

**INFLUENCE OF HEADTEACHERS' RESOURCE MANAGEMENT
PRACTICES ON STUDENTS' PERFORMANCE IN KENYA
CERTIFICATE OF SECONDARY EDUCATION IN NYAMACHE
DISTRICT, KISII COUNTY.**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other University

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DEDICATION

This research project is dedicated to my husband Justus Onderi and children Cosmas, Damian, Anthony and Pancrus who always supported and encouraged me to carry on. It is dedicated to my brother, Andrew and his wife, Teresa who always cared and gave me moral support.

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ABBREVIATIONS AND ACRONYMS

BED	Bachelor of Education
BOM	Board of Management
HRM	Human Resource Management
KCE	Kenya Certificate of Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KES	Kenya Education Staff Institute
KNEC	Kenya National Examination Council
MED	Master of Education
RM	Resource Management
RMP	Resource Management Practices
SI	Secondary Teacher Grade One
TSC	Teachers Service Commission
UNESCO	United Nations Educational Science and Cultural Organisation
US	United States

ABSTRACT

Studies show that it is important to apply Resource Management Practices to influence students' academic performance. The purpose of this study therefore was to investigate the influence of head teachers' Resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache district, Kisii County. The study attempted to answer the following research questions: To what extent does the head teachers' motivation of students influence their performance in Kenya Certificate of Secondary Education? What influence do staff development opportunities have on students' academic achievement? What relationship is there between head teachers' management of students' discipline and Kenya Certificate of Secondary Education performance? What challenges do head teachers face in enhancing academic achievement in their schools? The study attempted to achieve the following objectives; To establish the extent to which head teachers' motivation of students influence their performance in Kenya Certificate of Secondary Education, to determine the influence of staff development opportunities on students' Kenya Certificate of Secondary Education performance, to examine the relationship between head teachers' management of students' discipline and Kenya Certificate of Secondary Education achievement, to examine challenges head teachers face in enhancing students' academic achievement. The research design adopted was a descriptive study approach with Nyamache district being the chosen description of study. The population consisted of 10,552 students, 187 teachers and 45 school heads. The population was stratified into three strata of pupils, teachers and head teachers respectively where random sampling was used to select a student sample of 425, 151 teachers and 30 head teachers. The drop and pick technique was used to administer the Questionnaire. Descriptive statistics based on frequency and percentage distribution and cross tabulations were used to analyze the data and make comparison between the desired variables. The major findings of the research showed that school heads in Nyamache district faced challenges while trying to enhance students' academic achievement in their schools. Qualitative and Quantitative data analyses were used. The study showed that school heads held consultative meetings with students frequently. The recommendations made were based on the findings and conclusions of the study. They included; the secondary school heads to trained on Resource Management, ideas raised by students during the consultative meetings be taken serious, sensitization on the issues of discipline to all the stakeholders, the condition of the instructional facilities in secondary schools be improved, the government to improve staffing in secondary schools and also disburse funds in good time. Further research studies should be carried out to investigate the internal and external head teachers' resource management practices that influence students' academic achievement.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Resource management is very vital in any jurisdiction. Secondary school heads are charged with the responsibility of managing resources whether tangible or intangible, consumable or non-consumable (School Management Guide, 1999). These resources include; financial, physical, time, school projects and programmes, school office and people.

Okumbe (1998) points out that, a school head is a resource manager who is responsible for all matters pertaining to the smooth running of the school. A school head therefore shoulders the task of Resource management (School management Guide, 1999). Resource management is a function of developing and retaining sufficient numbers of committed and qualified employees to perform the activities necessary to achieve organizational goals (Cole, 1999). According to (Okumbe, 1998), Resource management is a very vital ingredient as regards students' academic achievement.

Hersey (1977) regards management as, working with and through individuals and groups to accomplish goals and objectives. The term was developed by Henri Fayol in 1860s who asserted that, management entails the function of planning, organizing, controlling, staffing, directing, coordinating, innovating, actualizing educational goals and objectives of institutions and country (Okumbe, 2008).

In Britain, Resource management falls under the logistical support or management of educational resources. This is also referred to as 'school Business Management (Henshke, 1986). It is quoted, 'what has been traditionally referred to as management of school financial resources is a significant part of educational administration. A study of roles of head teachers' management practices at Hudson High School revealed that, they were unprepared for their roles and that is why they had poor relations with Human Resource (Bulloch, 1988). That is why in most cases they adopted a linear Model instead of collegial Model in handling human resources. This lack of management practices attributed to low academic performance.

In Nigeria, similar practices affecting KCSE results were noticed in the (Education Master Plan, 1997). The Master Plan recommended that the ministry of education should develop and implement criteria for teachers' professional progression in order to raise their motivation.

School heads are resource managers responsible for putting up practices and programmes that create a work environment that not only generates efficiency and effectiveness but also facilitates employee satisfaction (Okumbe, 2008). The best way head teachers can employ managerial practices in order to realize better results in students' performance is through staff and student motivation, bestowing power and responsibility to members of staff to make decisions, improving resources to inspire them and bestowing upon the staff more authority

(Master Plan,1972). Ndegwa Report, 1997 also recommended that an implementation be made for teachers' professional progression in order to raise self-motivation through incentives (Republic of Kenya, 1971). The success of a head teacher depends on the ability to manage resources (School Management Guide, 1999) recommends.

After independence in 1963, Kenya witnessed a tremendous increase in the increased number of secondary schools. This rapid expansion was not accompanied by development of the head teaches on resource management. As a result, many teachers were promoted to headship positions unprepared. It was due to lack of head teachers' managerial practices in school administration that the World Bank presented a rationale to the Kenyan Government to establish the Kenya Education Staff Institute (KESI) or Kenya Education Management Institute (KEMI) as known these days to train head teachers among other personnel (Olembo, Karagu & Wanga, 1992). The institute was established in 1981 after the recommendation of a committee appointed by the Government of Kenya (Republic of Kenya, 1980). KESI training activities have mainly been confined to primary and secondary school head teachers.

Maranga (1993) points out that lack of training on resource management that has been responsible for a great inefficiency and ineffectiveness so commonly observe academic performance of many educational systems in Africa

(Omulando, 1992) emphasizes on high degree of motivation, management of students' discipline and influencing teachers by involving them in extra training opportunities as being motivators to students' academic achievement.

Schools in Nyamache are in dire need for effective resource management practices to influence students' performance in Kenya Certificate of Secondary Education. Head teachers therefore need to influence students' performance on Kenya Certificate of Secondary Education by motivating them, enhancing their discipline and creating for staff development which will facilitate students' performance in Kenya Certificate of Secondary Education. The study was sought to identify the influence of head teachers' resource management practices in Nyamache district on students' performance in Kenya Certificate of Secondary Education.

The Kenya Certificate of Secondary Education is a measure of how much in terms of academic achievement a form four student has gained. This is determined through a national examination organized by a body known as, 'Kenya National Examinations Council' (KNEC). The body awards Certificates to such candidates based on grades ranging from grade 'A' to grade 'E' and for all subjects tested. Grade 'A' denotes the best grade attained whereas 'E' denotes the poorest grade obtained. For better grades to be realized by students in KCSE, head teachers should exhibit proper resource management practices.

According to Mbiti (2008), proper resource management practices leads to proper guidance and directing teachers and students, which facilitates to good results in students' KCSE performance. In a wider perspective, secondary school principals have been singled out as key resource managers who require educational development programmes to orient them to a better understanding of resource management, while looking at the past, present and determining the future's best and effective way of achieving institutional goals. Lack of training has been responsible for a great inefficiency and ineffectiveness so commonly observed in performance of many educational systems in Africa (Maranga, 1993). In Kenya, much of the principals' achievements on Resource Management (RM) have been facilitated by managerial practices such as the ones offered in Kenya Education Management Institute (KEMI).

According to reports in Nyamache district Education office, most principals in public secondary schools, who have taken up headship responsibilities are trained and have also trained in KESI programmes. It is assumed that the programmes should have fully prepared them on resource management, but still the district has not realized good results in Kenya Certificate of Secondary Education in the last three years.

Table 1.1 Showing District mean score performance in KCSE in the last three years.

Year	2010	2011	2012
District Mean Score	4.107	4.269	4.439
Out of (points)	12	12	12

Source: (Nyamache DEO 2012)

This study was meant to find out the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache district.

1.2 Statement of the problem

Improved performance in Kenya Certificate of Secondary Education involves a number of stakeholders without leaving out heads of institutions. The Kenyan government has made efforts to improve students' performance in Kenya Certificate of Secondary Education by initiating Free Secondary Education, harmonization of teachers' salaries with those of civil servants (TSC circular 21/2012) and organising for head teachers' workshops by Kenya Education Management Institute like the one of August 2012 in Mombasa. The overall research problem addressed in this study is to investigate the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache district Kisii County. Sources in

Nyamache District Education office indicate that 40 out of 45 head teachers had trained on resource management by Kenya Education Management Institute, yet their resource management practices have not shown improvement in students' Kenya Certificate of Secondary Education results. The district education sources indicate that, the district's Kenya Certificate of Secondary Education mean score in the last three years range between a mean score of 4 and 5 out of 12 points as shown in table 1.1 above (Nyamache District Education Office Records).

