enabling a comprehensive understanding of the influence of principals' supervision on student performance.

4.0 FINDINGS AND PRESENTATION

A. Response Rate

In this study, eighty-four (84) questionnaires were distributed by the researcher, and seventy-six responses were obtained, accounting for 90.5% of the respondents as shown in Table 1 below.

Table 1: Response Rate

Research Activity	Details
Questionnaires Distributed	84
Responses Obtained	76
Response Rate	90.5%

This response rate exceeds the generally accepted threshold of 70%, as recommended by Fowler (2021). A response rate above 70% is often considered adequate for ensuring the representativeness and reliability of the data collected, thereby enhancing the validity of the research findings. The high response rate in this study signifies a robust engagement from the participants, which is critical for the credibility and generalizability of the research outcomes.

B. Descriptive Analysis of the Study Variables

Principal’s Mobilization of Teaching/Learning Resources

The third objective of this research was to establish the influence of principal’s mobilization of teaching/learning resources on the performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 2 below.

Table 2: Principal’s Mobilization of Teaching/Learning Resources

	N	Mean	Std. Deviation
The principal actively seeks and allocates teaching and learning resources to support academic activities.	76	4.25	.896
Availability of teaching and learning resources mobilized by the principal enhances students' academic performance.	76	4.50	.663
The principal ensures that resources are distributed equitably among different departments and classes.	76	4.51	.683
Teachers have access to the necessary resources for effective teaching due to the principal’s efforts.	76	4.55	.620
The principal regularly assesses the adequacy of teaching and learning resources in the school.	76	4.33	.755
Resource mobilization by the principal includes both physical materials and technological tools.	76	4.36	.687
Effective mobilization of resources by the principal contributes to a positive academic outcome for students	76	4.28	.776
Valid N (listwise)	76		

As shown in Table 2, the majority of respondents strongly agreed that teachers have access to the necessary resources for effective teaching, attributed to the principal’s efforts. This is reflected by a mean score of 4.55 and a standard deviation of 0.620, aligning with Mujitapha et al. (2024),

who emphasize the principal’s pivotal role in securing adequate teaching materials. The principal confirmed this finding by outlining their approach, which includes conducting regular needs assessments, maintaining an inventory system, and collaborating with stakeholders such as the Ministry of Education to ensure all essential materials are available. An equally important aspect highlighted by the study is the equitable distribution of resources. The results indicate that principals ensure resources are fairly allocated among departments and classes, with a mean score of 4.51 and a standard deviation of 0.683. This finding is consistent with Nguyen and Nguyen (2021), who stress the importance of balanced resource allocation for equitable academic performance across different subject areas. The principal explained that resource allocation is strategically planned and involves department heads in budgeting discussions to ensure each department receives appropriate support. Moreover, the availability of teaching and learning resources mobilized by the principal was found to significantly enhance students' academic performance. Respondents strongly agreed with this observation, as evidenced by a mean score of 4.50 and a standard deviation of 0.663.

This finding supports Tonwe (2021), who found a direct link between resource availability and student achievement. The principal elaborated on their strategic resource allocation approach, which includes forming partnerships and seeking sponsorships to address resource gaps and prioritize the school's curricular needs. The study also highlighted the inclusion of both physical and technological resources as an essential aspect of resource mobilization. The principal’s efforts were found to encompass not only physical teaching materials but also technological tools, with a mean score of 4.36 and a standard deviation of 0.687. This aligns with Omereji (2022), who emphasizes the need for a comprehensive approach to resource mobilization. The principal explained their commitment to promoting diverse teaching methods by providing professional development opportunities, organizing workshops on innovative teaching strategies, and encouraging the use of technology in the classroom. Regular assessment of resource adequacy was another important finding. Most respondents agreed that the principal regularly evaluates the sufficiency of teaching and learning resources, as indicated by a mean score of 4.33 and a standard deviation of 0.755.

This finding is in line with Wachidi et al. (2020), who identified regular assessment as a crucial factor in effective resource management. The principal noted that they use data-driven approaches to track resource availability and ensure timely replenishment based on curricular needs and other relevant factors. The study found that principals actively seek and allocate teaching and learning resources to support academic activities, with a mean score of 4.25 and a standard deviation of 0.896. This supports Kaso’s (2021) research, which found that proactive resource allocation significantly contributes to improved academic outcomes. The principal emphasized a strategic approach to resource management, highlighting collaboration with various stakeholders to enhance the school’s resource base.

B. Academic Performance

The academic performance of students in public secondary schools in Kitui central sub county, Kitui County, Kenya. The findings are as displayed in Table 3 below.

