

**PRINCIPALS' RESOURCES MANAGEMENT COMPETENCIES ON STUDENT'S
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOL IN
MAKADARA SUBCOUNTY , NAIROBI COUNTY, KENYA.**

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DECLARATION AND APPROVAL

I declare that this research project is my original work and has not been presented for a degree in any other University or for any other award.

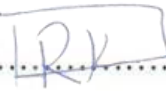

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I confirm that the work reported in this research project was carried out by the candidate under my supervision as the university supervisor.

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DEDICATION

This study is dedicated to my daughter Stephanie for inspiring me to greater heights and to my friend John Ngugi for his immeasurable support.



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I give glory to the Almighty God for granting me strength to complete this research. I extend heartfelt gratitude to my supervisor, Dr. Kenei, for his invaluable guidance and positive reinforcement, which were vital to the success of this work. Special thanks go to the respondents in Makadara sub-county public schools for their cooperation, without which this project would not have been possible.

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ABSTRACT

This research emphasizes the pivotal role of school principals in influencing student success through effective management of resources, including physical, financial, human, and time assets. Principals, as primary school leaders, are instrumental in shaping conducive learning environments that enhance academic achievement by skillfully managing these resources. The study examines four main objectives: the impact of principals' competence in managing physical resources on students' academic performance; how financial resource management affects academic outcomes; the role of human resource management skills in enhancing performance; and the effect of time management on student achievement. Employing a mixed-methods approach that combines both qualitative and quantitative research techniques, the study offers a comprehensive understanding of principals' resource management competencies and their implications on students' success. The findings hold significant value for educational

stakeholders, including the Ministry of Education, the Teachers Service Commission, curriculum developers, and school boards, providing insights that can inform policies and training programs to enhance principals' skills. Equipping principals with essential resource management skills through targeted training has the potential to elevate student performance, particularly in secondary education. The study utilizes a descriptive survey design to explore the link between principals' competencies and student outcomes, applying the Yamane formula with a 95% confidence level and a 0.05 margin of error, yielding a diverse sample of 635 respondents, including a sub-county director, 11 principals, 11 deputy principals, 11 deans of studies, 11 accounts clerks, 207 teachers, and 383 students, thus capturing a wide range of perspectives from the school community. Data collection involved both quantitative and qualitative methods: questionnaires administered to students, teachers, and administrators gathered quantitative data, while in-depth interviews with school leaders provided qualitative insights into their experiences and challenges in managing resources. To ensure validity and reliability, research tools were piloted at Aquinas High School, with interview protocols validated through face-to-face interviews and reliability measured using the test-retest method. Data analysis combined descriptive statistics for quantitative data, with frequencies and percentages summarizing respondents' answers, and thematic analysis for qualitative data, identifying patterns and themes in responses that highlighted principals' resource management practices and their effects on academic outcomes. Results were presented in frequency tables, revealing key trends and relationships between effective resource management and improved student performance. The findings underscore the critical role of principals in enhancing student success; principals who excel in managing physical, financial, human, and time resources significantly improve the learning environment, directly benefiting students. Effective resource management by school leaders thus drives better academic results, highlighting the importance of sustained support and training programs for principals to refine these skills. This professional development can ultimately improve principals' effectiveness and elevate educational quality in secondary schools, underscoring the need for comprehensive training initiatives focused on resource management to support student achievement.

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LIST OF ABBREVIATIONS AND ACRONYMS

TSC	: Teachers Service Commission
BOM	: Board of Management
KCSE	: Kenya Certificate of Secondary Education
PA	: Parents Association
NGOs	: Non-Governmental Organizations
UBE	: Universal Basic Education
TPAD	: Teacher Performance, Appraisal and Development
PA	: Parents Association

CHAPTER ONE: INTRODUCTION

This chapter focuses on the background of the study, the statement of the problem, the study's goals and objectives, the research questions to be asked, the study's rationale and relevance, the study's restrictions, its delimitation and scope, its assumptions, and its operational definitions of words.

1.0 Background of the Study

The relevance of education in fostering both social and economic development has been highlighted in numerous policy papers and academic studies (Lin, J. Y. 2011; Selina, 2012). A nation can't develop economically unless it invests in its people's education so that they have the tools they need to become productive members of society (Todaro 2014). Education is crucial for personal growth and societal and economic prosperity in every nation. (Olive, I. (2011))

There is an abundance of highly qualified human resources available in developed nations like the United States and Japan. They can now use foreign resource negotiations in addition to domestic ones. Promoting economic growth through secondary education is essential. When it comes to determining worker productivity and economic growth in the United States, it has been more essential than additional capital (Smith, 2013).

Researchers in Nigeria and elsewhere in Africa have shown a high correlation between students' academic performance and aspects of the school's physical and social environment (Mayama, 2012; Lumuli, 2019). Many researchers have pinpointed the factors that have the greatest impact on classroom instruction. These factors can be categorized as either internal (those that are managed by the school) or external (those that are not). Internal factors are those that the institution can influence.

In Kenya, the government has been prioritizing the provision of quality education to its citizens so that they can acquire the desire and knowledge for globally expanding competition

for job markets. This is evidenced by the government funding education, in conjunction with religion assistance (Republic of Kenya 2015). Free Day Secondary Education (FDSE), Bursaries and National Government Constituency Development Fund (CDF) programs provide most government support for secondary education (NGCDF). However, in a survey carried out between 2005 and 2010 by KESSP, it was found that there are some challenges which hindered the education sector to achieve its aims. Some of the challenges identified were; chronic teacher absenteeism, inefficiency in service delivery, poor governance (Government of Kenya 2010).

The majority of counties in Kenya have a lackluster pool of qualified educators. Many elementary schools have low staffing levels and larger student-to-teacher ratios, which has teachers concerned. Many school boards feel they cannot use PAs as a resource for hiring new teachers due to the ban on levies. These problems have also had a significant negative effect on the number of pupils enrolling in elementary school (Sifuna, 2019), which is a major factor in the high school poor performances.

The students' academic performance is directly affected by the availability and quality of teaching and learning resources, such as adequate classrooms, furniture, labs, textbooks and other infrastructure. Schools with adequate physical resources have a higher tendency of student success on standardized tests as well as the national examinations. (Olendo (2008).

Ahawo (2010) agrees with Olendo that students' learning ability depends on having the correct textbooks.

Principals of secondary schools undergo training at teachers training colleges (TTCs) and Universities where courses in Educational administration and Management are offered. The Kenya Educational Staff Institute (KESI) also offers in-service education and training to the heads of institutions in order to provide and promote educational management and development. In K.E.S.I, the heads of institutions are trained on financial, staff personnel,

student and management of resources. Any trained teacher male or female with interest in Management can perform these tasks as trained. (MOE Responsibilities and Duties in School/Educational Institutions for Head teachers, Deputy Head teachers, Senior Teachers and Class Teachers, Management Guidelines).

The efficacy of education is measured by looking at the outcomes of standardized tests and how well children do on them. Exams are seen as an integral part of any educational system by professionals and other stakeholders (Mbatia, 2014). Stakeholders have created methods to improve pupils' exam performance because of its significance (Juma, 2011). The students' poor performance in the exams is a direct outcome of the improper use of these resources.

This study comes up with the relationship between the principals' competencies in resources management and the students' academic performance. The research on the topic, the principals' competencies in resources management and the students' academic performance in public secondary schools in Makadara Sub County, Nairobi County has been completely neglected.

1.1 Statement of Problem

In 2018, all students were successfully transferred from elementary to secondary schools under the Jubilee government. This caused a swell in student enrollment, straining faculty capacities. Because of this, it was necessary to both increase the capacity of existing resources and create brand new ones. Because of this, the principals had to update their skillsets in order to deal with the upcoming phenomenon. The government offers assistance by covering the cost of tuition, supplying resources, and funding repairs, maintenance, and infrastructure so as to not lower the quality of education.

Public secondary school performance in Nairobi County, Makadara Sub County, remains below expectation, despite government support for secondary education through tuition cost coverage, employment of teachers through TSC, availability of learning materials, and motivation of teachers, as shown in the table below.

Table 1: The KCSE performance for public schools in Makadara sub-county.

SCHOOLS	2018	2019	2020	2021	2022
BURUBURU GIRLS	8.140	7.100	7.500	6.859	7.493
AQUINAS HIGH	5.830	6.924	6.844	6.068	6.906
OFAFA JERICHO	5.877	6.661	6.731	5.761	6.182
HURUMA GIRLS	5.081	5.718	6.406	5.344	4.630
HIGHWAY SEC	4.487	5.339	5.877	6.140	6.049
OUR LADY OF MERCY	5.128	5.450	5.646	5.174	4.702
ST. ANNES GIRLS	4.832	5.928	5.439	5.419	5.297
NILE ROAD SEC	3.895	3.789	4.457	3.560	3.415
STAR OF HOPE SEC	2.821	3.376	3.594	3.752	3.771
ST.PATRICK SEC	3.170	3.812	3.353	3.389	3.533
MAKONGENI SEC	2.783	3.010	2.686	2.269	2.515
OVERALL MEAN	4.73	5.19	5.94	5.264	5.402

Therefore, there is need to consider the place of the principal's competence in management of available resources in schools in regard to students' academic performance.

1.2 Justification of the study

The justification of this study was to acknowledge the invaluable contributions made by all stakeholders in the education sector in Kenya in ensuring the wellbeing of learners in Kenyan secondary schools. This includes but not limited to the good and encouraging academic performance by the learners in both internal and national examination. The competencies of the principals in management of resources in schools have not been addressed fully by both the Teachers Service commission (TSC) and the Ministry of Education. The research bridged the gap between the management of resource and students' academic performances in the

Makadara Sub county public secondary schools whose performances in KCSE exams are not to their potential as compared to the students' entry behavior.

1.3 Objectives of the Study

The study was guided by the following objectives;

To establish how the influence of principals' competence in management of physical resources affects students' academic performance.

To determine how the principals' competence in management of financial resources affects students' academic performance.

To determine how the principals' competence in managing human resources influence students' academic performance.

To determine how principals' competence in management of time resource influence students' academic performance.

1.4 Research Questions

How does principals' competence in management of physical resources influence students' academic performance?

How does the principals' competence in management of financial resources influence students' academic performance?

How does the principals' competence in in human resource management impact students' academic achievement?

To what extent does the principals' competence in management of time resource influence students' academic performance?

1.5 Significance of the Study

The outcomes of this study have important implications for improving student achievement through enhancing school principals' managerial abilities.

To Ministry of education

It is anticipated that the research will have important implications for the Ministry of Education, Science, and Technology and the Teacher service commission (TSC). It was intended that the study's results and recommendations would help the Ministry of Education, the principal policy maker in the education sector, mainstream the management of various resources in schools.

To the Teachers Service Commission.

This research could be useful to the TSC, which is in charge of evaluating prospective teachers' levels of education and training. Potential supervision initiatives to improve examination performance may be communicated to principals.

To School principals.

The study would be of enormous significance to the school principals who are the chief policy makers in the institutions. The findings would help them to evaluate their strengths and weaknesses in management of various resources entrusted to them in schools.

1.6 Scope of the Study

Public secondary institutions in Makadara Sub County were the primary focus of the research.

The investigator understood that several factors interact to determine pupils' success in the classroom. Principals' resources management competencies of school resources on students' academic performance between 2018 and 2022 being one of them. This research involved the school principals, deputy principals in charge of administrations, teachers and students.

1.7 Study Limitations

One of the limitations was accuracy during the data collection since the data given via the questionnaires and the interview could be having some errors. Mitigation to this was to make the respondents understand the information provided would be used purely for research and academic work. Not all the respondents could be physically reached. Some principals and the deputy principals were engaged in series of formal meetings most of the times. In order to

overcome this, the questionnaires and responses were submitted in soft copies via social media platforms and emails.

1.8 Delimitations of the Study

The research was limited to the 11 public secondary schools in the Makadara Sub County of Nairobi County. Sub-county director, school principals, deputy principals in charge of administration, academic deans, accounting clerks, classroom instructors, and students were the only stakeholders who were consulted for this study. Private secondary schools were not included. Since public secondary schools are owned and operated by the government, it was assumed that all secondary schools have access to the same resources.

1.9 Assumptions of the Study

In the course of this study, it was assumed that:

The respondents responded to the questions in the survey tool after they have read and comprehend them,

The competence of the principal in management of resources in public secondary schools in Makadara Sub County affects academic achievement.

1.10 Operational key terms

Academic Performance - refers to grades achieved by students in the examination

Financial resources refer to the school's ability to cater all the purchases that It has to make for operations of school to run

Human resources- refers to the working force of a given school that supports the running of school activities

Physical resources- refers to the school's infrastructures that are used by students and teachers in their daily school activities.

Management: refers to exercise control over resources desirable benefits.

Competence: Ability to do something efficiently or successfully

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section takes a look at the literature that backed up the study. Review topics include: academic performance as a competency indicator; managing physical resources to improve performance; managing human resources to improve performance; managing financial resources to improve results; and managing time resources to improve results.

2.1 Empirical Literature

The empirical literature reviews recorded literature on principals' competencies in management of various resources worldwide, regional, nationally, and locally.

2.1.1 Principals' Resources Management Competencies of School Resources On Students' Academic Performance

School principals are the chief administrators and managers in schools. (Paul 2023). In industrialized nations, educational outcomes are affected by the quality of school management and administration (Scheifelbein and Summons 2011). This emphasizes the importance of a principal's skill in overseeing a school's most fundamental resources. These resources include: physical, monetary, human, and time resources are only a few examples (Ngugi 2022).