Blames by various stakeholders of poor performance in students Kenya Certificate of Secondary Education have pointed on the head teachers' inefficiency and ineffectiveness application of resource management practices to influence good KCSE results in the district. Resources which had been ineffectively managed include; human, physical facilities, time, school projects, school programmes and school office. During Nyamache Education day in July 2012, the District Education Officer cited lower levels of head teachers' resource management practices as being the key factor to low performance in students' performance in Kenya Certificate of Secondary Education. He identified some evidence which lead to poor performance in KCSE as being; poor leadership styles, poor head teacher communication, poor relationship with students, teachers and parents, lack of enough physical facilities due to increased population of students facilitated by Free Secondary Education, stretched learning and teaching resources, indiscipline of students which led to students' unrest, ineffectiveness,

inefficiency and in competencies in executing duties. Sources in Nyamache District Education office show that since 2010 to 2012, the district had attained a mean score of 4.107, 4.269 and 4.439 respectively. Notably the district's mean score was ascending each year, but still it was below the average score of 6 out of 12 points. It is for this reason therefore, that this study investigated the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache district.

1.3 Purpose of study

Based on the problem stated, the purpose of the study was to investigate the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache district, Kisii County.

1.4 Objectives of the study

The study was guided by the following objectives:

- (i) To establish the extent to which head teachers' motivation of students influence their performance in Kenya Certificate of Secondary Education.
- (ii) To examine the influence of staff development opportunities on students' Kenya Certificate of Secondary Education performance.

- (iii) To examine the relationship between head teachers' management of students' discipline and Kenya Certificate of Secondary Education performance.
- (iv) To examine challenges head teachers face in enhancing academic achievement.

1.5. Research questions

- (i) To what extent does head teachers' motivation of students influence their performance in Kenya Certificate of Secondary Education?
- (ii) What influence do staff development opportunities have on students' Kenya Certificate of Secondary Education performance?
- (iii) What relationship is there between head teachers' management of students' discipline and academic achievement?
- (iv) What challenges do head teachers face in enhancing students' academic achievement?

1.6 Significance of the study

This study aimed at determining the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education. It focused on the need for effective resource management in schools, head teachers' motivation of students and teachers on students Kenya Certificate of Secondary Education performance, influence of staff development

opportunities on students' performance in Kenya Certificate of Secondary Education, relationship between head teachers' management of students' discipline and academic achievement and challenges head teachers face in enhancing students' academic achievement.

The findings may benefit school managers to plan properly and be able to employ managerial skills in their schools in order to improve in students' Kenya Certificate of Secondary Education performance. The personnel involved may discuss ways to be employed to manage challenges in schools as well as in improving the school's mean standard score. The institutions to benefit include the ministry of education in making policies, Kenya Education Staff Institute (KESI) in implementing training needs and any other institution involved in training secondary school principals on educational management like Heads Association and the Kenya National Union of Teachers.

The findings of the study are expected to be of great use to the 'principals association' a pool of principals who come together to discuss issues in educational administrations. Finally, the findings of the study may stimulate and research further on the area for education with a view of improving the quality of educational management and that of improving Kenya Certificate Secondary Education mean standard score.

1.7 Limitations of the study

According to Best and Kahn (2004), limitations are conditions beyond the control of the researcher that may place restriction on the conclusions of the study and their application to other institutions. This study was confined to Nyamache district. No any other secondary school outside the district was studied. The findings of the research assisted the researcher to make research conclusions.

1.8 Delimitation of the study

The study was restricted to Nyamache district, Kisii County, Kenya. No school outside the district was included in the study. The study was concerned with public secondary schools. Primary schools and other learning institutions in the district were not studied. This study was restricted to the study of, the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education. The study was confined only to 45 public secondary schools in the district. The district has got one187 teachers and 10,552 students. Both males and females of different age groups, sizes and educational levels were involved in the study.

1.9 Assumptions of the study

The following were the basic research assumptions

- (i) All secondary school principals had been trained in Kenya Education Management Programmes.

- (ii) All secondary school principals were professionally trained and qualified.
- (iii) All secondary school head teachers were in dire need of thorough and systematic preparatory programmes on resource management.
- (iv) The Kenya Education Management Institute programmes were to be continuously and progressively packaged in order to enable head teachers offer effective and efficient management and improve their institutions in terms of KCSE performance.
- (v) All secondary school head teachers were aware of the resource management programmes and could seek measures to meet identified needs through various in-service agencies like KESI.

1.10 Definition of significant terms

This section defines the significant terms as used in the content of the study.

Administrative experience: refers to the total number of years one has served as a head teacher in a secondary school in Kenya.

In services agencies: refers to the organization that administrative training programmes meet to improve the performances of educational activities in the discharge of their duties. Examples include; Kenya Education Staff Institute and Kenya Secondary Schools Heads Association.

Educational manager: refers to an administrative head of a secondary school who is responsible to a governing body and has tasks of gearing to students' performance.

Human resources management: refers to the functional task of planning, organizing, attracting, developing and retraining sufficient teachers committed and qualified to perform the teaching activities necessary to achieve educational objectives and goals.

In-service agencies-refers to the organization that administrative programmes meet to improve the performance of educational activities in the discharge of their duties.

Public secondary schools: refers to government institutions that offers post primary education up to form four which are funded by the government through Free Secondary Funds.

Resource management: Is a function of developing and retaining sufficient numbers of committed and qualified employees to perform the activities necessary to achieve educational goals.

1.11 Organization of the study

The project is organized in five chapters: chapter one is mainly an introduction to the whole study focusing on; the background of study, the statement of the problem, the purpose of study, objectives of the study, significance of the study, limitation, delimitation of the study and definition of significant terms in the study. Chapter two is a review of literature under the headings of; the concept of resource management, need for effective resource management in schools, influence of head teachers' motivation of students on KCSE performance,

influence of staff development opportunities on students' KCSE performance, the head teachers' management of students' discipline on their KCSE achievement and the challenges head teachers face in enhancing KCSE performance. Chapter three deals with research methodology under the following sub-headings: research design, target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four deals with the findings of data analysis, interpretation and conclusions of the study as a result of data collected. Chapter five deals with the summary, conclusions, recommendations for the study as well as recommendations for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents analysis of the literature review on the influence of secondary school head teachers' Resource management practises on students' performance in Kenya Certificate of Secondary Education. The section is divided into six themes as follows:-

- i) The concept of Resource management.
- ii) The need for effective resource management in education.
- iii) Head teachers' motivation of students on their KCSE performance.
- iv) The effect of staff development opportunities on students' KCSE performance.
- v) Relationship between head teachers' management of students' discipline and academic achievement.
- vi) Challenges head teachers face in enhancing Kenya Certificate of Secondary Education performance.

2.2 The concept of Resource Management

The origin of the term 'management' can be traced back in 1816. It is coined by Henri Fayol who defined 'management' as; 'working with and through individuals and groups to accomplish organizational goals or objectives' (Hersey, 1977).

Okumbe (2008) defines the term as, ‘a process of planning, organizing, staffing directing coordinating, reporting and budgeting’. Resource management is a function of developing and retaining sufficient numbers of committed and qualified employees to perform the activities necessary to achieve educational goals (Okumbe, 2008). Secondary school head teachers apply Resource Management Practices to plan, give direction, control activities, develop, and retain teachers in their institutions. In a wider perspective, management in school is used to coordinate human resource, financial resources and physical facilities. To enhance smooth running of institutions and improve students’ performance there is need for effective resource management practices by school managers through the application of resource management’ (Mangoka, 1998).

2.3 The need for effective Resource Management in education

A number of studies in Kenya have indicated that there is need for adequate preparation of secondary school head teacher as far as resource management is concerned. (Knezevich, 1975) brings about the importance of the management of resources in education to facilitate to the effective curriculum instruction. (Adhola, 1987) in his study found that most of the head teachers are traditionally oriented. Changing roles and expectations are making the role of a school head teacher to be very challenging as expressed by Kowalchuk, who observes that principal ship is constantly changing with increasing expectations, pressures and responsibilities, which must be addressed when planning professional

development activities. Resource management is seen in the purpose of accounting for public schools, which is also identified by (Knezevich, 1975) as; safeguarding school district fund from loss, theft, waste, misuse, promoting budgetary control, providing information to management that is necessary to policy formulation and also providing information of data required for state reports. (Orlosky, et al 1984) considers management of educational resources as very crucial in the administration process.

Secondary school head teachers' conference held in Mombassa in 2012 demanded for more autonomy in discharging the work duties. Changes such as introduction of cost sharing and devolution of some of the management decisions to the school level call for a competent school head. Such effective resource managers are rather few mainly because; heads of institutions are appointed from among the serving teachers of who had no prior training in institutional management. Such lack of training adversely affects effective management of education institutions and maintenance of quality and high standards of education and training (Republic of Kenya, 1971).