Table 2: Academic Performance

	N	Mean	Std. Deviation
The academic performance of students in this school has significantly improved over the past academic years.	76	4.22	.723

Students in this school consistently meet or exceed the expected academic standards set by the national curriculum.	76	4.33	.681
High levels of student engagement in classroom activities contribute positively to their overall academic performance.	76	4.32	.657
The availability of adequate teaching and learning resources has a noticeable impact on students' academic achievements.	76	4.29	.727
Effective communication between teachers and students plays a crucial role in enhancing students' performance in examinations.	76	4.28	.685
Regular feedback and assessments provided by teachers help in improving students' academic performance and understanding of subjects.	76	4.24	.764
Support and guidance from the principal positively influence the academic performance and motivation of students in this school	76	4.12	.923
Valid N (listwise)	76		

The study presented in Table 3 highlights several significant findings related to student academic performance and its contributing factors. A majority of respondents strongly agreed that students consistently meet or exceed the academic standards set by the national curriculum, as shown by a mean score of 4.33 and a standard deviation of 0.681. This finding aligns with Ayeni (2020), who identified meeting national standards as a critical measure of successful school leadership. The achievement of these standards demonstrates the effectiveness of the leadership and educational practices within the school. Furthermore, the study found that high levels of student engagement in classroom activities contribute positively to academic performance, with a mean score of 4.32 and a standard deviation of 0.657. This is consistent with Gonzalez-Mena's (2019) research, which showed a strong correlation between student engagement and academic success in secondary education. Engagement in learning activities plays a vital role in enhancing student focus, motivation, and overall academic achievement. The availability of adequate teaching and learning resources also emerged as a key factor impacting academic performance, with a mean score of 4.29 and a standard deviation of 0.727.

This finding is supported by Makgato and Mudzanani (2019), who emphasized that sufficient educational resources are essential for improving student outcomes. The presence of these resources ensures that students have the necessary tools to succeed academically. Additionally, the study revealed that effective communication between teachers and students plays a crucial role in improving students' performance in examinations, as indicated by a mean score of 4.28 and a standard deviation of 0.685. Afzal et al. (2023) similarly found that clear communication enhances students' understanding and their performance in exams. By fostering open and effective communication, teachers can address students' academic challenges more efficiently. Regular feedback and assessments from teachers were also highlighted as important for improving academic performance, with a mean score of 4.24 and a standard deviation of 0.764. Mallik (2023) supported this finding, noting that consistent feedback is critical for students' continuous academic growth. Regular assessments help students identify areas of improvement and deepen their understanding of the subject matter. The study showed that student academic performance has significantly improved over recent years, supported by a mean score of 4.22 and a standard deviation of 0.723. This finding aligns with the research of Martin and Collie (2019), which linked consistent academic improvement with effective school leadership and management practices. The ongoing enhancement of academic performance reflects the positive

impact of leadership, resource management, and teaching strategies implemented within the school

C. Regression Analysis

To assess the suitability of the model, a regression analysis was conducted. This also helped predict the causal relationship between Principal’s Mobilization of Teaching/Learning Resources, and Academic Performance.

Model Summary

The results indicated in Table 4 imply that 73.2% of changes in Academic Performance are due to changes in Principal’s Mobilization of Teaching/Learning Resources ($R^2 = 0.782$, adjusted $R^2 = 0.732$).

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.892 ^a	.782	.732	.11075

a. Predictors: (Constant), Principal’s Mobilization of Teaching/Learning Resources

The findings in Table 4 reveal that the academic performance of students in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya, is significantly influenced by principals’ mobilization of teaching and learning resources. The data suggests a statistically substantial impact, indicating that when principals actively secure and utilize educational resources, student outcomes improve measurably. This underscores the critical role of resource mobilization in enhancing academic achievement within the county's public secondary schools.

Analysis of Variance

Analysis of variance in Table 5 indicates that the model was significant ($p < 0.05$). The ANOVA results indicate that the model is statistically significant ($F = 17.011$, $p = 0.000$), meaning the principals' supervision practices (Principal’s Mobilization of Teaching/Learning Resources) significantly influence students' academic performance. The model explains a substantial amount of the variation in performance, confirming that these supervisory practices are critical for improving student outcomes.

Table 5: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	94.238	4	1.063	17.011	.000 ^b
Residual	23.511	71	.015		
Total	117.749	75			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Principal’s Mobilization of Teaching/Learning Resources

Regression Coefficients

Table 6: Regression Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
Model	B	Std. Error	Beta	
(Constant)	.551	.223		2.309 .020
PMTLR	.397	.089	.424	4.330 .000

a. Dependent Variable: Academic Performance

Key: PVTPD: Principal’s Mobilization of Teaching/Learning Resources, Academic Performance.

The analysis shows a unit improvement in mobilizing teaching and learning resources yields a significant 0.397 increase in academic performance. This indicates that efficiently managing and utilizing educational resources greatly enhances student learning experiences and outcomes, underscoring the critical role of resource allocation in academic success.

5.0 CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study concluded that the mobilization and equitable distribution of teaching and learning resources by principals emerged as the strongest determinant of student performance. The provision of adequate resources significantly enhances the learning environment, directly contributing to better academic achievements. Through ensuring that students have access to necessary educational materials, principals can create a supportive atmosphere that promotes effective teaching and learning, ultimately leading to improved academic outcomes.

Recommendations

The study recommended that principals should focus on the efficient mobilization and management of teaching and learning resources. This involves conducting needs assessments to identify resource gaps and investing in appropriate educational tools and technologies. Additionally, principals should establish partnerships with stakeholders and secure funding to enhance resource availability. Effective resource mobilization ensures that both teachers and students have access to necessary materials, thereby supporting improved teaching and learning experiences. This recommendation underscores the importance of proactive resource management in fostering an enriched educational environment and enhancing student performance.

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