One of the aspects that affects a school's effectiveness is the leadership style and decisionmaking capacity of the principal, (Duigan 2015). While the preceding attempt to group the components into related categories is encouraging, it may be accepted that it is challenging to generalise the factors, and that no single factor or small set of factors alone can account for the wide variation in student performance. Here, we examine how the success of principals in allocating these resources affects their students' learning outcomes.

2.1.2 Management of Physical Resources and Academic Performance

Teaching and learning are bolstered by an institution's physical resources, such as its buildings, computers, and land. Institutional planning is incorporated into physical resource planning. The availability of both human and material resources is crucial to the success of any educational institution (Oni, 2015).

Some studies have found that lack of classrooms and having substandard classrooms in schools is very risky for both teachers and learners and it contributes to poor academic performance by the students. (Muasya 2019). In this same study, an effective classroom must bring about the necessary comfort for better learning and good outcomes in the exams. This means learners must have enough desks and chairs, classrooms must be well lit, ventilated and secured (Lilian 2015).

The importance of a well-stocked classroom for learning cannot be overstated. Mitchell, H. (1973) lists several reasons why schools should invest in things like well-lit and airy classrooms, desks, chairs, whiteboards, projectors, computers, chemistry sets, library books, and art supplies. It makes for an ideal setting in which to educate. Through participation in extracurricular activities, it aids students in the process of skill development. It encourages educators to do their jobs well, and it facilitates the retention of educators by providing a pleasant working environment and fair compensation.

Management's main job is to plan the use of physical resources. It's what we use to set our objectives and figure out how to get there. It also provides a solid foundation for efficient operational and management frameworks. In this vein, planning is singled out as the organization's primary purpose since it establishes the long-term vision, formulates long-term strategies, and allocates resources for the coming months, quarters, and years. (Bantie Workie 2014)

Setting and attaining goals through the shop management functions that make use of human, financial, and material resources is the process of "housing" a business. The purpose of a warehouse is to store and protect goods until they may be redistributed or otherwise disposed

of (Ngugi 2022). The school's storekeeper is in charge of keeping track of all the school's physical resources, from ensuring that everything is properly labelled and filed away to making sure nothing goes bad in the warehouse. (Bantie Workie (2014).) The store manager is also in charge of overseeing the materials ledger and ensuring that all material transactions are properly recorded. (Okendu, 2012)

Materials must be physically moved from the storage area to the asking team or department. After goods have been received and processed at the warehouse, they should be sent out to their final destination. The main goal of distribution is to ensure that schools have access to necessary resources in a timely manner without compromising on quality or security.

Inadequate transport, political intervention, financial limits, and a lack of educational resources in relation to the number of users can all wreak havoc on the distribution function.

It's possible that some of these issues stem from ineffective execution of managerial duties.

Materials for a specific production schedule can be planned and kept in stock with the help of inventory control, which is the process of doing so with as little money as possible. So that as little cash as possible is stuck in inventory, one of stock control's primary roles is to submit lists of outmoded and surplus stocks for disposal (Nair, 2014).

Management systems for excess and outdated school supplies are becoming increasingly important as the educational process becomes more intricate. Materials and equipment that are no longer needed by the business but still have economic value are considered obsolete.

(Gopalakrishanan, Sundaresan 2017) The procedure is necessary for a variety of reasons, including a shift in product focus. Materials used in the production process; excess items are those that have accumulated because of inefficient planning, poor forecasting, or unnecessary purchasing.

For the above to be fruitful and effective to enhance the learners' performance, proper management must be taken care of and be into consideration by the schools' principals, now that they are the overall manager, supervisor and administrators. (Marion 2019)

2.1.3 Management of Financial Resources and Academic Performance

Oosthuizen (2013) posits that finance management in the field of education pertains to the allocation and utilization of funds in order to facilitate the provision of educational services, ultimately aiming to enhance learner accomplishment. The objective of financial management is to assess the requirements of local educational training, acquire funding in alignment with the assessed needs, and effectively manage the acquired funds in compliance with legal regulations. Several studies have found that the development of financial numeracy is essential for managers to effectively carry out their responsibilities. (Owen 2016), Financial management abilities primarily encompass the strategic allocation of resources and the establishment of aims, expectations, and priorities. Financial management abilities are essential for principals in their managerial role, enabling them to effectively establish budgets, oversee budgetary management, and control costs. Effective internal communication on financial management in schools is crucial in order to guarantee that all key stakeholders are informed of submission deadlines and understand how to appropriately utilize given fund. If a school has adequate financial resources, it has the ability to acquire supplementary facilities (Bisschoff and Mestry 2017). The main sources of revenue consist of school fees, government capitation, grants and bursaries. Grants and bursaries are in most cases from the well-wishers, religious organizations, county governments, local and international Nongovernmental organizations(NGOs), National government Constituency development funds, affirmative action funds among many more. (Ministry of Education 2015)

The budget, together with the financial policy of the school, serves as a crucial means of communicating signals pertaining to the management of school finances to internal

stakeholders. The that financial management, economics, and accounting are essential components of the education system, including a wide range of disciplines. These subjects should be studied as integral factors within the educational framework. (Campher (2012) The functions of the financial manager, such as the principal, encompass several key responsibilities. Firstly, they are tasked with ensuring adherence to proper procurement procedures that are fair and transparent. Secondly, they must establish a system or framework that effectively coordinates the assessment of major capital projects, leading to a wellinformed final decision on each project. (Abdullahi 2019). Additionally, the financial manager is responsible for overseeing the efficient, organized, cost-effective, and transparent utilization of the school's assets and funds. They are also accountable for collecting all outstanding debts owed to the institution. (Lunenburg, 2010).

Lastly, the financial manager must actively avoid unofficial, unbalanced, unrewarding, and wasteful expenditures, as well as losses resulting from misappropriation. The principals, in their role as an accounting financial officer, bears responsibility for overseeing the management, protection, and upkeep of the school's resources, as well as the handling of its liabilities. Additionally, they are tasked with efficiently and economically managing the available working capital. (Kibaara and Ndirangu 2014) Upon admission of a student to a public school, it is the responsibility of the principal to inform the parents regarding certain matters. These include providing details about the annual school fees that are required to be paid, as well as outlining the procedures for applying for exemption from these fees. It is important for parents to be aware that they are financially liable for the payment of school fees, unless they have been granted an exemption from this obligation. (Bush & Heystek, 2003)

2.1.4 Human Resource management and Academic Performance

Human resource management (HRM) can be defined as the process of developing formal processes inside an organization for making the best possible use of people to achieve its objectives. A research provided a definition of human resource management as an organization's systematic approach to acquiring, fostering, and retaining a high-performing staff. (Gryphon (2017).

In other words, if a school does a good job of recruiting, supervising, inducting, compensating, developing, appraising, and promoting its employees, those employees will be dedicated to their work and will continue to be productive. In other words, it's the process of making sure everyone in an educational institution is pulling in the same direction so that their jobs get done and the institution's goals are accomplished. From the time they are first hired on, HRM professionals in the education sector aim to inspire their staff to achieve at their very best. This implies putting individuals to work in the classroom (Odium, 2012). The presence of human resources is of utmost importance for the achievement of success in educational institutions at all levels. Consider an example of teachers and the case scenario of the new Competence Based Curriculum(CBC) that was rolled out in Kenya in 2017. Teachers are the chief implementers of CBC. They should have the knowledge on how to effectively use different teaching strategies and motivate learners (Kafyulilo & Rugambuka, 2012) and should receive thorough training on the CBC so that they can deliver on their mandate effectively. (Kelly, 2018.) Preparedness of a teacher usually have an impact on the outcome of curriculum and a teacher who is not prepared is a stumbling block to the successful implementation of curriculum (Rop 2013). Re-orientation and re-training of teachers provides good basis for developing in the learner the relevant and desired skills in line with the rapidly changing global contexts (KICD 2016). Teachers' retooling and in service trainings are very crucial and the school principals should be champions of such programs. This improves on trends on the latest knowledge to the teachers and as we all know implementing educational

objectives and goals within the classroom setting. Consequently, this will lead to better performances by the students in both the internal and national examinations. (Nwaka and Ofojebe (2010),

Educators have a crucial role in elevating educational standards and enhancing academic achievement. This attribute renders them the utmost useful resource for any academic institution. This is due to the fact that persons possess a level of educational expertise that cannot be recreated by a machine. Hence, the adequacy and/or effective management of the teaching workforce will directly impact academic performance. The primary focus of human resource management in the classroom is around evaluating the necessity for personnel, fulfilling that requirement, and upholding and enhancing the caliber of the staff's provisions. The significance of human resources has experienced a substantial surge in the last twenty years, following a period in which it was previously regarded as a secondary consideration. Once more, the newfound importance of this matter stems from the effective utilization of many strategies such as the right recruitment, selection, supervision, induction, and reward systems, provision of resources, performance appraisal, and promotion of personnel during their tenure inside the organisation. The individuals in question are expected to exhibit a strong commitment to their professional duties and consistently demonstrate a high level of dedication in their contributions to the educational environment. In relation to educational resources, this is a significant financial outlay. The strategic importance of human resources management (HRM) is comparable to that of managing a company's financial, technological, and other resources (Onah, 2018).

Operations are both tactical and administrative in character, (Mathis and Jackson 2017).

Gryphon (2017) takes a legalistic view of the operational role because some jurisdictions have legislated specific facets of the employer-employee relationship. Compliance with equal employment opportunity and observation of labor regulations is, therefore, of importance to

human resource management; for instance, candidates must be oriented to the organization, supervisors must be trained, safety problems must be managed, and wages and salaries must be administered. Effective human resource management necessitates the timely execution of a wide variety of tasks, many of which are mandated by law or regulation. The newer strategic focus of human resource management has not abolished what has traditionally been called the personnel function.

2.1.5 Time Management and academic performance

Time can be defined as a continuous sequence in which events occur in a chronological order, progressing from the past, through the present, and into the future. According to Murthy (2016), In accordance with the assertions made by Peter F. Drucker in 2015, the scarcity of time renders it a critical resource, and its inadequate management has the potential to result in a systemic breakdown.

Effective time management is of paramount importance for students in a normal academic setting, as they are required to attend lessons, fulfil homework, and prepare for examinations. Moreover, individuals own their own distinct daily routines and lives, which play a crucial role in establishing equilibrium between academic pursuits and extracurricular engagements.

In a similar vein, it is necessary to allocate specific time intervals for the completion of periodic evaluations for various workers, including casual employees and staff members, in order to facilitate the efficient operation of the educational institution. The implementation of a rigorous control mechanism is necessary to regulate the school system. This highlights the significant role of the principle in effectively managing time as a valuable resource.

Nevertheless, the task of managing multiple responsibilities simultaneously can present difficulties and induce feelings of being burdened. This is when the use of effective time management skills becomes crucial. In order to enhance effectiveness and productivity, it is imperative to use appropriate approaches and strategies. Possessing these skills enables

principals to proactively strategize and effectively prioritize forthcoming tasks, engagements, and events. Maintaining organisational structure within the educational system and mitigating tendencies towards procrastination are crucial elements that contribute to the attainment of academic success.

Effective time management is highly advantageous in the demanding schedule of a principle, who serves as a manager. Proficiency in time management is advantageous in facilitating enhanced academic achievement. The pursuit of academic achievement is a fundamental goal within the realm of academic and social experiences. Achievement can be defined as a behavioral inclination aimed at obtaining acceptance or evading condemnation based on the demonstration of competence in settings where criteria of excellence are applicable. The terms academic achievement, academic performance, and scholastic achievement are synonymous and can be used interchangeably. Academic performance pertains to several approaches utilized to quantify a student's educational achievement. The term "grade" refers to a numerical representation of a student's performance in a specific course, a collective average of multiple courses within a certain subject area, or an overall average of all courses completed, typically measured on a scale ranging from zero to one hundred or another quantitative system (Dash, B.N. 2014).

The concept of academic achievement encompasses both ability and effort, with the assumption that those with more drive, greater effort, and stronger willpower are more likely to get higher grades, assuming equal levels of ability. According to Vences (2015), academic achievement refers to the successful attainment or mastery of a specific skill or body of knowledge by a person.

2.2 Theoretical Framework

This research based and guided by two theories; Administrative management theory and Dewey's theory of Education.

2.2. 1 Administrative management Theory

Henri Fayol formulated the administrative management theory with the objective of elucidating and enhancing the fundamental principles of management. Fayol's empirical approach to management is a manifestation of the scientific management theories that served as its foundation. Fayol's administrative management theory is a managerial approach that emphasizes the importance of organizational and individual elements in enhancing productivity and efficiency. Fayol's approach is founded upon the five essential management functions, namely planning, organizing, leading, and controlling. The work within the organization is effectively partitioned, with well-defined responsibilities and a singular chain of command. All members actively contribute to the collective effort, receiving equitable compensation for their contributions. The organization exhibits stability, characterized by a transparent hierarchy. Each individual demonstrates proactive behavior, while also being treated with respect and having their needs fulfilled. Collaboration is fostered, resulting in a cohesive work environment where a shared sense of accomplishment is cultivated. Fayol's concepts offer valuable guidance to managers in effectively addressing emerging workplace challenges. Furthermore, the significance of these principles lies in their ability to emphasize the importance of management as a consistent process and demonstrate the potential for optimizing efficiency through the implementation of people-oriented ideas.

A school principal who possesses the following attributes will contribute to enhanced service delivery from faculty and improved student accomplishment, thereby exemplifying excellence. The demonstration of mastery of these concepts can be enhanced by students and faculty through effective management of institutional resources and achieving high performance on both internal and external examinations.