Most of the head teachers contacted expressed that they had served for a long time before they could get an opportunity to attend courses organised by KESI; owing to such lack of professional support for resource management during their initial years of service. (Dennison and Shanton, 1987) noted that secondary school heads

resort to a number of ways to acquire skills and knowledge for their job. This ways include; working with a mentor, reading books on management, observing others as they act and react to organizational situations, self-discovery and experience on the job and family course attendance.

Morumbasi (1993) carried out a study of ‘Kenyan School Principals’ Perception of the effectiveness of Kenyan Education Staff Institutes (KESI) in- service programmes. The study showed that Kenyan head teachers were first appointed from the classroom. One year later, they would be invited by KESI to attend a management course. This simply implied that many principals took up their jobs without prior preparation in managerial and leadership skills (Kemp and Nathan, 1989). (Okumbe, 2008) asserts that training in resource management skills improves head teachers resource management practices and hence enhances performance in Kenya Certificate of Secondary Education.

Everard (1988) carried out a study in Britain to investigate some of the problems of managing schools. His findings revealed that, apart from financial management and discipline problems, staff administration which came in form of resource personnel and management feature prominently in the administration process in schools. First, the study revealed that most head teachers had little or no formal training in management and that those who had formal training had acquired training from short courses organized by some institutions. Secondly the study

revealed that heads of institutions need to undertake management courses to enable them manage their institutions effectively and efficiently.

Mangoka (1998) noted that head teachers need constant exposure to in-service courses and seminars in order to improve their resource management behaviour rather than depending on experience alone. A study taken by (Kalai, 1998) indicated that there is a strong correlation between the quality of school management and student achievement in KCSE performance. His study also revealed that effective school management is a prerequisite of any effective teaching and learning in any institution.

The forgoing discussions have pointed out the dire need that there is for constant training of school heads. These should not be taken as a one -and-for- all training package, but should be constantly provided in order to address emerging institutional needs as (Hove, 1997) asserts. To improve the professional proficiency of educational administrators, the Kenya Education Staff Institute (KESI) was established. The extent to which secondary school head teachers view the management training programmes offered to meet their resource management practices is still questionable because there is no depth examination to show how much is in each topic of KESI syllabus and how much they have acquired in terms of content delivery.

2.4 Head teachers' motivation of students' performance in KCSE

According to Greensburg and Brown (2008), 'motivation' is derived from 'motives' and 'emotions' which they define as; things which provide impetus (energy) behind behaviour. They can also be seen as those things which make an organism active. Motives are drives and needs behind behaviour as described in Maslow's hierarchy of needs (Maslow, 1974).

Greensburg and Brown (2008), views motivation as the initiation, direction, intensity and persistence of human behaviour. Motivation is the reason or reasons for engaging in a particular behaviour especially human behaviour as studied in psychology and neurophysiology. These reasons may include; basic needs such as food or as a desired object, hobbies, goals state of being or ideal as observed in Maslow's hierarchy of needs (Maslow, 1974).

Uddin (2008) concludes that motivation techniques are purposeful in learners as they interest and satisfy learners. In his findings (Sagimo, 2000) concluded that rewards should be provided to human personnel to influence performance. A reward whether tangible or intangible should be presented after the occurrence of an action or behaviour with intent to cause the behaviour to occur again. Different motivation theories suggest different ways of motivating students in a school for better performance to improve in performance (Uddin, 2008).

The Affective- Arousal theories for example states that a person has need for three things but differ in degree to which various needs influence their behaviour. In Interest theory, Holland codes are used in the assessment of interest in vocational preference inventory (Holland, 1985). Alderfers expanded Maslow's hierarchy of needs by developing ERG- (Existence Relatedness and Growth) theory which orders needs according to priorities. Heads of schools need to motivate their learners by applying the different motivational techniques so as to realize better results in KCSE performance. These can only be achieved by introducing reward systems through incentives like award of certificates and money, appointing some achievers to become school prefects, reduction of fees payment to best performers, recruiting some as subordinate staff members after they have completed form four, taking learners out for field trips and recognizing best performers at the assembly. Motivating learners alone will not influence performance. Teachers need to be motivated through in- service and workshops involvement like the ones organized by Kenya Education Management Institute.

2.5 The effect of staff development opportunities on students' KCSE performance

Effective operation of any enterprise or school requires that individuals involved learn to perform the functions of their current jobs at a satisfactory level of proficiency (Omulando, 1992). In the first case head teachers should ensure that manpower available has individuals who are trained. Apart from having been

professional trained, the staff personnel need to be exposed to educational seminars and workshops to keep them reminded on their concerns. In-services and induction programmes play a very vital role that is essential as far as training is concerned through gaining new knowledge and skills. Other programmes help teachers to develop abilities for other jobs which might later be considered (Omulando, 1992).

Omulando (1992) identifies several types of training programmes including works training, orientation training, apprenticeship training, part and whole training. (Mangoka, 1998) noted that teachers need constant exposure to in-services courses and seminars in order to improve their classroom instruction. In heads conference in Mombassa in 2012, head teachers' discussion on how to develop teacher proficiency concluded that; there is dire need for teachers to undertake in-service courses for better curriculum delivery. While efforts are made to effect this suggestion, reports indicate that such programs have assisted some teachers in the realization of good results in Kenya Certificate of Secondary Education. The depth of the content of teacher in-service training programmes, sponsorship in terms of finance and how often they shall be conducted for better results is not identified yet.

2.6 Head teachers' management of students' discipline and academic achievement

Discipline is in real terms the epicentre of success of a school. This is because the efficiency and effectiveness of all organization's activities depend on the overall organization's degree of discipline. (Okumbe, 2008) defines discipline as an action by managers or management to enforce organizational standards'.

According to Maguezor (1997), discipline aims at making individuals to be well adjusted, happy and useful to the society. Though discipline carries a negative connotation, where it implies; 'punishment', in the field of child development, it refers to methods of moulding characters and teaching self-control and acceptable behaviour. Although schools are under pressure to produce good results in National Examinations, this should provide the development of disciplined students, (Kamunge, 1981). Discipline can be converted with not training, correcting, guiding not punishing and arranging conditions for learning and not restriction (Mbiti, 2008).

Head teachers' management of students' discipline requires that, a compressive effort is made by the school heads to ensure that students' activities and operations in organizations are effectively and efficiently administered. This calls for an educational manager who is properly grounded and is able to apply the disciplinary techniques effectively. It requires a school head to have both the

skills and proper discipline as a role model to drive educational organization towards its stated goals and objectives. For effective human resource management, an educational manager must not only be conversant with the concepts and new prospects in educational management but also be a constant operator of the management techniques and disciplinary operations (Okumbe, 2008).

The extent to which the head teachers have learnt in the in-service programmes concerning discipline and the way it is implemented in schools is quite different. As much as learning in the training centre is as important as gaining knowledge, there is much needed in experiment as far as discipline of students is concerned in relation to achieving good results in Kenya Certificate of Secondary Education. While trying to enhance KCSE performance in schools, heads of institutions are faced with a number of challenges. The challenges become barriers to achieving institutional objectives and goals thus making a draw back in the positive realizations of the KCSE performance.

2.7 Challenges head teachers face in enhancing academic achievement

School heads while trying to enhance KCSE performance are faced with a number of challenges. Challenges are a hindrance to positive academic achievement. Challenges range from indiscipline cases, financial management, lack of motivation, staff relations and lack of enough staff personnel among others. Indiscipline has been associated with poor management. According to (Maguezor,

1997), discipline aims at making individuals to be well adjusted, happy and useful to the society. Indiscipline leads to unruly and low performance in examination results (Mbiti, 2008).

No organization can survive or carry out its functions effectively and efficiently without facing challenges. A school head is the financial manager and controller of the School's activities, (Mbiti, 2008). The school head need to be conversant with financial management and procurement procedures. Lack of proper financial management causes head teachers' inefficiency and effectiveness while trying to enhance KCSE performance in schools. Lack of motivation of both teachers and students by the school head demoralizes the morale and attitude of the concerned towards working positively to achieve good performance in KCSE. Motivation should be enhanced using different motivational techniques to facilitate to good performance of KCSE results.

2.8 Theoretical Framework

The theoretical framework provides the base of the study. This study is based on Goal Setting theory whose proponents are; Edwin A. Locke and Gray P. Lathan. The theory has an attempt to determine the influence of head teachers' resource management practices on students' Kenya Certificate of Secondary Education in Nyamache district, Kisii County. The theory was advanced in 1968. It attempts to show how the field of organizational behaviour should progress from a sound

theoretical foundation to sophisticated research and to actual applications of more effective resource management practices. It lays at the centre of performance based motivation programmes which are effectively applied in human resources management in the form of Management By Objectives (MBO).

The study attempted to find out whether the head teachers' resource management practices have an influence on students' performance in Kenya Certificate of Secondary Education. This was because most head teachers are qualified and trained in Kenya Education Management Institute programmes and yet their schools have not realized improvement in students' Kenya Certificate of Secondary Education performance.

