INFLUENCE OF SCHOOL MANAGEMENT COMMITTEES ON PROVISION OF TEACHING/LEARNING RESOURCES IN PUBLIC PRIMARY SCHOOLS KISII SOUTH DISTRICT, KENYA

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DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

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This research project has been submitted for examination with our approval as the university supervisors.

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DEDICATION

This project is dedicated to my beloved husband Lazarus Onyancha, sons Steve Mochana , Nelson Ombaso and Tim Onyancha (Jnr). My beloved sister Zipporah Moraa and her husband Mr. Stephen Aming'a and my brother Fred Momanyi.

ACKNOWLEDGEMENT

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ABBREVIATIONS AND ACRONYMS

DFID	Department for International development
ERS	Economic Recovery Strategy
FPE	Free Primary Education
GOK	Government of Kenya
ICT	Information Communication Technologies
KCPE	Kenya Certificate of Primary Education
KEMACA	Kenya Education Management Capacity Assessment
KESSP	Kenya Education Sector Support Programme
MDG	Millennium Development Goals
MOEST	Ministry of Education Science and Technology Organization
PRSP	poverty Reduction Strategy Programme
SMC	School Management Committee
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural
USA	United States of America
WHO	World Health Organization

ABSTRACT

Studies have shown that efficient management of school teaching and learning resources makes the school a better learning environment. There is need to establish the link between the role of the school management committees and the provision of teaching and learning resources in public primary schools. Therefore, the main purpose of this study was to investigate the influence school management commitees (SMCs) on the provision of teaching and learning resources in public primary schools in Kisii South District. The objectives were: to determine how strategies used in provision of resources; maintenance of school facilities by SMCs; resource mobilization by school management committees; and accountability for school funds by school management committee influenced the provision of teaching and learning resources in the schools in the area. Descriptive survey research design was adopted. Simple and stratified random sampling techniques were used to draw the sample. The study involved sixteen headteachers, sixy six teachers and twenty seven school management commitee members. Questionnaires and interview guides were used in the instrumentation after pretesting. Data were analyzed using descriptive statistics and summarized into frequencies and percentages. According to the findings, the SMCs met regularly to discuss matters touching on teaching and learning resources and 60% of the members of the SMCs regularly attended the meetings. The SMCs members were also involved in the allocation of teaching and learning resources.The SMCs regularly inspected school facilities so as to ensure that all components of the facility are in good working condition.They were actively involved in the budgeting for the schools maintenance. They were also involved in the mobilization of funds for their schools and in the budgeting of the school funds as recommended. The study concluded that the SMCs members were playing their parts well and all the study variables were indeed factors influencing school management commitees on the provision of teaching and learning resources in the study area. It was recommended that SMCs in the area need to become more aggressive and innovative in resource mobilization and that stakeholder should form more committees at different levels and increase the efficiency of the school management committee in providing teaching and learning resources. More studies should be done on the influence of ICT in the management of public primary schools, role of parents in provision of teaching learning resources in Kisii South District. Influence of infrastructure location and headteachers management strategies in public primary schools. Strategies used by SMCs in ensuring health and safety standards in public primary school.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

Efficient management of school teaching and learning resources is crucial in order to make the school a pleasant, safe and comfortable centre that will increase students' attendance, motivation and willingness to participate adequately in both curricula and co-curricula activities. A study by Hallack (1990) observes that learning and teaching resources form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. The study further notes that their availability, relevance and adequacy contribute to academic achievement. However, the study quickly adds that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment.

Schneider (2002) pointed out that school facilities had a direct effect on teaching and learning and that poor conditions of school facilities make it difficult for teachers to teach their students or provide an adequate education to their students. These poor conditions like crumbling pluster, unroofed toilets and broken funiture cause teachers to leave their schools and leave the teaching profession. Earthman (2002), repor ting on California, showed that comfortable classroom temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual

attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings by several percentage points.