2.2.2. Dewey's theory of Education.

Another theory on which this study was guided is the Social Constructivism theory by John Dewey. The theory puts emphasis on individual development through cultural and societal interactions. Dewey believed that the past experiences a learner has had together with the interactions in the society, should form basis for learning. He additionally suggested that learning is meant provide learners with opportunities for practical form of learning where learners get exposure on real life experiences through creativity and innovation. Social constructivism theory sees a teacher as “the facilitators of learning” who ensures the learner have a comprehensive understanding of a particular concept by questioning the learners regardless of whether they will be wrong or right and motivating the learners to reflect on their responses.

Social Constructivists argue that the learners should actively participate in learning by engaging them in activities that promote creativity and self-organization. Such activities include; performing of investigations which are not rigid and solving problems in a realistic context. By so doing, learners learn new ideas through exploration hence they end up constructing knowledge on their own. The implication here is that teachers have to pay attention to each individual learner giving them guidance on learning. Another implication is that knowledge depends with meaning attributed to the experiences the learners get exposed to. These two implications align with the fact that teachers should be thoroughly equipped, there must be ample environment for coming up with new knowledge. The ample learning environment entails: adequate and well managed physical facilities, enough time for learning, availability and good management of funds as well as motivated support staffs in schools. To achieve these, the principal has to be very competent in management.

The paradigm shift from the teacher to the student is advocated for by Social constructivism theory where the facilitators guide the learners to birth a meaning of their own from a particular content.

According to Brownstein (2001) role shifting of roles from teaching to facilitating need the facilitator to be skilled thoroughly. This is achievable if the school principals know fruitful it can be if the school resources entrusted to them are not mismanaged.



2.3 Conceptual Framework

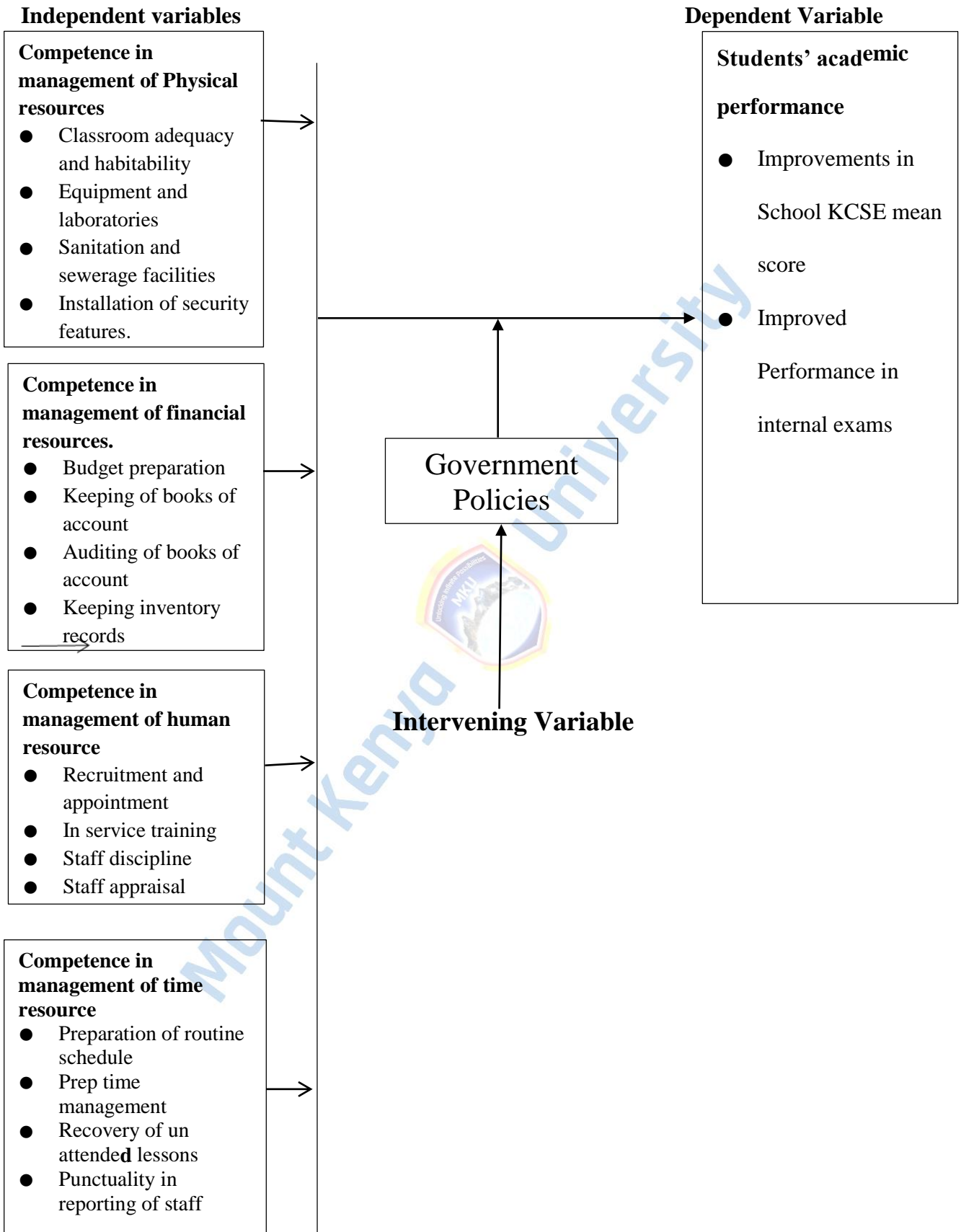


Figure 1: Conceptual Framework

The independent variables in this study were the principal's competence in management of the physical, financial, human and time resources. This is crucial in determining how excellent the learners perform in the academics.

2.4 Research Gaps

This investigation examined the potential for enhancing student accomplishment by employing strategic utilisation of existing resources to enhance instructional practises and foster effective learning outcomes within a school setting. According to a number of scholars like Taylor & Vlastor (2019), Lyons (2011), Akinsanya (2010), World Bank (2018), Onyara (2013), and Wanyama (2013), among others, it has been determined that the academic performance of students is influenced by the effective management of resources inside educational institutions. According to Nyannyonjo (2017), empirical evidence indicates that the age, experience, and tenure of school leaders exert a substantial influence on the academic achievement of their students. The inspection of students' work by principals has been associated with both positive and bad outcomes (Sushi, 2014; Nyamongo, Sang, Nyaoka, & Matoke, 2014). In contrast to the strategic approach adopted by Makadara Sub-County, the majority of these studies have been undertaken in different regions within the country. The research failed to acknowledge the significance of these factors in relation to the situation in Makadara Sub-County. Therefore, it is imperative to do further research regarding the impact of principals' leadership characteristics on the academic achievements of students in Makadara Sub-County. Hence, the primary objective of this study was to fill this existing vacuum in information by examining the impact of school administration effectiveness on students' academic performance in public secondary schools within Makadara Sub-County.

2.5 Summary of literature review

This chapter investigated the principals' competencies in management of school resources and how this affects the students' academic performance in public secondary schools. This review

acknowledged the school principals, deputy principals, teachers and the students. students, and parents. Competence in management of the school resources was seen to have had a positive impact on the students' academic performances both internally and nationally.

The review has brought out the related studies and helps identify the existing gaps.



CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter elucidates the necessary steps to derive findings from the research that align with the study's objectives and effectively address the identified problem. This chapter provides a comprehensive overview of the study's methodology, including details on the demographic characteristics of the participants, the sample frame used, the sampling procedure employed, the instruments utilized for data collecting, the pilot testing conducted, the methods employed

for data gathering, the procedures for data processing, the analysis techniques employed, and the manner in which the findings were presented.

3.1 Research Methodology

A mixed methodology was employed in the study. This was because the data collected was both quantitative and qualitative. Questionnaires were administered to collect quantitative data from the principals, deputy principals, deans of studies, accounts clerks, teachers and students. The use of an interview schedule guide from the sub county director of education was used to collect qualitative data.

3.2 Research Design

This study employed a descriptive survey as its research strategy. Using this structure, gathering information is methodical and efficient. Kumar (2015) explains that descriptive research involves gathering information about a phenomenon without influencing any of the variables in the study. The main purpose of descriptive research is to provide an accurate and trustworthy picture of the relevant variables or components. Descriptive survey research that indicates trends in attitudes and behaviors also allows for generalization of the study's findings (Neuman, 2010). This layout is appropriate for this investigation because it will boost data quality.

3.3 Location of the Study

The Makadara Electoral Sub County is a part of eastern Nairobi County in Kenya. It includes a little portion of central and southern Nairobi County. It borders Embakasi sub county to the southeast, Starehe sub county to the west and Kamukunji Sub county to the north. It is 3.5 kilometers from Nairobi Central Business District. It also carries the larger part of Nairobi industrial area and the Lungalunga informal settlements. It is a high density housing band low income to middle income neighborhood. Residents of Makadara struggle with limited infrastructure, unpaved roads in some parts and insufficient clean water. The coordinates are 1

degree and 17 minutes south and 36 degrees and 52 minutes east. The entire 13-squarekilometer constituency is included entirely inside Nairobi City County. Borders of the current constituency were changed ahead of the 2013 elections by the Independent Electoral and Boundaries Commission (IEBC). Social services and the professional business services sector are the city's primary economic drivers (52.1 percent of the city's GDP). Next comes manufacturing and then wholesale/retail trade.

3.4 Target Population

Researchers commonly want to generalize their findings to a broader population, which refers to a larger collection of individuals or entities. Mugenda and Mugenda (2013) offer a valuable elucidation of this concept. The sample for this study consisted of individuals selected from a pool of 11 public secondary schools. These schools collectively have an enrollment of 9,000 students and include various stakeholders such as 11 principals, 430 teachers, 11 accounts clerks, students, and the 1 sub county director of education. Given their roles as administrators inside educational institutions, principals and their deputies are likely to be specifically identified. The individual serving as the director of education at the sub-county level assumes the role of intermediary between the Ministry of Education and the educational institution. Accounts clerks are responsible for the protection of financial documents. Educators possess a substantial amount of expertise in the domains of time management and interpersonal relations. Children are the principal beneficiaries of educational facilities within schools. Below is the table showing the target population.

Table 2: Target population

Category	Target Population
Subcounty Director of education	1
School Principals	11

Deputy Principals	11
Deans of students	11
Accounts clerks	11
Teachers	430
Students	9000
Total	9475

3.5 Sampling Procedures and Sample Size

The researcher followed Yamane's (1967) formula for estimating the sample size when

making this decision. ; $n = \frac{N}{1+N(e)^2}$ where n represents the sample size, N representing the population of study, e representing margin error in calculation. The study took the margin error to be 5 %. Therefore, the respective teachers and student's respondents were:

$$n = \frac{430}{1+430(0.05)^2} = 207 \text{ teachers}$$

$$n = \frac{9000}{1+9000(0.05)^2} = 383 \text{ students}$$

The total sample population was therefore a sum of 1 sub county director of education, 11 principals, 11 deputy principals, 11 deans of studies, 207 teachers, 11 accounts clerks and 383 students. This totaled to 635 respondents.

The research was also guided by the time, cost involved and the circumstances of the people involved. According to Musungu, L. L. & Nasongo, J. W. (2018), a representative sample is chosen from target population.

Sampling is the process of selecting a representative sample from which generalizations can be made about a much larger population (Mugenda, 2013). Using stratified sampling, we can be sure that all student demographics are adequately represented in the study. After that, the

researcher used a straightforward random sampling method to select the respondents from all school groups. The respondents were then chosen using a simple random sampling technique.

3.6 Research Instruments

3.6.1 Questionnaires.

A questionnaire was used for this research. The researcher was confident that the respondents would be able to respond to the questionnaire, as suggested by McMillan and Schumacher (2011), hence the researcher used a questionnaire. In this study, the questionnaire had an introduction and four sections. The questions in each of the four sections had were relating to one of the four independent variables. Questionnaires produce information that has an impact, it makes it easier to answer because there are multiple-choice questions, and enable direct categorization of data. Closed-ended and scaled items were used with caution. According to Rayana, S., & Akoglu, L. (2015, August), the mounted items enable reasonably accurate evaluations of opinions.

The responses from the questionnaire were double-checked. This was created in a way that encouraged more accurate and detailed responses.

3.6.2 Interview schedule guide for Sub County Director of Education and Principals

Interviews involve a one-on-one interaction with the intention of getting information from an interviewee. transfer of information to interviewer. For the sub county director of education and the principals, interview helped in acquiring the information which could not be found directly and also have control over line of questioning. A set of guiding questions based on views, feelings, opinions and perspectives was used.

3.7 Piloting of the Research Instruments

The researcher used Aquinas High School in Makadara Sub-County to pilot research equipment. Pilot participants were not included in the sample for the final data collection. The pilot test serves as a stand-in for the larger probability sample and is meant to reveal any flaws

in the instruments' design or administration (Cooper & Schindler, 2016). These steps improve the data collected from respondents to help get closer to the goals of the study. The feedback they provided was used to fine-tune survey instrument. Validity and dependability of instrument were established by piloting as well.

3.7.1 Validity of Research Instruments

To ensure that the data collected from the questionnaires and interviews is as accurate and complete as possible, the researcher conducted in-person interviews with the school principals and used an interview guide to record their responses. This method was favored by Kothari (2014) because of its flexibility and ability to generate new perspectives on the subject. The content validity of the study tools was improved through thoroughly consulting the supervisor.

3.7.2 Reliability of Research Instruments

The instrument's dependability was verified before it was used. The dependability of a questionnaire refers to its consistency or steadiness within itself. Two of the three methods used to verify dependability are test re-test same form and internal consistency. To determine the instruments' consistency, we employed the test-retest strategy. The questionnaire was distributed not just to students, but also to their teachers. Two weeks later, the same people received the same surveys. After a second round of human evaluation of the finished surveys, comparisons were made. Pearson's correlation coefficient was calculated to ascertain trustworthiness. A correlation coefficient of 0.7 or above was considered satisfactory by Yazdi et al., 2012.