The study therefore attempted to find out to what extent the Goal Setting theory was applicable in indicating the influence of head teachers' resource management practices on students' academic achievement. Based on this theory, it was hoped that solutions would be suggested. This according to Edwin and Gray is simply because the school head can be trained on resource management and tailor the goals of educational institutions to the needs of the students and teachers. They should ensure that students and teachers participate in target setting in terms of school mean standard score and subject mean score. They should help students and teachers to achieve their goals by motivating them, sponsoring staff on development opportunities, managing students' discipline, involvement in participatory decision making, and encouraging staff to prepare professional

records. Through such activities, head teachers would become effective and efficient resource managers as students also become achievers of better grades in Kenya Certificate of Secondary Education, which will result to schools' improved mean score.

2.9 Conceptual Framework

A conceptual Framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. It forms part of agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Guba and Lincoln, (1989).

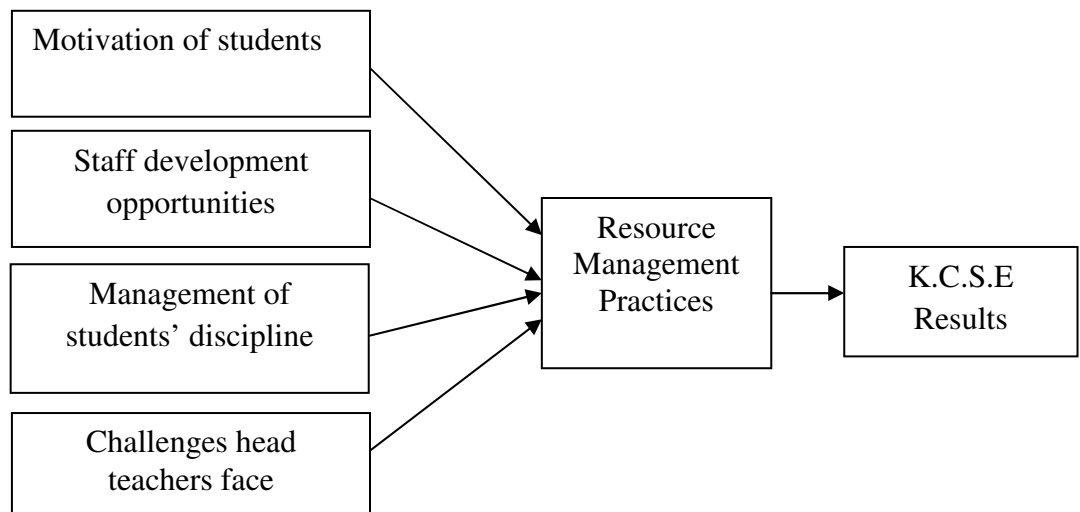
In Kenya, the major yardstick used to measure educational output in secondary schools is performance in Kenya Certificate of Secondary Education examinations. This output, however, is achieved after the various inputs into the education process, which undergo what is referred to as, Educational Production Process. The inputs in the Education Production Process include students, teachers and head teachers' resource management practices. Thus, the educational outputs, in this case denoted by students' KCSE performance is a function of how the head teachers influence students' KCSE performance through the application of the input of Resource management practices. If the resource management practices are applied well, then output (performance) should be good which will

be equated to better grades I KCSE and if poorly applied then low results would be expected. This study seeks to establish the kind of resource management practices head teachers apply in schools and the influence they have on performance of students' Kenya Certificate of Secondary Education.

Keywords are output, performance and inputs (students, teachers, head teachers, head teachers' resource management practices like; motivation of students, staff development opportunities, head teachers' management of students' discipline and managing challenges faced. Output is influenced by how educational inputs (resource management practices) are applied.

The conceptual framework for the study is presented in the figure 2.1.

Figure 2.1 Relationship between variables on factors influencing head teachers' resource management practices on students' performance in KCSE



Head teachers are the central focus in the Resource management in schools. They are in dire need for exposure to continuous professional growth through in-service programmes. After acquiring the resource management skills they need to apply them effectively and efficiently on Human Resource. They do these, by motivating students, encouraging and sponsoring teachers to training development programmes, managing students' discipline and managing challenges they face. Once the process of effective resource management is done, there is realization of improved results in KCSE. The indicators may include ability to appraise performance through motivation, improve in syllabus coverage, target achievement, creating extra time for learners, minimized strikes and improved performance in KCSE.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology applied in the research study. The chapter is organized under the following sub-sections namely: research design, target population the sample size, sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. A research design can be regarded as an arrangement of conditions and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blue-print for the collection, measurement and analysis of data (Kothari 2003).

The research design used in this design was descriptive survey. (Kerlinger, 2003) points out that descriptive studies are not only restricted to fact finding, but may often result in the formulation of important principles of knowledge and solution to significant problems. (Orodho, 2002) indicates that, descriptive design is used when collecting information about attitudes, opinions, habits or any of the variety

of education or social issues. This study aimed at collecting information from respondents on the head teachers' resource management practices on students' KCSE performance in Nyamache district. The tool that was employed in the initial identification process was sampling of some schools. The researcher used only public secondary schools. Data was obtained using Questionnaires.

3.3 Target population

Mugenda and Mugenda (2003) define population as a group of individuals, objects or items from which samples are taken for measurement. Target population is all members of a real hypothetical set of people, events or objects to which a researcher wishes to generate the results of the research study (Borg and Gall, 1989). The target population in this study consisted of all available public secondary school in Nyamache district. Nyamache comprises of 45 public secondary schools with 45 head teachers, 187 teachers and 10,552 students. The respondents included students, teachers and head teachers.

3.4 Sampling size and sampling procedures

A sample is a subject of a particular population (Wiersman, 1995). He further points out that sampling is a research procedure that is used in selecting a given number of subjects from a target population as a representative of that population. Orodho and Kombo (2002) defines a sample as a process of selecting a number of

individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

For this study, the sample was obtained by getting a list of schools in Nyamache district and listing them on a piece of paper. Then the researcher used random sampling to find the number of schools for the study. For this study 30 public secondary schools were used for the main sample and the remaining 15 for the pilot study. According to the district Education Officer's report, 40 out of 45 head teachers in Nyamache district had undertaken KESI in-service training programmes. The researcher wrote names of schools on pieces of papers, fold and placed in a chalk box from which they were picked one at a time without replacement. Descriptive design of thirty public secondary schools which was the minimum sample of schools studied (Mulasa, 1998). The study used thirty secondary schools selected from the district constituted roughly 66.7 % of the total number of head teachers in the district. Two boarding schools for girls and one boarding school for boys were included in random sampling. Teachers and students were randomly chosen from the population of 187 10,552 respectively in order to obtain sample used for the study.

3.5 Research instruments

The nature of the research determines the instrument(s) to be developed. Different disciplines and topics as well as research design are key determinants of the instruments a researcher should use as immediate as noted by (Wiersman, 1995).

In this study, the researcher used three research instruments namely; Observation, Interview schedule and Questionnaire. The researchers' decision to use these instruments was to get reliable information on the items, uphold confidentiality, save time, limit travelling expenses, obtain depth of information required and create good relationship with the respondents. In observation, the researcher observed the behaviour of the students in their schools to determine discipline behaviour. In interview schedule, the researcher prompted questions to students and teachers whereby she received immediate responses from the respondents. Questionnaire administration was the main research instrument that was used in data collection. This was administered to the students, teachers and head teachers. The head teacher's Questionnaire consisted of two parts in appendix B: Part I dealt with the demographic information of the head teacher whereas part II was of personal management and challenges they faced in enhancing performance in KCSE. The teachers' Questionnaire, appendix C: consisted of demographic information of teachers and issues geared to students' academic achievement where as students' Questionnaire appendix D: consisted of demographic information of students and issues concerning discipline, how they relate with their school head and head teachers' management on their academic achievement.

3.6 Instrument validity

Moore (1983) defines validity as the degree to which an instrument measures construct under investigation or what it purports to measure. It is the accuracy, truthfulness and meaningfulness of inferences that are based on the data obtained from the use of a tool or scale for each construct or valuable in the study. In this study, the initial step towards validating the instrument was done during the phase of proposal writing when the questionnaire was appraised by the supervisors. The second phase of the instrument validity was done during the pilot study with respondents from ten public secondary schools picked randomly. The intention was to help the researcher identify items that were inadequate or ambiguous in eliciting the relevant information. This in turn assisted the researcher to make modifications and seek for more assistance from colleagues.

3.7 Instrument reliability

Mugenda and Mugenda (1999) define reliability as, a measure of the degree to which a research instrument yields consistent results/data after repeated trials. To ensure the reliability of the Questionnaire, the researcher used test-retest method to gauge the clarity and relevance of the instrument items so that items which were found inadequate for measuring variables were discarded or modified to improve the quality of the research instruments. This was done to ensure that the instrument captured all the required data. The procedure for extracting an estimate of reliability was obtained from Test- Retest reliability method which involved

administering the same instrument items twice to the same group of subject with a time lapse between first and second test. The statements of the open ended items were split into two halves (odd and even items). The odd numbered items were placed in one sub-test while the even items were placed in another test. The scores of the two sub-tests were computed using Pearson's Product Moment Correlation Coefficient (r) formula.

$$\sqrt{[NE(x)^2 - (Ex^2)] [NE(y)^2 - (Ey^2)]}$$

Orodho (2003) states that reliability of the instrument concerns the degree to which the particular measuring procedure gives same results in a number of repeated trials.