3.8 Data Collection Procedures

After securing an introduction letter from Mount Kenya University and a research permission from the National Commission for Science, Technology, and Innovation (NACOSTI), data collecting began. The researcher first contacted the Makadara Sub County Education Office

and the school principals to get their approval to conduct the research. Respondents were then self-administered the study questionnaires. Some were physically delivered while others were sent via WhatsApp and electronic mails.

3.9 Data Analysis Procedures

The purpose of data analysis was to derive conclusions and deductions from information collected through an experiment or survey. Revealing the underlying structure, naming key variables, searching for outliers, and testing underlying ideas were all part of this process. Information gathering also included analysis and inference (Kombo & Tromp, 2016). The researcher's first step was to assort the collected data. This was done by collecting questionnaires on a daily basis, assigning them numbers and codes, and cleaning them so that the data was accurate and easy to read. The data was analyzed quantitatively using the Statistical Package for the Social Sciences (SPSS). The calculated data was analyzed using descriptive statistics. The information was then being shown using tables and bar graphs. Descriptive statistics help the researcher to summarize, organize, and review data, as well as provide a substantial explanation for the distribution of the measurements being taken (Creswell, 2008).

3.10 Ethical Consideration

It was the researcher's job to weigh the risks to the participants, as stated by Bryman and Bell (2011).

Respondents safety

In order to protect respondents from any potential risks associated with taking part in the study, every reasonable measure was to be taken to assure their safety.

Access to study area and information

After receiving approval from NACOSTI, the researcher travelled to the offices of the SubCounty Director of Education and Deputy County Commissioner to request access to the performance records of the randomly selected public secondary school.

Decorum

High degree of proper and polite behavior in terms of speech, code of dressing, orderliness and adequate conduct before, during and after interacting with participants was observed

Privacy and confidentiality

Prior to data collection, the researcher ensured that all respondents' rights and dignity would be respected, including their ability to refuse to participate as a respondent to the questionnaire and their freedom to voice their views on connected issues without fear of repercussions.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

In this chapter, the data obtained from the questionnaires is analyzed and presented. The results and findings of this study are interpreted and discussed according to the objectives of the study. The demographic data about the respondents was mainly based on gender, age and the number of years of in service. The obtained data was presented using the frequency distribution tables and the percentages calculated in order to get a picture of general features of the respondents. Except the demographic data, the other sections of the questionnaires were similar for all the respondents thus the data was obtained was expected to be similar.

Similar type of data obtained was therefore collectively analyzed.

4.1 Questionnaire return rate

The total respondents issued with the questionnaires were 635. Table 4.1 below shows the distribution.

Table 3: Questionnaire return rate

Respondents	Questionnaires Issued	Questionnaires returned	Response rate(%)
Sub county director	1	1	100.00
Principals	11	9	81.81
Deputy principals	11	10	90.91
Dean of studies	11	11	100
Teachers	207	186	89.86
Account clerks	11	10	90.91
Students	383	370	96.61
Total	635	597	94.02

From the 383 students, 370 returned the questionnaires. This represents 96.61%. 10 out of 11 accounts clerks returned the questionnaires representing 90.91%. 186 out of 207 teachers filled and returned the questionnaires which translates to 89.96%. The sub county director and all deans of studies returned the questionnaires. 81.81% of the 11 principals returned while 90.91% of the deputy principals filled and returned the questionnaire.

4.2: Demographic characteristics of the respondents

Demographic information provides the research with the knowledge about the features of the target population and the impact these features have on the objective of the research. Gender and level of experience were focused in this section.

4.2.1 Gender of the respondents.

The gender of the respondents was distributed as follows

Table 4: Gender of the respondents

	Male	Percentage	Female	Percentage
Sub county director	1	100	0	

Principals	4	44.44	5	55.56
Deputy Principals	3	30.00	7	70.00
Deans of studies	3	27.27	8	72.73
Accounts clerk	5	50	5	50
Teachers	90	48.39	96	51.61
Students	191	51.89	178	48.11
Total	297	49.75	300	50.25

From table 4.2 it can be seen that 4 male principals and 5 female principals responded. This translates to 44.44% and 55.56% respectively. The deputy principals were 3(30%) males and 7 (70%) females. The deans of studies were 3(27.27%) men and 8(72.73%) females.

Accounts clerks were 5 males and 5 females which 50% each. There were 90 male teachers which is 48.39% and 96 females equivalent to 51.61%. The students were 192 males (51.89%) and 178 (48.11%). The sub county director was a male.

4.2.2 Age brackets

The age brackets of the respondents were as tabulated below

Table 5: Respondents age brackets

	40 years and below	41-50 years	51-60 years
Sub county director	0	0	1
Principals	0	0	9
Deputy Principals	0	3	7
Dean of studies	3	5	3
Account clerks	6	4	0
Teachers	107	54	25

Students	370	0	0
Total	486	66	45

From table 4.3 there sub county director of education was above 50 years. All the 9 principals who responded were aged between 51-61 years. Only 3 of the 10 deputy principals who were 50 years and below. 3 deans of studies were aged 40 years and below, 5 were between 41-40 years' age bracket while 3 were above 50 years but below 60 years of age. There was no account clerk who was more than 50 years old; 4 were aged between 41-50 years of age while 6 were below 41 years of age. 107 teachers were aged below 41 years, 54 between 41 and 50 while 25 were aged between 51 and 60 years. All students were below 40 years. From the above data it is clear that most of the teachers working in Makadara sub county are youthful. Youthful workforce is very useful in implementation of the decisions the school principals make.

4.2.3 Years in service.

The numbers of years the respondents have been in service are shown in table 4.4 below Table 6: Years in service.

Years	1-5 years		6-10years		11-15 years		Above 16 years	
Responses	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Sub county director	0	0	1	100	0	0	0	0
Principals	0	0	4	44.44	5	55.56	0	0
Deputy principals	4	40	5	50	1	10	0	0
Dean of studies	3	27.27	6	54.54	2	18.18	0	0
Teachers	89	47.84	47	25.27	36	19.35	14	7.5
Account clerks	3	30	3	30	2	20	2	20
Total	99	43.12	66	29.07	46	20.26	16	7.05

From table 4.5 above 99 out of 227 professionals have stayed in the profession for between 1 and 5 years. This comprised 43.12% of the total. 66(29.07%) have stayed in the profession for not less than 6 years and not more than 10 years. 46(20.26%) professionals have been practicing for between 11(20.26%) to 15 years while 16(7.05%) have worked for over 16 years. Experience is an important factor when making managerial decisions. This experience comes with the length of stay in the profession. It is quite unfortunate that none of the principals has an experience of more than 15 years as a principal. This data indicates that most of the professionals in Makadara sub county have an experience less than 6 years. This is an implication that they may not be so much helpful to the principals in decision making based on their experience.

4.3 Descriptive Analysis

This section descriptively analyzed the variables used to determine competence of principal's management of school resources on student's academic performance in public secondary schools in Makadara sub-county. The respondents were presented with statements which they were expected to indicate how they opine each. The tested using a 5-point likert scale where SA=Strongly Agree (5), A=Agree (4), NS= Not Sure (3), D=Disagree (2) and SD= Strongly Disagree (1). The opinions of the respondents in this study were the mean scores. A mean score of above 4.0 was considered high, between 3.0 and 3.9 was moderate and a mean score below 3.0 was low. Other studies such as Ngugi (2021) have used this scale.

4.3.1 Management of physical resources on students' academic performance

This aimed at determining how the competence of a school principal in management of the physical resources end owned to him/her contributes to the performance of the students in their academics. The data obtained from the respondents' responses was as tabulated below.

Table 7: Responses on physical resources management (N=635)

Statement

The classrooms available in the school are habitable, conducive for smooth learning and teaching.

The laboratories and workshops are fully functional.

The school is connected to sewerage system and the drainage system is okay.

114

There is proper lighting, perimeter wall, CCTV installed, security personnel in place. 191

There is a spacious playing grounds for the students

According to table 4.5 above, availability of conducive and ample classrooms got the highest mean of 4.1. This implies that the respondents from the schools agree that there are enough classrooms that enhance smooth teaching and learning. This means the classrooms are well lit, ventilated and safe for the students to conduct learning. With such classrooms which provide friendly learning environment, the learners are bound to excel in their academics. This points out the principals' capabilities to ensure the classrooms are well maintained and safe for learners. These findings conform with other studies carried out before this study. "An effective classroom with a good layout helps the learners to learn effectively by encouraging their social and emotional needs" (Abdullahi 2019).

On the contrary, laboratories and workshops fully functioning got the lowest mean (2.9). Its implication is that they are not properly managed: some of the laboratories do not have all the required apparatus and chemicals for science subject's experimentations. Some workshops do not have the necessary equipment and those with them, are not functional. Others were found to be too old and require immediate replacement while others need to be repaired. As a consequence, nonfunctioning laboratories and workshops deny the learners the opportunity to get the hands on skills and the practical knowledge in the technical and science subjects. This negatively affects the academic performance of the learners in the subjects. (Ngugi 2021).

This could be one of the contributing factors to the dismal performance in the KCSE examination in some schools as seen in table 1.1.

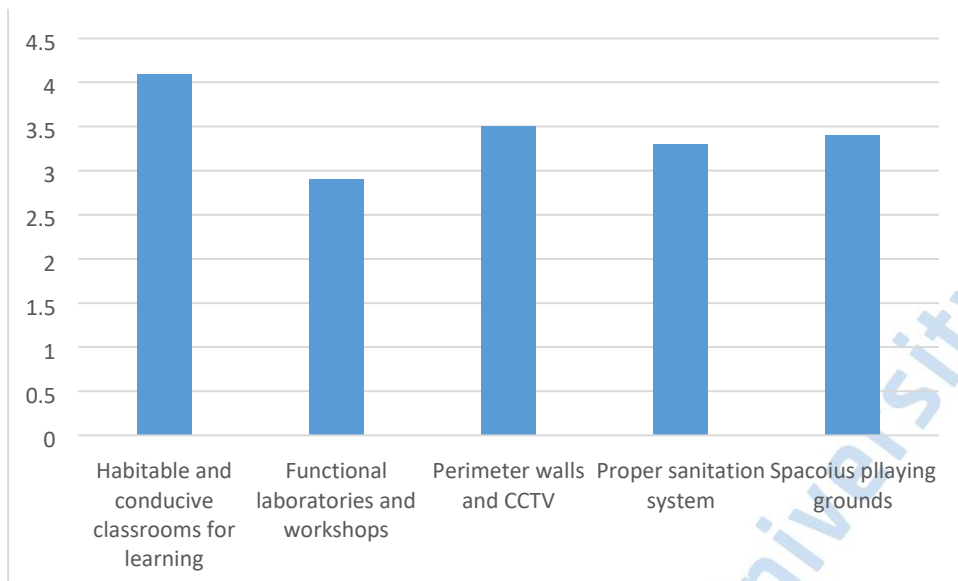


Figure 2: graphical illustration of the responses on the principals' competence on management of physical resources.

Figure 4.1 Bar graph showing responses the responses on management of physical resources. It is also important to note that the school principals need to improve on the management of security and sanitation systems in their schools. These are two aspects outside classroom that affect the performance of the students inside the classrooms. With a mean score of 3.5 and 3.3 respectively, it's an indication that more needs to be done to improve the external security of learners and curb any sanitation related risks. Universally, an insecure and unhealthy learner can never do well in academics. The statement "There is a spacious playing grounds for the students" got a mean score of 3.4. In such institutions where learning takes place for more than eight hours, the students will always need a place to relax and relieve the pressure. They normally do this through playing different games. Games are accommodative if there is enough space where most of them can be played on. From the findings, most of the school principals the studied schools have invested heavily in maintaining these playing fields. On how the management of the physical resources can be improved, the responds said that it can

all be determined by the availability of funds. The sub county director of education, all the principals who responded, the deputy principals, deans of studies and the teachers lamented of the underfunding by the government. This has made it hard to repair or replace the faulty equipment in the workshops. With the underfunding, it is hard to purchase the laboratory apparatus and chemicals. (KICD, 2016).

4.3.2 Management of financial resource on students' academic performance.

The objective here was to determine whether the principal's capability to manage the financial resources has any impact on the students' performance in academics. The financial resources in schools include money collected through school fees, government capitation, bursaries and grants. The students were excluded from participating in this survey. This is because they have no enough knowledge on school finances and accounts records. 227 participants therefore responded to this.

Table 8: Responses on financial resources management (N=227)

STATEMENT	SA	A	NS	D	SD	TOTAL	MEAN SCORE
	5	4	3	2	1		
1. The schools run on an already prepared annual budget.	96	101	0	19	11	933	4.1
2. The accounts books of the schools are kept and monitored.	57	97	18	43	12	799	3.5
3. The accounts books are periodically audited.	34	49	36	82	26	664	2.9
4. There are updated inventory records in place	38	66	35	51	37	698	3.1

From the table above, majority of the respondents agreed that the schools run on already prepared budgets. The budget is normally prepared on annual bases. This statement got the highest mean of 4.1. Preparing a budget is a way of planning how to allocate finances in different departments. Budgeting helps in avoiding impulse and unnecessary spending in institutions. Proper budget is an indicator of the principal's competence and willingness to plan for the funds the school will receive since he is a pillar in schools' budgeting process. Implementing the budget minimizes the risk of mismanagement and embezzlement of the school funds. (Manyama 2012). With the budget, the principal is able to allocate enough funds in project that promote the academic performance of the learners. Among these projects include the improvement and equipping of the science and computer laboratories as well as technical subjects' workshops.