3.8 Data collection procedures

Immediately after obtaining a permit from National Council of Science and Technology, the researcher had a courtesy call to District Education Office. The researcher also visited District Commissioner's office and informed the officer concerning her visit. She then proceeded to meet principals at each school and establish a rapport with the school community before administering the Questionnaires to the sampled respondents. The researcher personally administered research instruments to three categories of respondents namely students, teachers and head teachers. The researcher afterwards collected the Questionnaires ready for data analysis.

3.9 Data analysis techniques

The initial step of analysing data was sorting of the results from the research instruments to determine preliminary errors. It was also done to ascertain the accuracy, completeness and uniformity of the data collected. Responses in the Questionnaires were tabulated, coded and processed using SPSS computer package. Data from open-ended questions were processed by first categorizing the responses for each item, coded and reported through descriptive narratives. Qualitative and Quantitative data analyses were used. The researcher's application of qualitative and quantitative was because of their sequential and systematic way of analysing data. Analysis of data was accomplished by use of frequencies, percentages and cross tabulations. The research report was then compiled, drafted and edited before presentation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, AND DISCUSSIONS

4.1 Introduction

The purpose of the study was to assess the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache district, Kisii County. The study was guided by the following objectives:

- i) To establish the extent to which head teachers' motivation of students influence their performance in Kenya Certificate of Secondary Education.
- ii) To examine the influence of staff development opportunities on students' Kenya Certificate of Secondary Education performance.
- iii) To examine the relationship between head teachers' management of students' discipline and Kenya Certificate of Secondary Education performance.
- iv) To examine challenges head teachers face in enhancing academic achievement.

The presentations were done based on the research questions which formed the sub-headings in the chapter.

4.1.1 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this research, out of 45 head teachers

sampled, 40 of them (88.8 percent) returned the questionnaires. This percentage return rate was above average. The teachers' questionnaire consisted of influences of teachers and students towards performance in Kenya Certificate of Secondary Education. A total of 122 teachers completed the questionnaire from a target population of 187. This was an equivalent return rate of roughly 65.2 percent. The students' questionnaire had a total of 7675 students who completed the questionnaire from a target sample of 10,552. This was equivalent to a return rate of roughly 72.7 percent. The items in the students' questionnaire were geared towards their academic achievement.

The students who were interviewed ranged from form one to form four with form one students forming the largest percentage return rate of 49 percent. Form two students formed a percentage return rate of 20 percent whereas form three and four had a return rate of 16 percent and 15 percent respectively. This shows that form one students took the interview serious, were honest, responsible and obedient in returning the questionnaires.

4.2 Teaching experience: Head teachers' teaching experience

The interviews teaching experience ranged from three months to 22 years as evidenced in the study. This study was out to establish the relationship between the head teachers' teaching experience and students' performance in Kenya Certificate of Secondary Education.

Table 4.1 Head teachers' teaching experience

Age in years	Frequency	Percentage (%)
1 – 5 years	2	6
6 – 10 years	7	20
11 – 15 years	16	45
16 – 20 years	8	23
Over 20 years	2	6
Total	35	100%

The study indicated that, the head teachers who had a teaching experience of between 11 to 15 years had the highest frequency which was represented by 45 percent. It was followed by a range of those who had taught between 16 to 20 years represented by 23 percent. A range between 6 to 10 years of experience was represented by 20 percent whereas between 1 to 5 years of teaching experience and those over 20 years of experience were represented by 6 percent each.

The study showed that, head teachers with experience of between 11 to 15 years of age managed well students' discipline unlike those school heads who had 1 to 5 years of experience where students unrest were reported. From the study, schools where heads managed students' discipline, remarkable improved students' performance in Kenya Certificate of Secondary Education was shown whereby a mean score of more than 7 out of 12 points was recorded. Schools where head

teachers had few years of teaching experience, performance in Kenya Certificate Secondary Education was low and required that improved resource management practices be applied in order to realize improved KCSE mean score.

4.3 Teachers' teaching experience

The study was out to establish the teachers' teaching experience.

Table 4.2 Teachers' teaching experience

Age in years	Frequency	Percentage (%)
Below 1 year	13	11
1 – 5 years	35	29
6 – 10 years	33	27
11 – 15 years	15	12
16 – 20 years	12	10
Over 20 years	14	11
Total	122	100%

Teachers who formed the largest population in the teaching experience had between 1-5 years which is equivalent to about 29 percent. Those with a teaching experience of between 6-10 years formed the second largest in population that was represented by 27 percent. The experience of below one year and those of over 20 years formed about 11 percent each whereas those with an experience of

between 11-15 years were represented by 12 percent whereas between 16- 20 years of teaching experience was represented by about 10 percent which showed the lowest percentage of the overall teachers' teaching experience. The study showed that performance in Kenya Certificate of Secondary Education in Nyamache district was affected by the teachers' teaching experience. It was noted from the study that schools with teachers of between 1 to 10 years of teaching experience attended teacher-development programmes. It was evident that the programmes facilitated to teachers' improved methods in teaching and teacher-student relationship, which enhanced students' academic achievement and improved Kenya Certificate of Secondary Education.

This aspect was reflected in their mean score, which was above 6 out of 12 points. Schools where teachers had not attended the teacher training development programmes had not shown increased competencies that would influence students' performance in Kenya Certificate of Secondary Education such that their mean score was below 4 out 12 points. This indicated that the fewer the number of years in the teaching experience and lack of teacher training development programmes led to low performance in students' Kenya Certificate of Secondary Education. The teachers therefore with few years in teaching need to be encouraged to attend to teacher training development programmes, seminars and workshops to orient them with skills to enhance improved performance in KCSE.

4.4 Head teachers' academic qualifications

The study sought to establish the head teachers' academic qualifications.

Table 4.3 Head teachers' academic qualifications

Academic qualification	Frequency	Percentage (%)
Diploma (Arts)	5	14
B. Ed. (Arts)	25	72
Masters	5	14
Total	36	100%

Most head teachers, represented by 72 percent, were Degree holders. Only 28 percent of the head teachers were Diploma and Masters Holder. According to the survey, Bachelor of Education degree holders were many in the schools as data indicated. The findings sought to be an advantage to the head teachers in their management work as they managed teachers who are more qualified. Schools where such category of teachers, showed minimal indiscipline cases in students. In such schools, it was noted that students were motivated to work hard, managed their time well and related fairly with their teachers as they worked towards achieving their target. The study showed that the mean score in these schools was above 5 out of 12 points. Those schools with teachers with a low qualification of Diploma holders did not influence students' performance in Kenya Certificate of Secondary Education as their schools' mean score was below 4 points. To

improve students' performance in Kenya Certificate of Secondary Education in such schools, diploma holders may be encouraged to further education through open education programmes countrywide.

4.5 Physical, learning and teaching facilities available in school

The study sought to establish whether there were enough physical facilities, learning and teaching resources in schools. The findings were as shown in table 4.4.

Table 4.4 Availability of physical facilities, teaching and learning resources

Physical facilities, Learning and Teaching Resources	Frequency	Percentage (%)
Physical facilities	10	25
Learning Resources	10	25
Teaching Resources	20	50

According to the survey, inadequacy of physical facilities, teaching and learning resources were cited as a major issue in the schools where students were interviewed. They were responding to the question whether or not their schools had adequate physical facilities, learning and teaching resources. Their response was as indicated in Table 4.4.

Adequacy of physical facilities and learning resources were represented by a frequency of 10 each which is equal to 25 percent each where as the adequacy of teaching resources was represented by a frequency of 20 which is equal to 50 percent. Schools where physical facilities, teaching and learning resources were enough showed minimal cases of indiscipline in students and improved performance in student KCSE. Where the physical facilities resources were lacking, the few were struggled for which showed inefficiency and effectiveness in teaching and learning which impacted negatively in students' performance in KCSE. If the physical facilities, teaching and learning resources may be improved in schools that lack, students may be motivated to learn as teachers may also be motivated to teach and improved results may be recorded in schools and in the district.

4.6 Teacher- Head teacher relationship

The research question was how teachers relate with their head teachers.

Table 4.5 Shows Teacher- head teacher relationship

Relationship	Frequency	Percentage (%)
Fairly	120	98
Poorly	02	02
Total	124	100%

According to the survey, most teachers related fairly with their head teachers in the schools where teachers were interviewed. Those who related fairly with their teachers formed 98 percent showing a frequency of 120 whereas only a representation of 2 percent of the teachers related poorly with their head teacher represented by 2 percent. The cordial relationship between Teachers and their school heads helped improve teachers' motivation towards teaching capped students' discipline and motivation towards achieving their targets, minimized strikes as it enhanced academic performance and hence improved KCSE mean score. Schools where head teachers related poorly with teachers, low performance in KCSE was seen. This may be improved by cultivating cordial relationship among teachers, applying motivational techniques and appraising performance among teachers and students to raise that percentage.