Availability of books of accounts and inventory records had a mean score of 3.5 and 3.1 respectively which are moderate mean scores. The referred books of account are: cash books, ledger books, trial balances, voucher, receipts, Local Purchase Orders and balance sheets. These books accounts provide track record of the cash flow in the schools. They help the school to know how the monies received are being spent. They also help the principal to make informed decisions on academic projects which need more funding in order to improve the academic performance of the learners. The inventory books are for permanent and consumables assets. The inventory records are important because they show the consumption of what the schools have purchased. Well updated inventory books are able to inform the principals the extent of need for instructional materials in the school and how the need can be sorted out. Majority of the respondents however, disagreed on the availability of the books of account and inventory records. This implies that they are not easily accessible by the teachers, deans of studies and the deputy principals. This tells us that if a teacher needs to use such a book in a classroom as a learning resource, it may be hard. This therefore should inform the

principals to ease the accessibility of these records. This can be done by availing them in schools' accounts clerks' or bursars' office. One of these two non-teaching staff should be the custodians of these books. (Republic of Kenya 2016).

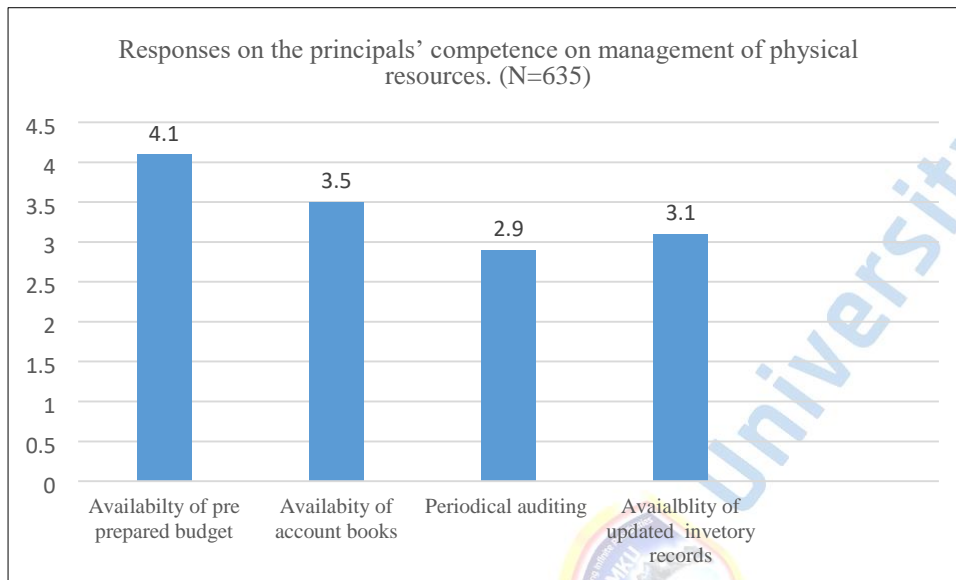


Figure 3: bar graph showing mean scores for responses on management of financial resources. Periodical auditing of the books of accounts scored the lowest mean score (2.9). This is rated to be low. Majority of the respondents disagreed that these books are audited periodically. Auditing of the schools' books of accounts is a mandate of the government of Kenya under the ministry of Education and Technology. (Republic of Kenya 2018) Lack of auditing creates room for lack of accountability, corruption and misappropriation of funds which are meant to improve and sustain the teaching and learning process in schools. This obviously will affect the quality of education offered to learners. Poor quality education is characterized by dismal performance in examinations. The principal are the chief policy makers in the respective schools they are in charge. They should therefore follow up with the ministry of education for periodical auditing. This can be done hierarchically through the sub county director of education to county director.

4.3.3 Management of human resource on students' academic performance

The objective number three of this research was to examine how the principals' competence in managing human resources influence students' academic performance. The sub county director of education, the principals and the deputy principals were the only respondents who filled the questionnaires on this. This is because they are the ones that make up the schools' administration. This adds up to 20 respondents. The table below 4.6 below shows the responses.

Table 9: Responses on human resources management (N=20)

Statement	SA	A	NS	D	SD	TOTAL	MEAN
	5	4	3	2	1		SCORE
1 The school has sufficient teaching and support personnel.	0	2	1	7	10	35	1.8
2 The teaching staff receives regular in-service education.	0	4	3	9	4	39	1.9
3 Discipline issues among staff are attended to as per the code of conduct.	3	6	2	5	4	59	3.0
4 Terminal appraisals for staff done.	6	6	5	2	1	74	3.4

Table 4.6 shows the responses on human resources. Schools having sufficient teaching and support staffs achieved a mean of 1.8 which was the lowest. The staff receiving a regular in service training receive a mean of 1.9. The statement "Discipline issues among staff are attended to as per the code of conduct" got a mean of 3.0 was second highest. Terminal appraisals was at 3.4

The information can be presented graphically as shown in figure 4 below.

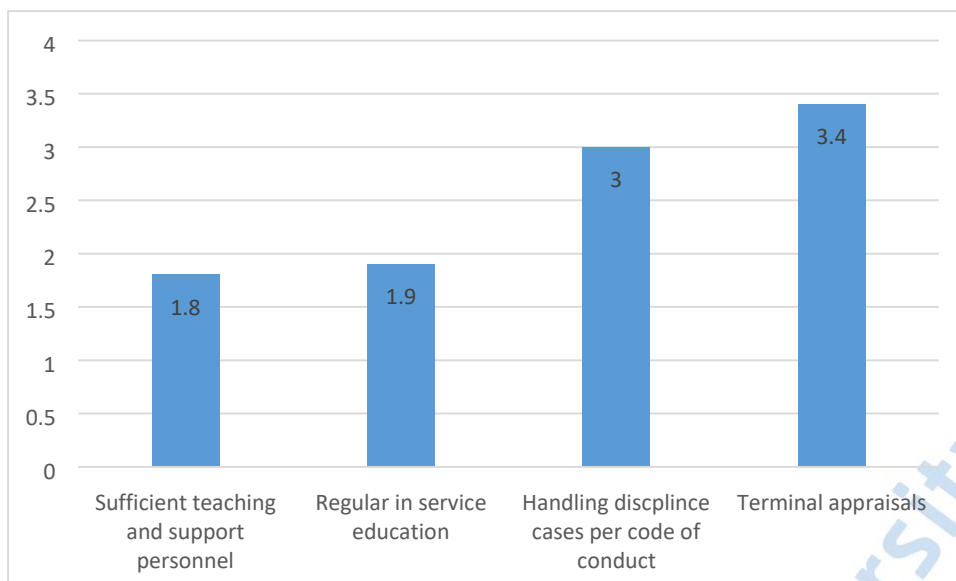


Figure 4: Bar graph showing responses on competence on management of human resources.

What is so clear from the table 4.7 and figure 4 above is that public secondary schools in Makadara sub county do not have adequate teaching and support staff. The statement “The school has sufficient teaching and support personnel” got the lowest mean score of 1.8. Kenya is a developing country. However, despite having so many trained but unemployed teachers, the public secondary schools acutely experience teacher shortages. This goes against the guidelines of UBE which recommends every teacher to handle 40 students in primary schools. The shortages are as a result of rapid expansion of the education sector.

With the devolution of financial resources such as the National Government Constituency Development Funds (NGCDF), many schools have been coming up. This in turn increases the enrollment. Increase in enrollment creates a deficiency of teachers in certain subjects’ combinations in public primary schools. Unfortunately, the Teachers Service Commission (TSC) does not get enough funds to recruit more teachers. (Kenya yote 2017)

The lack of enough teachers in schools not only has a very enormous implication on the students’ academic performance but also on co-curricular activities. The consequence here is teachers having very high workloads. The teachers therefore are unable to give individualized attention to each individual in the classes they attend. Most of the teachers cannot therefore

be in a prime position to understand the strengths and weaknesses of their learners. The overall effect of this is dismal performance by the students in their academics.

The school principals have a huge task to manage these teachers with very high workloads.

With high workloads, there is a very high possibility that the teachers are not even motivated.

The heads of these schools therefore need to devise ways to motivate the teachers to create some extra contact hours with the students. This will contribute to improved academic performance. A positive motivation moves a long way in changing the teachers' attitude towards the learners, colleagues and the school. Some of the ways teachers can be motivated include but not limited to: cash tokens, taking them to workshops and vacations during holidays.

As a way of improving service delivery in the school to the stakeholders, the principals need to ensure there is enough support staffs in schools. Apart from the school bursar and the accounts clerks, support staff (also known as non-teaching staff) include the school secretary, typist, store keeper, librarians, laboratory technicians, school caterer/cateress, chefs and grounds (wo)men. In consultation with the school's Board of Management (BoM), the principal must hire enough of these personnel. In addition, he must ensure there is friendly working environment for these staff for effectiveness and efficiency.

The statement "The teaching staff receives regular in-service education" also received a very low mean score of 1.9. This means that teachers rarely receive in service training. Teachers are a significant factor which determine how the learning process is carried out in schools.

Quality of education can never be compromised if the government of any country supports the teachers. (Republic of Kenya, 2019). A who has gone through proper training and have adequate experience is able to organize and plan on the content to deliver focusing on the learners' capabilities. This avoids vagueness and irrelevance. (Rugambuka (2012). According to Walker, (2013). Teacher professional development and in-service training is very crucial

and important in achieving any curriculum goals. In service training of teachers' entails equipping them with the latest knowledge on the curriculum and providing them with new skills for effective teaching. (Praise 2009). Teachers will always need an enabler to appropriately interact with their students, set standards and select teaching and learning materials for handling learners at different levels (Zeiger 2018). Having the latest knowledge sharpens the skills a teacher requires to have for successful classroom teaching. (Spillane, Healey & Parise, 2009).

From the above, it is clear that a teacher who does not receive regular in service training does not perform so well in content delivery in the class rooms. This results to poor academic performance of learners. The school principals therefore need to critically and creatively come together and organize such workshops and trainings. This can be done through The Kenya Secondary Schools Heads Association (KESSHA). This is umbrella of all the principals of secondary schools in Kenya. Failure to this, no good performance will be expected to be posted by the learners.

The statements "Discipline issues among staff are attended to as per the code of conduct." and "Terminal appraisals for staff done" got mean scores of 3.0 and 3.4 respectively. These are moderate scores. This means that the indiscipline cases among the non-teaching staffs and the teachers are uncommon. It also implies that the cases that are there are handled in strict guidelines outlined in the TSC's code of conduct of teachers and 2007 employment act and the labor laws of Kenya.

Terminal appraisals, are normally done. For the teachers, they are normally done on termly basis. The TSC has developed the Teacher Performance Appraisal and Development (TPAD). This is a platform where all the everyone in teaching profession is appraised at the end of every term. The principals are the overall in charge of the TPAD in school. They ensure that every

teacher is appraised and marks awarded deservedly. The purpose of the teacher appraisal is improving the standards of teaching in the classrooms.

The support staff are appraised on yearly bases. Since majority are employed on contract bases, their performance in the appraisal for the last one year determines whether their contracts will be renewed or not. The appraisals also help the employees to know the areas they need to improve on for quality service delivery.

4.3.4 Management of time resource on students' academic performance.

The objective was to determine how the competence of the school principal in management of time resource influence the academic performance of the students.

Table 10: Responses on time resources management (N=635)

Statement

The school has pre-prepared time-table and schedules for school routine. 476

There are missed duty recovery records in place to ensure efficiency

place duty attendance, clock-in and out register

There is a duty rooster in place for students' supervision during prep time.

Table 4.7 above shows the responses on the management of time by the school principal.

According to the table availability of a prepared time table and schedules for daily school routine has the highest mean score (4.6). This implies that the respondents strongly agreed that the school daily running is properly managed and there is time structure that guides the

different school activities. There is the normal school teaching and learning timetable. It was observed that some schools have a total of 9 lessons daily while others have 10. These lessons start from 8.00am up to 4.00pm and each lesson takes 40 minutes. One outstanding aspect that was observed during the study is most of the principals in these schools have formed timetabling committees which are headed by the deputy principals. The committee also comprises the dean of studies and a few teachers. The committee is responsible of coming up with the time table and ensuring fairness in the lesson distribution and allocations. It was also observed that in some schools, there are usually other academic programs outside the normal teaching and learning time frame. These programs are the timetabled remedial classes which happen very early in the morning and late in the evening. For boarding schools, the remedial programs happen even over the weekends.

Availability of duty recovery records was also ranked highly (4.4) implying that the respondents agreed that duty recovery enhances efficiency. In order to improve the teacher student hours, the teacher need to ensure every lesson missed is recovered. This study found that there are lesson recovery forms that are kept and filed by the class prefects. After filling, the forms are taken to the deputy principal who is the custodian. The recovery is done after the normal classes, over the weekends or at night for boarding schools. This leads to early/timely syllabus completion which consequently leaves enough time for the revision for the examinations.

Attendance register and clock in and out system for the staff got 4.3. these registers show the time each staff member reported to duty and when they leave the stations. Some schools use the biometric clock in clock out while others especially the day schools make use of the manual registers which are normally found at the secretary's office. This rating is high and it shows that most of the teaching and non-teaching staff attendance to duty is well monitored.

With such proper mechanism, in place, chances of the staffs neglecting duties are normally very low.

Availability of a duty rooster in place for students' supervision during prep time was ranked at 4.2. This indicates that most of the students are allowed to do their preps under no supervision.

During the preps, the students do revisions as well as completing the assignments. Others get into study groups. However, care must be taken because if the students are not properly guided or lack self-drive they may not benefit fully from the time allocated for the preps.

Some tend to make noise during the preps while others engage in nonacademic activities.

The above responses can be graphically presented as shown in figure 2 below.