4.7 Teachers' qualifications

The question was to establish whether all teachers were trained.

Table 4.6 Teachers' Qualifications

Teachers Qualification	Frequency	Percentage
University students	29	24
Diploma	29	24
Degree	50	41
Masters	11	9
Others	3	2
Total	122	100%

The school head teachers interviewed admitted that not all the teachers were qualified to do their job. Among the qualifications that the teachers had were: - A-levels, B Sc., Diploma, Graduate teachers and University students who were on Teaching Practice.

Table 4.6, shows that, Degree holders took the greatest frequency which was represented by 41 percent. The survey also shows that University students undertaking their Teaching Practice and Diploma holders were represented by a rough estimate of 24 percent each. Masters holder had a frequency of 11 represented by a rough estimate of 9 percent whereas a frequency of 3 represented other qualifications which was roughly estimated at 2 percent. This indicated that most teachers were degree holders who may have contributed a lot in the

improvement of KCSE results in most schools and hence increase in the district mean standard score. Schools where degree holders outnumbered other qualifications recorded a mean score of above average. This was due to their proper application of their knowledge and skills during implementation of classroom instruction as compared to low percentage of teachers with other qualifications. These were untrained teachers mostly Form four leavers who were employed by Board of Management (BOM). Performance in KCSE would be improved if the untrained teachers would be sponsored to attend teacher training development programmes and be taught on the application of teaching-learning methods.

4.8 Have head teachers trained on resource management

The question was sought to establish whether school heads had trained on Resource Management.

Table 4.7 Teachers who had trained on Resource Management.

Resource Management Training	Frequency	Percentage%
Trained	33	85
Not Trained	2	15
Total	35	100%

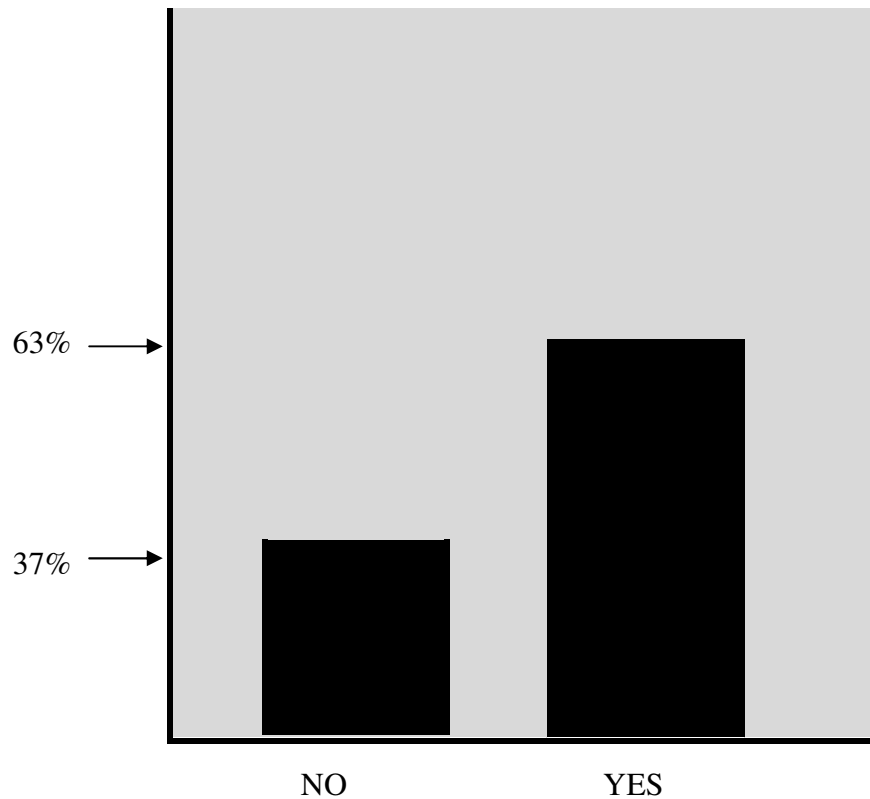
The findings showed that 85 percent of the head teachers interviewed had trained in Resource Management and only 15 percent had not trained as shown in Table 4.7.

This implied that most head teachers after acquiring training applied the Resource management techniques they theoretically learnt to realize improved mean score in KCSE in their schools and that why the district showed slight improvement in KCSE in the last three years. This was practical in schools which showed a mean score of above 5 points whereas schools where school heads had not trained in resource management showed indiscipline cases in students and low performance in KCSE. This was reflected by a show of in competencies that would influence students' performance such that the mean score was below.

4.9 Do head teachers motivate teachers and students to improve on their Kenya certificate of secondary education performance?

The study was set to assess head teachers motivate students and teachers to influence academic performance.

Figure 4.1 Head teachers' strategies of motivating students and teachers



Most Head teachers interviewed admitted that they motivated their students and teachers. The population which admitted represented 63 percent whereas 37 percent of the head teachers denied that they did motivate neither students nor teachers. From the study, motivated students showed morale of working hard and achieved their targets hence improved in KCSE performance as reflected in the school's mean score index. The motivated teachers also had morale of applying proper methods in teaching; created extra time for teacher-student contact, assisted in managing students' discipline hence improved their school's mean grades. The motivational techniques applied by most head teachers included;

financial incentives, recommendation letters, sponsorship to teacher development programmes, sponsored field trips and recognition at assembly. Schools where teachers and students were not motivated recorded low performance in Kenya Certificate of Secondary Education which can be raised by applying motivational techniques to enhance improvement of students' performance in KCSE.

4.10 Head teachers' influence of teacher training development programmes and academic achievement

The study was intended to establish whether the head teachers allowed teachers to attend staff development programmes.

Table 4.8 Head teachers' influence of teacher training development opportunities and academic achievement

Teachers' sponsorship	Frequency	Percentage (%)
Teachers sponsored	24	69
NOT sponsored	11	31
Total	35	100%

Most of the head teachers interviewed admitted that they sponsored their teachers to attend in-service training programmes. 24 represented by 69 percent of head teachers admitted that they sponsored teachers to attend to teacher training development programmes whereas only a frequency of 13 confirmed of not

sending teachers to attend to such programmes. This was a representation of 31 percent. From the study, the teachers confirmed that the programmes attended had enriched them with knowledge which they used to enhance students' academic achievement and improvement of students' Kenya Certificate of Secondary Education. Schools where head teachers had not trained in teacher training development programmes had shown low performance in KCSE. This they revealed was due to lack of proper training and poor leadership styles applied by school heads in their institutions, which facilitated to low students' performance in mean score. If they acquired proper leadership styles then KCSE performance would be improved.

4.11 How management of students' discipline has enhanced performance in KCSE

The study sought to establish how students' discipline has enhanced Kenya Certificate of Secondary Education performance in schools.

Table 4.9. How management of students' discipline has enhanced performance in KCSE

Response	Frequency	Percentage (%)
Disciplined students	32	78
Undisciplined students	8	22
Total	40	100

Majority of head teachers represented by 78 percent confirmed that students' discipline had enhanced Kenya Certificate of Secondary Education performance in their schools in the following ways: improved the schools' Kenya Certificate of Secondary Education mean score. This was represented by 78 percent of. The study confirmed that, disciplined students were ever committed to do their work and hence strived for better grades. Such students organized and utilised their time well avoiding idling and student unrest. They facilitated to syllabus coverage and revision done in time, which enhanced performance in Kenya Certificate of Secondary Education. Cases of indiscipline in students were noticed in schools where interview was done. This was represented by 22 percent. In those schools, student unrest and poor performance in KCSE were recorded. If school heads manage students' discipline, increased improvement in KCSE may be realized.

4.12 Students' perception of their head teachers

The question was to describe whether head teachers are caring and understanding to students or Not.

Table 4.10 Students' perception of their head teachers

How head teachers' are perceived	Percentage (%)
Caring and understanding	56
Not caring nor understanding	44
Total	100%

Majority of students out of 7675 who were interviewed represented by 56 percent perceived their school heads as caring and understanding whereas a representation of 44 percent perceived their school heads as neither caring nor understanding. Most schools where heads were perceived as caring and understanding related learners were motivated and hardworking. Hence, improved performance in KCSE was realised. This was evident from their mean score which was above 5 points. Similarly, the school heads who were perceived by their students as neither caring nor understanding with their students. Such school heads looked harsh and did not influence students to improve their performance hence their mean score was always below 3 points. If head teacher- student attitude improved, performance of students in KCSE would be improved in the district.

4.13 Frequency of head teachers' consultative meetings with students

The interview was sought to find whether head teachers held special consultative meetings with students.

Table 4.11 Frequency of head teachers' consultative meetings with students

Frequency of head teachers' Consultative meetings	No. of Students	Percentage
Severally	900	15
Once a week	4001	56
Twice a week	2006	28
Once a term	78	1
Total		100

From the interview, all students admitted that their school heads held consultative meetings with them but the frequency of the meetings differed from school to another. Most students confirmed that they held consultative meetings with school heads once a week. This was represented by 56 percent. 28 percent of the students said they held consultative meetings twice a week. A representation of 15 percent and 1 percent admitted that they held such meetings severally and once a week respectively and that matters discussed in the meetings were geared to students' discipline, their welfare and examination performance. Most schools where meetings were held regularly reflected well disciplined, motivated students and improved performance in KCSE of above the mean score of 5. The interview revealed that during the consultative meetings, students shared freely with their school heads matters concerning their welfare, home background, hindrance of

their academic improvement, general problems faced in school, relationship with teachers, target setting in terms of academic improvement and suggestions towards improving performance in KCSE. Schools where the consultative meetings were irregular like once a term reflected an aspect of low performance in students' performance in KCSE. Such students had not shown increased competencies that would influence students' performance such that the mean score was low. Students' mean score would be improved if the consultative meetings were regular to motivate and encourage students to work hard and hence realize good grades.

4.14 Challenges head teachers face in enhancing performance in KCSE

The interview was sought to find if school heads faced challenges in enhancing performance in KCSE.

Table 4.12 Showing challenges head teachers face in enhancing performance in KCSE.

Challenges	Frequency	percentage
Internally caused	10	25
Externally caused	10	25
Internally and Externally caused	20	50
Total	40	100

All school heads interviewed admitted that they faced a lot of challenges in enhancing students' performance in Kenya Certificate of Secondary Education. They classified the challenges to be internally or externally influenced. Internal challenges included those that were influenced from within the school community where as external challenges were influenced from outside the school community. Internally influenced challenges included; staff relations, lack of motivation among teachers and students, lack of physical facilities, teaching and learning resources, understaffing and financial. Externally influenced challenges were identified as including lack of community support together and political interference local influential leaders.

All the head teachers interviewed identified that the major encountered management challenge of all was indiscipline of students. This they said was brought about by: failure of parents to support the school community in enhancing discipline of students, failure of teachers to support the school head in enhancing students' discipline, failure of prefects to support the staff to enhance their fellow students' discipline and political interference from community prominent personalities.

Omulando (1992) asserted that, discipline is the key to success and that indiscipline cases add problems to institutions whereas discipline influences students' performance in examinations. The challenges were a hindrance to

students' performance in KCSE as shown in tale 4.12. This was a reflection that schools where challenges were managed and minimized, good results and hence improved performance in KCSE was recorded of a mean score of above average. Head teacher of schools where low performance was recorded had not shown increased competencies and had not properly applied resource management techniques that would help manage challenges and influence students' performance in KCSE. Improvement of performance would therefore be realized if only such school heads are committed to managing management challenges faced.

4.15 Suggestions towards improvement of Kenya certificate of secondary education in schools

The survey sought to establish measures to be employed by school heads to improve KCSE in schools. The measures include: allowing for participatory decision making by both students and teachers, providing for enough physical facilities, teaching and learning resources, applying various motivational techniques and appraising' performance, managing and applying proper disciplinary measures on students, recommending teachers for teacher development programmes, involving parents in all school matters, benchmarking in performing schools, revision of past papers, training of head teachers on resource management, sponsoring teachers and students to field trips, target setting and creating extra time for teacher-pupil contact.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter of the research provides a discussion on the summary of the study findings; conclusions of the study, recommendations into the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education and Suggestions for further studies are also highlighted.

5.2 Summary of the findings

The study was guided by the following research questions:

- i) To what extent does head teachers' motivation of students influence their performance in Kenya Certificate of Secondary Education?
- ii) What influence does staff development opportunities have on students' performance in Kenya Certificate of Secondary Education?
- iii) What influence does head teachers' management of students' discipline have on students Kenya Certificate of Secondary Education achievement?
- iv) What challenges are faced by Head teachers in enhancing performance in Kenya Certificate of Secondary Education?

The research design adopted was a descriptive study approach with Nyamache district being the chosen description of study. The population was stratified into three strata of pupils, teachers and head teachers respectively where random

sampling was used to select a student sample of 425, 151 teachers and 30 head teachers. The drop and pick technique was used to administer the questionnaire. Descriptive statistics based on frequency and percentage distribution and cross tabulations were used to analyze the data and make comparison between the desired variables. The major findings of the research showed that school heads in Nyamache district faced challenges while trying to improve KCSE performance in their schools. The major challenges identified included; Lack of enough teachers, indiscipline of students, lack of parents support with regard to the discipline of their children, inadequate learning resources, lack of self-motivation in the side of students and teachers, Form one low entry marks, lack and delay of funds and poor fees payment by students.

On the question whether or not there was any significant difference between the challenges facing the experienced school heads and the less experienced ones, the survey revealed that the challenges were very similar irrespective of the experience of the heads. The study revealed that inadequate resources were a major challenge in all the schools covered in the survey. This was a challenge that all the heads teacher: degree holders and those with other qualifications agreed was so challenging. Indiscipline of students was seen in both the schools that were headed by graduate head teachers and those that were headed by head teachers with other qualifications regardless of gender.

The study revealed that most of the head teachers delegated their administrative duties efficiently to the teachers following the criterion of the experience of the teachers. The teachers on the other hand welcomed the bestowment of administrative duties since most of them admitted that they had the ambition to become school heads at one time in their careers and they also had cordial relationships with their school heads. The teachers also revealed that staff meetings were held and that they were open without intimidation from the school administrators. Duties delegated to teachers by school heads included; maintaining discipline among students, checking the schemes of work by heads of department, guidance and counselling to students, extracurricular activities such as sports and games as well as social clubs in the schools.

Inadequate resources challenge ranged from the instructional facilities to human resources like teachers. The textbook student ratio in most schools was insufficient with some of the schools having a very poor ratio of 1:10 in the form one three classes. The best ratio revealed in the study was 1:3 with most of teachers reporting that it was the most common. Majority of the head teachers and the students said that their schools were understaffed and also this was observed as a major cause of low performance in students' KCSE. The study showed that majority of the students perceived their head teachers as caring and understanding. The school heads held consultative meetings with the students frequently and the matters of discussion in these meetings were generally on the

discipline of the students, performance in examinations and the welfare of the students.

Despite having all these measures in place, the students in the population of study still revealed that schools were in dire need to improve in the KCSE mean standard score. In most schools head teachers were blamed and hence demanded to leave for transfer. The study involved stratified random sampling to select the sample for study and the main tool for study was the Questionnaire method where items were administered using the drop and pick method. The data were analyzed using descriptive statistics. The results were displayed using frequency tables and percentage distributions.

5.3 Conclusions

Studies show that it is important for school heads to apply resource management practices to influence students' academic performance. Such practices include; involving teachers in staff development training programmes to enhance teacher professional growth as they acquire new knowledge, application of motivational techniques on students and teachers and also managing students' discipline. It was noted that head teachers face challenges in the process of managing their institutions. The challenges are identified as internally and externally caused. They include; inadequate physical facilities, teaching and learning resources understaffing, lack of community support, indiscipline of students and lack of

self-motivation of students and teachers. Based on the study, the challenges encountered by the school heads are not unique to individual school heads and are neither dependent on the qualifications of the head teachers nor their work experience. The teaching staffs are involved in decision making and attending teacher training programmes to improve in students' performance in KCSE. The students perceive their school heads as caring and understanding because the school heads held special consultative meetings with students to discuss on discipline, academic matters as well as matters o general student welfare. Improved academic performance is not a one person agenda but involves a variety of stakeholders who together join hands to realize better grades in Kenya Certificate of Secondary Education.

5.4 Recommendations

The following recommendations were made based on the findings and conclusions of the study:

- i) The secondary school head teachers should be exposed to resource management training rather than assuming that their academic qualifications were sufficient in running their schools.
- ii) Ideas that are brought up by students during student- consultative meetings with head teachers should be implemented after securitization where necessary.

- iii) Management of students' discipline should be a shared responsibility to all stakeholders in the education sector than abdication of parenting duties to head teachers.
- iv) The condition of the instructional facilities, teaching and learning resources in secondary schools should be improved and also increased to facilitate learning and improve performance in KCSE.
- v) Head teachers should sponsor teachers to attend educational workshops and seminar to gain new knowledge, upgrade them for arising opportunities and improvement of performance in KCSE
- vi) School heads to apply proper motivational strategies frequently on students and teachers to motivate and facilitate improved performance in KCSE.

5.5 Suggestions for further studies

Future studies should be carried out to investigate the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education. Key interest should be paid on:-

- (i) A study on the head teachers' motivational techniques on students' to improve performance in KCSE should be conducted.
- (ii) A study on the effect of staff training programmes on students' performance in KCSE should be conducted.