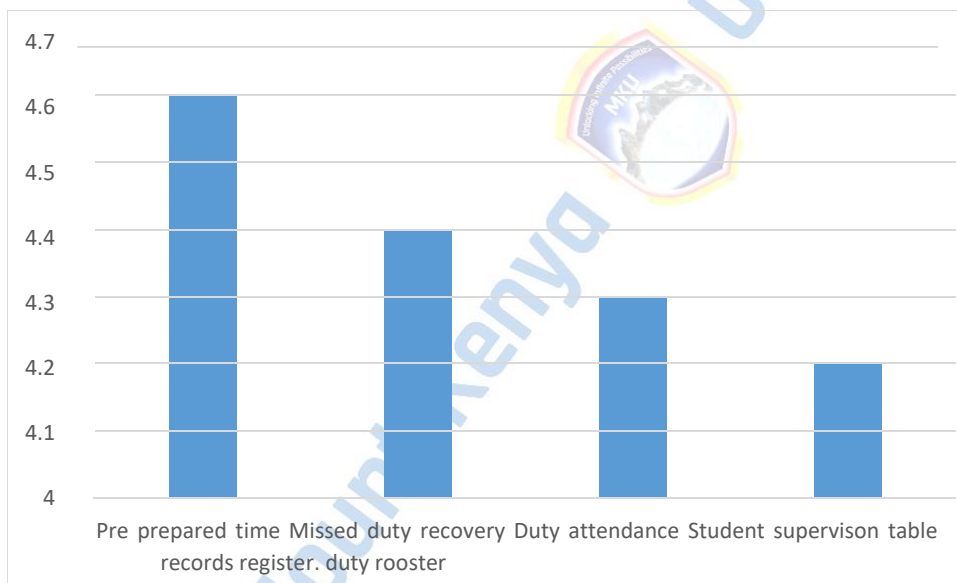


Figure 5: Bar graph showing the responses on time management.

On the improvement of time management, the respondents recommended improvement on punctuality when attending respective duties. The teachers need to be punctual in attending the lessons. The students have to observe punctuality in class attendance.

4.3.5 Thematic Analysis of Qualitative findings on principals' resources management competencies of school resources on students' academic performance in public secondary schools

The sub county director of education and the principals were interviewed. At some point the sub county director noted that “In some well performing schools in the sub county such as Aquinas high school and Buruburu girls, there are some programs which are designed majorly to benefit the learners in these schools. Some of them include the morning and evening preps outside the normal teaching and learning timetable. During these preps, teachers attend to the learners or they are normally available to learners in case they could be have questions. It is also good if I say that the county and extra county schools in the sub county do not have huge problems with resources. Some of them have very high populations which increases their capitation base. This makes the improvement and expansion of the already existing resources easier. It is also not a struggle for such schools to acquire new equipment which is necessary for smooth learning. Unlike the sub county schools which most of them are day schools. These schools have fewer students and most these students are from the neighboring Lungalunga, Sinai, Pipeline and Mukuru slums. The learners in these schools are from very poor families. Most of the parents are casual laborers around industrial area. In such schools, it becomes very hard even to raise the already subsidized school fees. You find in such schools the principal has very little or no resources she or he can manage because their major source of income is the government capitation. As a way of increasing the contact hours in these day schools, some principals have introduced an extra lesson on top of the usual 9 lessons in the timetable. This has helped in early syllabus coverage and keeping the learners more in school than focusing on the challenges their families are facing. Schools with such programs have been registering significant improvement in the national exams.”

These findings agree with the quantitative findings that increased contact hours to benefit the learner has a direct correlation with the learners' performance in the KCSE exams. The findings also concur with Ngugi (2022) and Marion (2020) that the principal being the lead educator in an institution should always be on the front line to dig for academic excellence for learners by making use of any minute available.

One of the principal in several occasions lamented of the poor result posted her school. ON further examination this is what she had to say "Students in my school have the potential to do better going with their entry behavior, but my teachers are a huge let down. They are never self-driven, never go an extra mile with the students, some of them especially those employed by the TSC are drunkard and rarely attend to their duties in full regardless of the warning letters I have given to them." These statement left the researcher questioning the ability of this lady principal to managed the teachers who work under her. Teacher not going an extra mile for learners is a clear indicator that they are demotivated. The blame lies squarely on the principal. She is the one who is supposed to come up with strategies to motivate these teachers a make them have some good time with the learners. Otherwise, the performance will not change with the status quo. These findings concur with a research done by Kirika (2023). The research finds that the principal is the chief motivating factor to both the learners and the teachers. With the help of the board of management, she our he is supposed to employ strategies which will motivate learners to aim higher academic grades as well as motivating the teachers to get the best out of the students they have.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the following are discussed; summary of the findings, conclusion and the recommendations that arose from the conclusions. The chapter presents suggestions for further research.

5.1 Summary of research findings

The research was aiming to investigate the influence of the of competence of principal's management of school resources on student's academic performance in public secondary schools in Makadara Sub-County, Nairobi County- Kenya. The objectives to be achieved by the research were:

To establish the influence of principals' competence in management of physical resources affects students' academic performance.

To examine how the principals' competence in management of financial resources affects students' academic performance.

To examine how the principals' competence in managing human resources influence students' academic performance.

To investigate how principals' competence in management of time resource influence students' academic performance.

There were 597 respondents who comprised of; 1 sub county director of education, 9 principals, 10 deputy principals, 11 deans of studies, 186 teachers and 369 students. 297 of all the respondents were male. This translate to 49.75%. 300 of the respondents were female who comprised of 50.25%. 486 of the respondents were aged 40 years and below, 66 were aged between 41 years to 50 years while 45 were in the age bracket of 50 years to 60 years.

99(43.12%) professional's respondents have a maximum of 5 years working experience. 66(29.07%) have an experience of 6-10 years. 46(20.26%) professionals have been practicing for between 11 to 15 years while 16(7.05%) have worked for over 16 years.

The findings for each objective are summarized as follows.

Most of the schools where the research was carried out have adequate classrooms. These classrooms are well fitted to provide a friendly environment for smooth learning and teaching processes. The classrooms are well lit, they are secure, and they were found to have enough furniture (a locker and a seat) for every student. The laboratories and workshops in some of the schools were found to be in very poor conditions. Some science laboratories do not have enough apparatus and the necessary chemicals. Some of the schools do not even have a laboratory technician who can main the laboratories. The workshop rooms for some technical subjects had malfunctioning equipment some of which needed urgent repair and other immediate replacement. The security of the learners in the school has been considered to be very sensitive. The principals in the schools have ensured that there is a perimeter wall around the school. Some schools have gone a step further to install the CCTV cameras all over the school compounds. There is no public secondary school in Makadara sub county that has no playing ground. The students normally use these fields during break times and after the preps. For boarding schools, the students use these fields during the to play different games. The principals and their deputies decried insufficiency of funds in schools. They cited poor fees payments of school fees and underfunding of education and delayed capitation by the government.

The second objective of the study was on financial management. It was found that schools run on an already prepared budget. The budgets are prepared on annual bases and this is usually done in the preceding year. The schools' books of account are kept and well monitored by the

schools' accounts clerks or bursars. The books of accounts mentioned here are cash books, ledger books, trial balances, voucher, receipts, L.P.O.s and balance sheets.

The accessibility of these books by the teachers especially when they need to use them as resource material should be eased. However, the auditing of these books is not periodically done by the Ministry of Education.

On matters human resource management, it was found that most of the schools are understaffed. Both the teaching and non-teaching staff are not enough. Running an institution without enough staff is difficult for a school principal to help the learners achieve the best academic grades. There is no in-service trainings or workshops for the teachers. This in other words can be interpreted a teachers lacking latest knowledge in their subject areas. This poses a great danger to the learners since the national examinations will always test on the concepts that require the application of the latest knowledge. This will obviously contribute hugely in the students failing in their exams. Discipline issues absconding and negligence of duties and insubordination among the teachers normally handled as per the code of conduct. The commonly used document is the TSC code of regulations and conduct for teachers (2015) and the constitution of Kenya. (2010). For non-teaching staff, most of the schools use the terms and conditions in the employment letters. Regular appraisals are done to both teaching and non-teaching staffs. The teachers are appraised on termly bases through the TPAD. The nonteaching staffs are appraised at the end of every year. This determines whether their contracts will be renewed and the areas where they need to improve on.

Time management in relation to the students' academic performance was the final objective of this study. Time is a very important factor that determine the academic performance of the school. Each public secondary school in Makadara sub county has a time table for normal teaching and learning. There are other remedial programs which are scheduled to take place after the normal teaching and learning. The recovery of the missed lessons by teachers is well

done. The deputy principals ensure the records for lesson recovery are properly kept and can be easily retrieved when need be. The school have the staff registers which show the reporting time and the time each staff member left the station. Some school have the digital register which uses the biometrics while others use the manual registers. These registers are normally found at the school secretary's office. Students are given time to carry out their personal preps without any teacher's supervision.

5.2 Conclusions

Out of this research, the conclusions made were as follows:

Schools having enough physical resources is one thing, and proper management of these physical resources is another thing. In most schools, the principals have been able to well manage the available physical resources. The school principals need to improve on how they manage the science laboratories and technical subject's laboratories. This will play a huge part in the improvement in performance of the students on the practical exams for these subjects.

The school principal is the chief accounting officer in a school. If finances are well spent in an institution, the academic performances will shoot up. They need to adequately invest in the fruitful academic programs. These programs motivate both the teachers and the students. It is very easy and possible to achieve high academic grades with motivated teachers and learners. Human resources in school include majorly the teaching and non-teaching staff. For a school to achieve its set academic goals it depends on these people. Proper management of the human resources in a school leads to maximized efficiency and effectiveness. With absolutely effective and efficient staff, achieving the set academic targets by the students can never be a pipe dream.

The school principals are very good in management of time in their respective institutions. There have been laid down strategies to ensure every minute available is maximally utilized. This has given students enough time to be in their books. The expected outcome for this is improved academic performance both in internal examinations and in the KCSE exams.

5.3 Recommendations for practice.

The government of Kenya through the ministry of Education in conjunction with teachers Service commission should offering frequent inservice trainings on manangement and administrations to the school principals. It should also onsider reviewing upwardly the amount of capitation sent to the public secondary schools for Free Day Secondary Education(FDSE). This will endow the school principals with enough funds for repairs, maintenance and expansion of the available physical facilities in the schools.

The ministry of education, should come up with a policy that ensures the schools auditing is done on regular bases. This will prevent or minimize the embezzlement of the funds collected from parents as school fees, the capitation sent to schools by the government as well as the bursaries and grants from the well-wishers. This will increase efficiency and curb the financial mismanagement.

The school principals in conjunction with other stake holders in the education sector such as TSC, KESSHA, Parents Association (PA) and the Ministry of Educations need to organize frequent in service trainings and workshops for teachers. This will equip teachers with the most recent knowledge and enhance their classroom teaching methodology. By doing so, the management of human resources in a school will be easier.

5.4 Suggestions for further research.

This study suggests a further study in the areas below:

A similar study in rural counties of Kenya to establish whether same findings will be obtained. Students were not focused on in this study. There is therefore a need for a study to establish the leaner factors that influence their academic performance in public secondary schools in Kenya.

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INFORMED CONSENT FORM

Title of the research study Principals' Resources Management Competencies of School

Resources On Students' Academic Performance in Public Secondary Schools in Makadara

Sub-County, Nairobi County- Kenya Principal

investigator: Wagitare Mercy Wambui

Introduction:

You are invited to participate in a research study examining how the competence of principals in management of school resources on student's academic performance in public secondary schools in Makadara Sub-County, Nairobi County- Kenya. The details regarding the study are provided in this form. You are requested to read and understand the details before making a decision on whether to participate or not. Should you be having any question (s), please contact the researcher.

Purpose

This study aims to evaluate how the competence of the principal in resources management affects students' academic performance in secondary schools in Makadara Sub County. The outcomes of this study have important implications for improving student achievement through enhancing school principals' managerial abilities.

Procedures

If you agree to participate, you will be stratified and randomly selected and then you will then be issued with a questionnaire.

Risks and benefits

There are minimal expected risks associated with participating in this study. While the research is designed to be helpful, the relationship between the school administration and the teachers as well as the students may turn sour if they give responses against the principal. The potential benefits include helping the Ministry of Education, the principal policymaker in the education sector, mainstream the management of various resources in schools. This research will be useful to the TSC, which is in charge of evaluating prospective teachers' levels of education and training.

Potential supervision initiatives to improve examination performance may be communicated to principals.

Confidentiality

Your identity and all personal information will be kept confidential. Only the researcher will have access to the data. However, it is essential to note that, in rare circumstances, disclosure of information may be required by law, such as if there is a risk of harm to yourself or others. Data from this study may be used for educational publications, but your identity will remain confidential.

Voluntary Participation

Participation in this research study is entirely voluntary. If you choose to participate, you can withdraw without any negative consequences.

Contact Information

If you have any questions or concerns about the study, please contact the principal investigator, Wagitare Mercy Wambui through +254790338455 or mercywagitare@gmail.com. If you have any questions about your rights as a research participant, you can contact the M.K.U Ethical Review Committee (ERC) at research@mku.ac.ke

By signing below, you indicate that you have read and understood the information provided and voluntarily consent to participate in this research study.

Participant's Signature: _____ Date: _____

Researcher's Signature: _____ Date: _____ Note:

A copy of this consent form will be provided for your records.

_____ [Mount Kenya University Approval Stamp/Signature]

APPENDIX A: SUB COUNTY DIRECTOR OF EDUCATION QUESTIONNAIRE

Introduction

To investigate how well-qualified school administrators in Makadara Sub County, Nairobi County, affect student achievement, we've created this survey. All information supplied will be kept strictly confidential and used solely for research.