- (iii) A study on the need for head teachers' resource management training should be conducted.
- (iv) A study on challenges head teachers' face in enhancing KCSE should be conducted.
- (v) A study on the relationship between students' discipline and academic achievement should be conducted.

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APPENDICES

APPENDIX A: LETTER FOR HEAD TEACHERS

University of Nairobi,
Department of Educational
Administration and Planning,
P.O. Box 30197,
Nairobi.

Dear respondent,

RE: INTRODUCTION LETTER

I am a master of education student in the University Of Nairobi carrying out a research on, the influence of head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education. I would very much appreciate if you would spare a few of your valuable minutes to complete the attached questionnaire. The information on the questionnaire will be kept confidential and no individual school would be mentioned in the complete work.

Please be as honest as possible in answering the questions.

Thanking you in advance.

Faithfully yours,

Teresa Kerubo Ochomba

APPENDIX B: HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on the influence of head teachers' resource management practices on students' Kenya Certificate of Secondary Education in Nyamache District. The Questionnaire is in two sections I and II. Section I of demographic data and section is of head teachers' resource management practices. Please tick ($\sqrt{\quad}$) in the appropriate box as it applies to you in section I. Do not write your name or school.

Part 1: Demographic data

Please indicate the correct option inserting a tick ($\sqrt{\quad}$) in the appropriate box provided.

1. Gender Male () Female ()
2. Age. Below 30 years () 31- 40 years ()
41-50 years () 51 years above ()
3. How long have you been a head teacher?
Below 5 years () 5- 10 years ()
11- 15 years () 16 and above years ()
4. How long had you taught before promotion to headship?
Below 5 years () 5 – 10years ()
11- 15 years () 16 years and above ()
5. How long have you been a head teacher in this school?
Below 5 years () 6 – 10 years ()

11-15 years () 16 years and above ()

6. What is your academic qualification?

KJCE () KCSE ()

KCE () E ACE ()

DEGREE () others () specify _____

7. What is your professional qualification?

P1 () DIPLOMA (ARTS) ()

BACHELORS BED () MASTERS ()

Others specify _____

Part II: Influence of head teachers' resource management practices on KCSE.

Indicate a tick (√) in the appropriate box. Answer other questions in the spaces provided.

1 i) How many teachers are there in your school including yourself?

Male: _____ Female: _____ Total: _____

ii) Are the teachers enough according to the size of your school?

Yes () No ()

2 i) Have you trained in KESI in-service training programmes?

Yes () No ()

ii) If yes in 2 (i) above, what was the theme(s)?

3 i) Do you allow your teachers to attend in-service training programmes?

Yes () No ()

ii) If yes in 3 (i) above, how have the programmes influenced students' performance in Kenya Certificate of Secondary Education in your school?

4. How do you motivate your teachers and learners in your school to improve students' performance in Kenya Certificate of Secondary Education?

5. How has students' discipline enhanced performance in Kenya Certificate of Secondary Education in your school?

6. What are some of the challenges you face in enhancing Kenya Certificate of Secondary Education performance in your school?

7. Please indicate your school KCSE mean in the following years

2010-_____ 2011-_____ 2012-_____

8. What specific suggestions can you give towards the improvement of Kenya Certificate of Secondary Education in your district?

Thank you for your cooperation

APPENDIX C: TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on the influence of head teachers' Resource management practices on KCSE in Nyamache District. You are kindly requested to tick ($\sqrt{\quad}$) in the appropriate box where necessary. Answer other questions in the spaces provided. Please do not write your name or school. The information you give will be confidential and will only be used for purposes of study. Please respond to all items.

Section I: Demographic data

1. What is your gender? Male () Female ()
2. Are you professionally trained as a teacher? Yes () No ()
3. For how long have you been in the teaching profession? _____
4. How long have you served in this school? _____
5. What post do you have in this school? _____
6. How do you relate with your head teacher?
Fairly () Poorly ()

Section II: Influence of head teachers' resource management practices on KCSE performance

7. i) Are you interested in becoming a head teacher?
Yes () No ()
- ii) Give your reason (s) in 7 (i) above. _____

8. Have you ever attended development training programmes?

Yes () No ()

9. If yes in (8) above, what was the theme (s)?

10. How have the development training programmes enhanced KCSE performance in your school?

11. In what ways does your head teacher motivate teachers and learners in enhancing students' performance in KCSE?

12. How does discipline in your school enhance performance in KCSE?

13. What challenges does your head teacher face in enhancing KCSE performance in your school?

14. In what ways can the challenges be managed?

15. What do you suggest can generally be done to improve KCSE performance in your school?

Thank you for your cooperation

APPENDIX D: STUDENTS' QUESTIONNAIRE

This questionnaire is designed to gather information on influence of head teachers' resource management practices on students' KCSE performance in Nyamache District. You are kindly requested to tick () where applicable.

Please answer ALL other questions in the spaces provided. Do NOT write your name or school.

Section I: Demographic data

1. What is your gender? Female () Male ()
2. In which form are you? Form one _____ Form two _____
Form three _____ Form four _____
3. How many are you in your class? _____
4. Are there adequate textbooks in your class?
Yes () No ()
5. How is your school staffed? Well () fairly () poorly ()
6. What can you say about your head teacher? Caring () Not caring ()

**Section II: Influence of head teachers' resource management practices
on students' KCSE performance**

7. i) Does your head teacher hold meetings with students?

Yes () No ()

ii) Indicate some of the issues discussed in such meetings.

8. i) Do you have prefects in your school?

Yes () No ()

ii) Who appoints them?

Principal () teachers ()

Outgoing prefects () students ()

9. In what ways does your head teacher motivate you for better performance
in examinations?

9. How does your head teacher apply discipline to influence academic achievement in your school?

10. What are some of the challenges faced by your head teacher while trying to enhance KCSE performance in your school?

Thank you for your cooperation

APPENDIX E: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1008**

Date: **12th June 2013**

Teresa Kerubo Ochomba
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **5th June, 2013** for authority to carry out research on "*Influence of headteachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache District, Kisii County.*" I am pleased to inform you that you have been authorized to undertake research in **Nyamache District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Nyamache District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Nyamache District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX F: PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/098

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution **Date of issue** 12th June, 2013

Teresa Kerubo Ochomba **Fee received** KSH, 1000

of (Address) University of Nairobi

P. O. Box 92-0902, Kikuyu

has been permitted to conduct research in


Location

Nyamache District

Province

Nyanza

of the topic: Influence of head-teachers' resource management practices on students performance in Kenya Certificate of Secondary Education in Nyamache District, Kisii County



Teresa Kerubo Ochomba
Applicant's Signature

[Signature]
For Secretary

National Council for Science & Technology

for a period ending: 31st July, 2013.

CONDITIONS

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

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055f3mt10/2011 (CONDITIONS—see back page)

APPENDIX G: DEOs AUTHORITY LETTER

MINISTRY OF EDUCATION



SUB COUNTY EDUCATION OFFICE
NYAMACHE,
P.O. Box 8-40203
NYAMACHE.

E-mail Address: deonyamache@yahoo.com
When replying please quote.
Phone no. 0722255736

2/7/2013.

PUBLIC SECONDARY SCHOOL
PRINCIPALS,
NYAMACHE SUB COUNTY.

RE: RESEARCH AUTHORIZATION-TERESA KERUBO OCHOMBA-TSC.NO. 285055.

Following a request by Madam Teresa Ochomba who is taking a masters degree course in Nairobi University for authority to carry out research on **Influence of Head teachers' resource management practices on students' performance in Kenya Certificate of Secondary Education in Nyamache District, Kisii County**, you have been asked to accord her the necessary assistance. She is expected to end her research by 31st July, 2013.

A handwritten signature in blue ink, appearing to read 'Mogere Charles', written over a purple official stamp.

MOGERE CHARLES,
FOR SUB COUNTY EDUCATION OFFICER
NYAMACHE.

FOR DISTRICT EDUCATION OFFICER
NYAMACHE

APPENDIX H: DC's AUTHORITY LETTER



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegrams "DISTRICTER"; NYAMACHE
Telephone
Email-dcnyamache@yahoo.com
When replying please quote

REF:No.NYA/BMD/18/11/VOL.1/317

Deputy County Commissioner
Nyamache Sub-County
P. O. Box 100 - 40203
NYAMACHE

5th July, 2013

National Council for Science and Technology
P. O. Box 30623-00100
NAIROBI -KENYA

**RE: RESEARCH AUTHORIZATION
TERESA KERUBO OCHOMBA**

Yours Ref:No.NCST/RCD/14/013/1008 dated on 12/6/2013 refers.

This is to confirm that the above named has been authorized to carry out research on Influence of Headteachers' Performanc in Kenya Certificate of Secondary Education in Nyamache District, reported here on 24/6/2013 to 31/7/2013.

DEPUTY COUNTY COMMISSIONER
NYAMACHE SUB-COUNTY

A handwritten signature in blue ink, appearing to read 'Bridgid N. Makokha'.

**BRIDGID N. MAKOKHA
FOR:DEPUTY COUNTY COMMISSIONER
NYAMACHE SUB-COUNTY**