Please take the time to fill out this survey thoroughly by marking the appropriate box or providing the necessary information in the blanks.

PART A: BACKGROUND INFORMATION

For how long have you served in the sub county?

How frequent do you visit the schools?

What is the major areas of involvement in the schools?

Comment on the trends in the performance of public secondary schools in the sub county.

PART B: INFLUENCE OF COMPETENCE IN MANAGEMENT OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

Please indicate by using 5-Strongly agree (SA), 4-Agree (A), 3 –Not sure (NS), 2-Disagree(D), 1- Strongly disagree(SD) the level of your agreement.

Table 11: Influence of Competence in Management Of Physical Resources On Students' Academic Performance

S/No	Statement	SA (5)	A(4)	NS (3)	D(2)	SD (1)
1	The classrooms available in the schools are habitable, conducive for smooth learning and teaching.					
2	The laboratories and workshops are fully functional.					
3	The school is connected to					

sewerage system and the drainage system is okay.

4 There is proper lighting, perimeter wall, CCTV installed, security personnel in place.

5 There is a spacious playing grounds for the students

In your opinion, how can the physical resources be improved in the schools in order to enhance students' academic performance.

PART C: THE IMPACT OF FINANCIAL MANAGEMENT ON ACADEMIC ACHIEVEMENT

The table below shows to what extent the principal's competence in management of financial resources on students' academic performance.

Please indicate by using 5-Strongly agree (SA), 4-Agree (A), 3 –Not sure (NS), 2-Disagree(D), 1- Strongly disagree(SD) the level of your agreement.

Table 12: The Impact of Financial Management on Academic Achievement

STATEMENT	SA	A	NS	D	SD
a) The schools run on an already prepared budget.	5	4	3	1	2
b) The accounts books of the schools are kept and monitored.					
c) The accounts books are periodically audited.					
d) There are updated inventory records in place					

In your opinion, in what ways can the school's finances' management be improved?

PART D: EFFECT OF PRINCIPAL COMPETENCE IN MANAGEMENT OF HUMAN RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE.

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Agree(A); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 13: Effect of principal competence in management of human resources on students' academic performance.

Statement	SA	A	NS	D	SD
	5	4	3	2	1
1 The school has sufficient teaching and support personnel.					
2 The teaching staff receives regular in-service education.					
3 Discipline issues among staff are attended to as per the code of conduct.					
4 Terminal appraisals for staff done.					

Do you think the human resource in schools affect the students' academic performance?

Yes

No

In your opinion, how can the human resource performance be improved the schools?

(End of the questionnaire)

APPENDIX B: PRINCIPALS' QUESTIONNAIRE

Introduction

The goal of this survey is to determine whether or not the quality of school administration in Makadara Sub County, Nairobi County has a significant impact on students' achievement.

All information submitted is strictly for academic research and will be kept in strict confidence. When filling out this survey, please be as precise as possible by marking the appropriate box or typing in the requested information.

PART A: BACKGROUND INFORMATION

What is your gender? Male Female

What is your age? Below 40 years 41 - 50 years 51 - 60 years

a) What is your professional qualification?

SNE BED MED Other Specify.....

b) For how long have you been a principal?

1 – 5 years () 11 – 15 years ()

6 – 10 years () 16 and above ()

PART B: INFLUENCE OF COMPETENCE IN MANAGEMENT OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Agree(A); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 14: influence of competence in management of physical resources on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
1	The classrooms available in the schools are habitable, conducive for smooth learning and teaching.					
2	The laboratories and workshops are fully functional.					
3	The school is connected to sewerage system and the drainage system is okay.					
4	There is proper lighting, perimeter wall, CCTV installed, security personnel in place.					
5	There is a spacious playing grounds for the students					

In your opinion, how can management of physical resources be improved?

PART C: THE IMPACT OF FINANCIAL MANAGEMENT ON ACADEMIC

ACHIEVEMENT

The table below shows to what extent the principal's competence in management of financial resources on students' academic performance.

Please indicate by using 5-Strongly agree (SA), 4-Agree (A), 3 –Not sure (NS), 2-Disagree(D), 1- Strongly disagree(SD) the level of your agreement.

Table 15: The impact of financial management on academic achievement

STATEMENT	SA 5	A 3	NS 3	D 2	SD 1
a) The school runs on an already prepared budget.					
b) The accounts books are kept and monitored.					
c) The accounts books are periodically audited.					
d) There are updated inventory records in place					

In your opinion, in what ways can the school's finances' management be improved?

PART D: RELATIONSHIP BETWEEN A SCHOOL'S PERFORMANCE IN THE ACADEMIC ARENA AND THE PRINCIPAL'S ABILITY TO MANAGE HUMAN RESOURCES

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).
 Table 16: Relationship between a school's performance in the academic arena and the principal's ability to manage human resources

Statement	SA	A	NS	D	SD
	5	4	3	2	1
1 The school has sufficient teaching and support personnel.					
2 The teaching staff receives regular in-service education.					
3 Discipline issues among staff are attended to as per the code of conduct.					
4 Terminal appraisals for staff done.					

Do you believe that the quality of the teaching staff has an effect on students' grades?

Yes

No

Please explain.

In your opinion, how can the human resource performance be improved in your school?

PART E: INFLUENCE OF PRINCIPALS' COMPETENCE ON TIME RESOURCE ON STUDENTS' ACADEMIC PERFORMANCE

The table below illustrates how a principal's time management skills affect their pupils' grades. Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 17: Influence of principals' competence on time resource on students' academic performance

S/No	Statement	SA	A	NS	D	SD
		(5)	(4)	(3)	(2)	(1)
1	The schools have pre-prepared time-table and schedules for school routine.					
2	There are missed duty recovery records in place to ensure efficiency					

3 There are in place duty attendance, clock-in and out register

4 There is a duty rooster in place for students' supervision during prep time.

In which areas do you think your staff members and students need to improve on matters time management?

(End of the questionnaire)

APPENDIX C: DEPUTY PRINCIPALS' QUESTIONNAIRE

Introduction

The goal of this survey is to determine whether or not the quality of school administration in Makadara Sub County, Nairobi County has a significant impact on students' achievement.

All information submitted is strictly for academic research and will be kept in strict confidence. Complete this survey as thoroughly as possible by marking the appropriate box or typing in the requested data where indicated.

PART A: BACKGROUND INFORMATION

What is your gender? Male Female

What is your age? Below 40 years 41 - 50 years 51 - 60 years

a) What is your professional qualification?

SNE BED MED Other Specify.....

b) For how long have you been a deputy principal?

1 – 5 years () 11 – 15 years ()

6 – 10 years () 16 and above ()

PART B: INFLUENCE OF COMPETENCE IN MANAGEMENT OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

S/No	Statement	SA	A	NS	D	SD
		(5)	(4)	(3)	(2)	(1)
1	The classrooms available in the schools are habitable, conducive for smooth learning and teaching.					
2	The laboratories and workshops are fully functional.					
3	The school is connected to sewerage system and the drainage system is okay.					
4	There is proper lighting, perimeter wall, CCTV installed, security personnel in place.					
5	There is a spacious playing grounds for the students					

Table 18: Influence of Competence in Management of Physical Resources on Students' Academic Performance

In your opinion, how can management of physical resources be improved?

PART C: EFFECT OF PRINCIPAL COMPETENCE IN MANAGEMENT OF FINANCIAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE.

The table below shows to what extent the principal's competence in management of financial resources on students' academic performance.

Please indicate by using 5-Strongly agree (SA), 4-Agree (A), 3 –Not sure (NS), 2-

Disagree(D), 1- Strongly disagree(SD) the level of your agreement.

Table 19: Effect of principal competence in management of financial resources on students' academic performance.

STATEMENT	SA	A	NS	D	SD
	5	4	3	2	1
a) The school runs on an already prepared budget.					
b) The accounts books are kept and monitored.					
c) The accounts books are periodically audited.					
d) There are updated inventory records in place					

PART D: RELATIONSHIP BETWEEN A SCHOOL'S PERFORMANCE IN THE ACADEMIC ARENA AND THE PRINCIPAL'S ABILITY TO MANAGE HUMAN RESOURCES

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).
 Table 20: Relationship between a school's performance in the academic arena and the principal's ability to manage human resources

Statement	SA	A	NS	D	SD
	5	4	3	2	1
1 The school has sufficient teaching and support personnel.					
2 The teaching staff receives regular in-service education.					
3 Discipline issues among staff are attended to as per the code of conduct.					
4 Terminal appraisals for staff done.					

Do you believe that the quality of the teaching staff has an effect on students' grades?

Yes

No

Please explain.

In your opinion, how can the human resource performance be improved in your school?

Do you believe that human resources have an impact on how well pupils succeed in school?

Yes

No

Please explain

What steps does your institution need to take to boost its human resource performance?

PART E: INFLUENCE OF COMPETENCE IN MANAGEMENT OF TIME

RESOURCE ON STUDENTS' ACADEMIC PERFORMANCE

The table below illustrates how a principal's time management skills affect their pupils' grades. Mark the appropriate box to indicate your degree of comprehension. Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 21: influence of competence in management of time resource on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
1	The school has pre-prepared time-table and schedules for school routine.					
2	There are missed duty recovery records in place to ensure efficiency					
3	There are in place duty attendance, clock-in and out register					
4	There is a duty rooster in place for students' supervision during prep time.					

(End of the questionnaire)

APPENDIX D: DEAN OF STUDIES QUESTIONNAIRE

Introduction

The goal of this survey is to determine whether or not the quality of school administration in Makadara Sub County, Nairobi County has a significant impact on students' achievement. All information submitted is strictly for academic research and will be kept in strict confidence. Complete this survey as thoroughly as possible by marking the appropriate box or typing in the requested data where indicated.

PART A: BACKGROUND INFORMATION

What is your gender? Male Female

What is your age? Below 40 years 41 - 50 years 51 - 60 years

a) What is your professional qualification?

SNE BED MED Other Specify.....

b) For how long have you been a dean of studies?

1 – 5 years () 11 – 15 years ()
 6 – 10 years () 16 and above ()

PART B:

INFLUENCE OF COMPETENCE IN MANAGEMENT OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 22: Influence of competence in management of physical resources on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
------	-----------	-----------	----------	-----------	----------	-----------

1	The classrooms available in the schools are habitable, conducive for smooth learning and teaching.
2	The laboratories and workshops are fully functional.
3	The school is connected to sewerage system and the drainage system is okay.
4	There is proper lighting, perimeter wall, CCTV installed, security personnel in place.
5	There is a spacious playing grounds for the students

In your opinion, how can management of physical resources be improved?

PART C: THE EFFECT OF PRINCIPALS' COMPETENCE ON TIME MANAGEMENT ON STUDENTS ACADEMIC PERFORMANCE.

The table below shows to what extent the principal's competence in management of financial resources on students' academic performance. Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 23: The effect of principals' competence on time management on students' academic performance.

STATEMENT	SA	A	NS	D	SD
	1	2	3	4	5
a) The school runs on an already prepared budget.					
b) The accounts books are kept and monitored.					
c) The accounts books are periodically audited.					
d) There are updated inventory records in place					

PART D: INFLUENCE OF COMPETENCE IN MANAGEMENT OF TIME RESOURCE ON STUDENTS' ACADEMIC PERFORMANCE

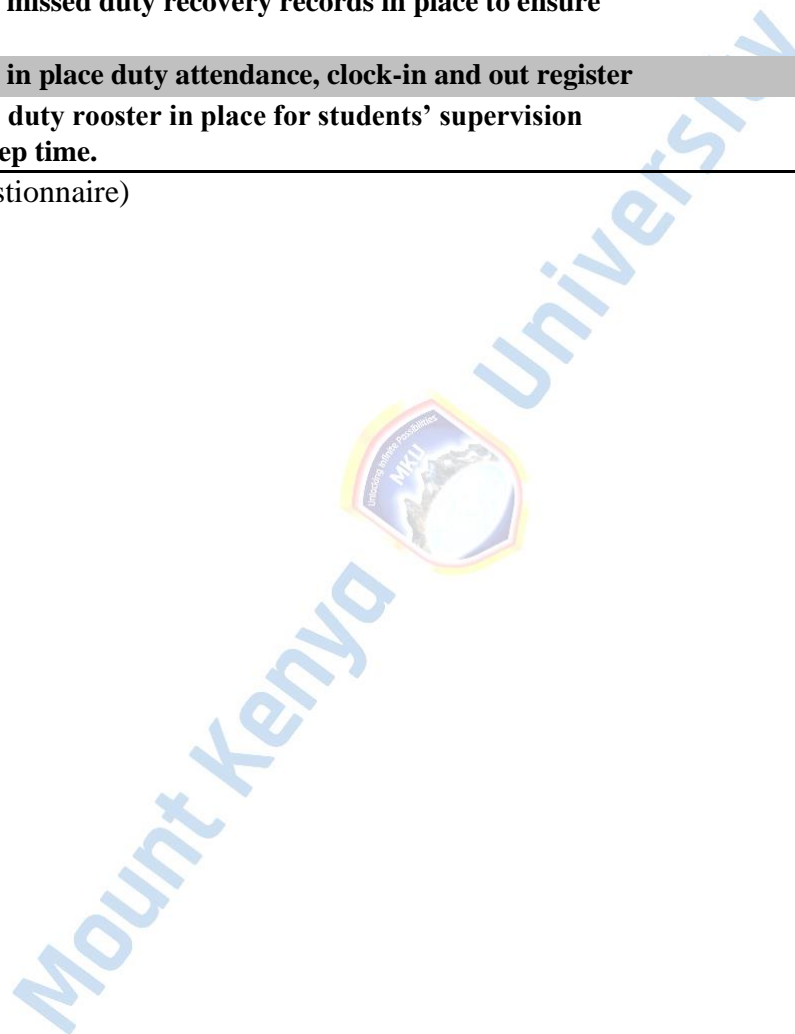
The table below illustrates how a principal's time management skills affect their pupils' grades. Mark the level of agreement you have with each statement. Specify using 1 =

Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 24: Influence of competence in management of time resource on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
1	The school has pre-prepared time-table and schedules for school routine.					
2	There are missed duty recovery records in place to ensure efficiency					
3	There are in place duty attendance, clock-in and out register					
4	There is a duty rooster in place for students' supervision during prep time.					

(End of the questionnaire)



APPENDIX E: TEACHERS QUESTIONNAIRE

Introduction

This survey is intended to collect data for academic purposes only and will be kept in the strictest confidence. To help us achieve this goal, we ask that you be as specific as possible by marking the appropriate box or typing in the requested information.

PART A: BACKGROUND INFORMATION

What is your gender? Male Female

What is your age? Below 40 years 41 - 50 years 51 - 60 years

a) What is your professional qualification?

SNE BED MED Other Specify.....

b) For how long have you been a teacher?

1 – 5 years () 11 – 15 years ()
 6 – 10 years () 16 and above ()

PART B: INFLUENCE OF COMPETENCE IN MANAGEMENT OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 25: Influence of competence in management of physical resources on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
1	The classrooms available in the schools are habitable, conducive for smooth learning and teaching.					
2	The laboratories and workshops are fully functional.					
3	The school is connected to sewerage system and the drainage system is okay.					
4	There is proper lighting, perimeter wall, CCTV installed, security personnel in place.					
5	There is a spacious playing grounds for the students					

PART C: EFFECT OF PRINCIPAL COMPETENCE IN MANAGEMENT OF FINANCIAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

The table below shows to what extent the principal's competence in management of financial resources on students' academic performance.

Please indicate by using 5-Strongly agree (SA), 4-Agree (A), 3 –Not sure (NS), 2-Disagree(D), 1- Strongly disagree(SD) the level of your agreement.

Table 26:Effect of principal competence in management of financial resources on students' academic performance

STATEMENT	SA	A	NS	D	SD
	5	4	3	2	1
a) The school runs on an already prepared budget.					
b) The accounts books are kept and monitored.					
c) The accounts books are periodically audited.					
d) There are updated inventory records in place					

PART D: INFLUENCE OF COMPETENCE IN MANAGEMENT OF TIME RESOURCE ON STUDENTS' ACADEMIC PERFORMANCE

The table below illustrates how a principal's time management skills affect their pupils' grades. Mark the level of agreement you have with each statement. Specify using 1 =

Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly

Agree(SA).

Table 27Influence of competence in management of time resource on students' academic performance

S/No	Statement	SA	A	NS	D	SD
		(5)	(4)	(3)	(2)	(1)
1	The school has pre-prepared time-table and schedules for school routine.					

- 2 There are missed duty recovery records in place to ensure efficiency
 - 3 There are in place duty attendance, clock-in and out register
 - 4 There is a duty rooster in place for students' supervision during prep time.
-

In which areas do you think your staff members need to improve on matters time management?

(End of the questionnaire)

APPENDIX F: ACCOUNTS CLERK QUESTIONNAIRE

Introduction

This questionnaire is designed for the purpose of studying the influence of the principal's competence in management of school resources on students' academic performance in Makadara Sub County, Nairobi County. The information provided will be treated with confidentiality and is only for academic purposes.

Please fill this questionnaire as accurately as possible by putting a tick to indicate the correct answer or by filling in the required information in the spaces provided.

PART A: BACKGROUND INFORMATION

What is your gender? Male Female

What is your age? Below 40 years 41 - 50 years 51 - 60 years

a) What is your professional qualification?

The table below shows to what extent the principals competence in management of financial resources on students' academic performance. Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 29: influence of management of financial resources on students' academic performance

STATEMENT	SA	A	NS	D	SD
	5	4	3	2	1
a) The school runs on an already prepared budget.					
b) The accounts books are kept and monitored.					
c) The accounts books are periodically audited.					
d) There are updated inventory records in place					

In your opinion, in what ways can the school's finances' management be improved?

PART E: INFLUENCE OF COMPETENCE IN MANAGEMENT OF TIME

RESOURCE ON STUDENTS' ACADEMIC PERFORMANCE

The table below illustrates how a principal's time management skills affect their pupils' grades.

Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 30: influence of competence in management of time resource on students' academic performance

S/No	Statement	SA	A	NS	D	SD
		(5)	(4)	(3)	(2)	(1)
1	The school has pre-prepared time-table and schedules for school routine.					
2	There are missed duty recovery records in place to ensure efficiency					
3	There are in place duty attendance, clock-in and out register					
4	There is a duty rooster in place for students' supervision during prep time.					

In which areas do you think your staff members need to improve on matters time management?

(End of the questionnaire)

APPENDIX G: QUESTIONNAIRE FOR STUDENTS

Introduction

The goal of this survey is to determine whether or not students' grades in Makadara Sub County, Nairobi County, are affected by teachers' levels of competence in managing the school's resources. All information supplied will be kept strictly confidential and used solely for research.

Please take the time to fill out this survey thoroughly by marking the appropriate box or providing the necessary information in the blanks.

PART A: BACKGROUND INFORMATION

Gender?

Male Female

What is your age?

Below 13 years

14 - 15 years

16 - 17 years

Above 17 years

PART B: INFLUENCE OF COMPETENCE IN MANAGEMENT OF PHYSICAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE

Please take care to provide accurate responses to this survey by checking the appropriate box or entering the necessary data. Mark the level of agreement you have with each statement.

Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A);

5 = Strongly Agree(SA).

Table 31: influence of competence in management of physical resources on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
1	The classrooms available in the schools are habitable, conducive for smooth learning and teaching.					
2	The laboratories and workshops are fully functional.					
3	The school is connected to sewerage system and the drainage system is okay.					
4	There is proper lighting, perimeter wall, CCTV installed, security personnel in place.					
5	There is a spacious playing grounds for the students					

In your opinion, in what ways can management of physical resources be improved in your school?

PART C: INFLUENCE OF COMPETENCE IN MANAGEMENT OF TIME RESOURCE ON STUDENTS' ACADEMIC PERFORMANCE

The table below illustrates how a principal's time management skills affect their pupils' grades. Mark the appropriate box to indicate your degree of comprehension. Mark the level of agreement you have with each statement. Specify using 1 = Strongly disagree(SD); 2 = Disagree(D); 3 = Not Sure(NS); 4 = Agree(A); 5 = Strongly Agree(SA).

Table 32: influence of competence in management of time resource on students' academic performance

S/No	Statement	SA (5)	A (4)	NS (3)	D (2)	SD (1)
1	The school has pre-prepared time-table and schedules for school routine.					

- 2 There are missed duty recovery records in place to ensure efficiency
 - 3 There are in place duty attendance, clock-in and out register
 - 4 There is a duty rooster in place for students' supervision during prep time.
-

In your opinion, how can time management of be improved in your school?

(End of the questionnaire)



APPENDIX H: ERC CERTIFICATE

Mount Kenya University



REF: MKU/ISERC/3391
TO: WAGITARE MERCY WAMBUI

Date: 14 December 2023

REG: MED/2019/47782

Dear Sir/Madam,

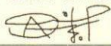
RE: COMPETENCE OF PRINCIPAL'S MANAGEMENT OF SCHOOL RESOURCES ON STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI COUNTY- KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2435**. The approval period is **14/12/2023 - 13/12/2024**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,  **The Chairman**
Mount Kenya University
Ethics Review Committee
P. O. Box 342 - 0100, Thika

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC

APPENDIX I: NACOSTI RESEARCH PERMIT



REPUBLIC OF KENYA

Ref No: 312030



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Date of Issue: 03/January/2024

RESEARCH LICENSE



This is to Certify that Ms.. Mercy Wambui Wagitare of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: **COMPETENCE OF PRINCIPAL'S MANAGEMENT OF SCHOOL RESOURCES ON STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MAKADARA SUB-COUNTY, NAIROBI COUNTY-KENYA. for the period ending : 03/January/2025.**

License No: NACOSTI/P/24/32220

312030

Applicant Identification Number

W. Wambui

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Mount Kenya University



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

CONDITIONS OF THE RESEARCH LICENSE

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

National Commission for Science, Technology and
Innovation(NACOSTI),
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E-mail: dg@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX J: RESEARCH AUTHORIZATION



REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

Telephone: +254722568455

Email: enairobi@gmail.com

when replying please quote:

**COUNTY COMMISSIONER
NAIROBI CITY COUNTY
P.O. BOX 30075-0100
NAIROBI**

REF. NO.PUB. 24/11/VOL.V/005

12TH JANUARY 2024

Deputy County Commissioner

MAKADARA SUB COUNTY

RE: RESEARCH AUTHORISATION-Ms Mercy Wambui

In reference to NACOSTI 24/P/32220 VIDE **RESEARCH LICENSE** dated **4TH JANUARY 2024** from the National Commission for Science, Technology and Innovation regarding the above subject, Ms. Mercy Wambui Wagitare is hereby authorized to carry out research on principals' resources management competencies of school resources on **Students' Academic Performance in Public Secondary Schools in Makadara Sub-County** in Nairobi County for the period ending on **3RD JANUARY 2025**.

Please accord her the necessary support.



LUCY M. NJERU

For: **COUNTY COMMISSIONER**

NAIROBI CITY COUNTY

APPENDIX K: TURNITIN REPORT



MERCY WAMBUI WAGITARE

PRINCIPALS' RESOURCES MANAGEMENT COMPETENCIES ON STUDENT'S ACADEMIC PERFORMANCE IN PUBLIC SECONDA...

PROJECT

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APPENDIX L: STUDY MAP

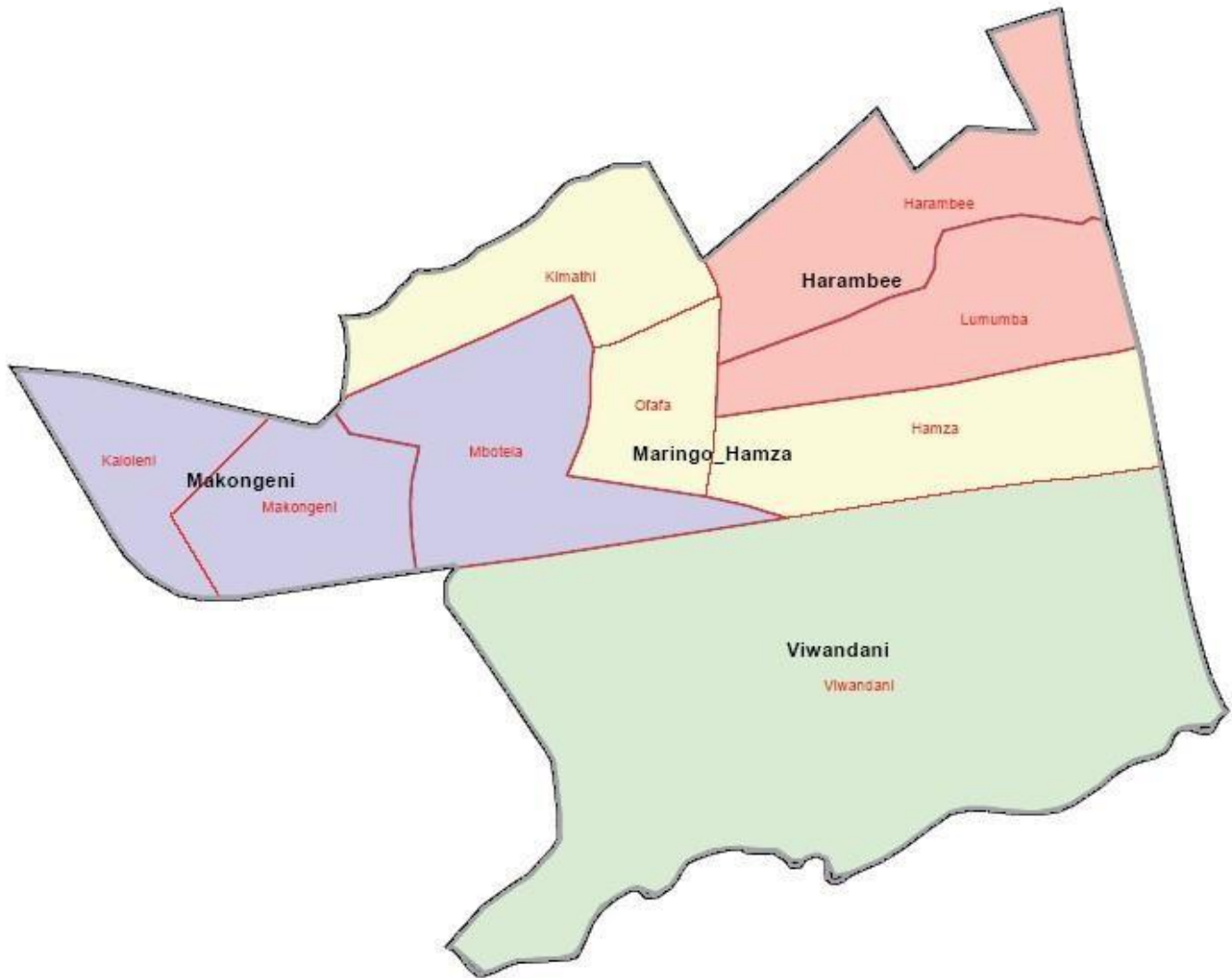


Figure 6: A map showing Makadara Sub-County