The Department For International Develoment (DFID) 2010, highlights the importance of educational teaching and learning facilities in schools. The report notes that where quality of facilities are maintained and improved (particularly water and sanitation facilities), enrolment and completion rates are improved, there is less teacher absenteeism and learning outcomes are also improved. The report concludes by recommending the characteristics or main features of what should constitute a basic minimum package of school teaching and learning facilities. These includes accessibility, durability, functional, safe, hygienic and easily maintained facilities. Once this aspects are embraced,then the system is likely to meet the goals enshrined in the strategy of achieving the Millennium Development Goal for primary education.

Akinfolarin (2008), identified teaching and learning resources as a major factor contributing to academic performance in the South- west Nigeria schools system. These include classroom furniture, recreational equipment among others. Bandele (2003), noted that the importance of physical facilities cannot be relegated while studies conducted by Ayodele (2000), and Vandiver (2011), showed a positive relationship exists between availability of facilities and student academic performances. There is a link between effective

management of school facilities and school management committee. Elghaffar (2007), notes that for facilities maintenance to be carried out effectively, schools management should establish organisational structure for facilities maintenance with clearly defined duties and responsibilities. Wakeham (2003), notes that facilities management is the responsibility of the school governing body in terms of its governance functions. The management should therefore establish a school committee for facilities regular maintenance, repairs, raising funds and educating the school community on proper care of facilities.

Luthans (1995), observes that SMC should ensure that all decisions with regard to accountability at school level should be transparent. People should be let to know what happens when a decision is taken, what reasons are there for a decision that has been made, the implications, process used what the implications of decisions are and what processes were used facts taken into account in the decision-making process should also be made known to all people in the school.

According to Pistorius, Vorster and Swanevelder (1997), the school organisation should have a proper organisational structure in which different functions are clearly assigned to specific departments and divisions. The accounting system of the school should embody internal control system to ensure accuracy, validity and completeness of financial information. These

will ward off corruption and adhere to protocol and prescriptions of the management and governance.

The Kenya Education Management Capacity Assessment (KEMACA, 2008) survey which was conducted to ascertain capacity weaknesses in the Kenyan education system, which might impede the proper execution of the Kenya Education Sector Support Programme (KESSP) revealed that most schools did not have action plan. The report further showed that School action plans were frequently not at all focused on pedagogical issues such as materials acquisition, peer teaching, assessment, but on more generic issues and infrastructure. This gives an implication of a problem with school planning skills and lack of school facility maintenance plan.

1.2. Statement of the problem

Since 2003, the Kenyan government has initiated several measures aimed at providing teaching and learning resources in public primary schools. For instance, under the Free Primary Education (FPE), the government has been providing funds to primary schools to cater for general school maintenance and purchase of school instructional materials such as textbooks, desks, furniture, chalks, fencing and general school cleanliness. A review of the achievement of the free education funds as cited in the (UNESCO, 2005) report revealed minimal improvement in the provision of teaching and learning resources in most schools across the country a fact attributed to the inactiveness of the school management committee to mobilize for funds towards expanding school facilities and lack of active involvement in the

development of the school activities. For example, in Kisii South district where the present study was conducted, the Kisii South district education annual report (2012) cited inadequate teaching and learning resources as the major reason for the poor performance in national examinations. This was mainly attributed to inadequate and poorly maintained classrooms, inadequate desks, reference books and irregular supply of teaching aids materials. In some schools cases of embezzlement of school funds by the head teacher and lack of clear roles between the head teacher and other SMC members on procurement and expenditure of funds had led to compromised provision of teaching and learning resources. Hence, there was need to establish the link between the role of the school management committees and the provision of teaching and learning resources in public primary schools in the area.

1.3. Purpose of the study

The main purpose of this study was to investigate the influence of school management commitees on the provision of teaching and learning resources in Public Primary Schools in Kisii South District, Kenya.

1.4. Objectives of the study

The study sought to investigate the following objectives

i) To determine the strategies used by school management committees in provision of teaching and learning resources in public primary schools.

ii) To determine the extent to which maintenance of   school facilities by school management committees influence the provision of teaching and learning resources in public primary schools.

iii) To establish the extent to which resource mobilization by school management committees influence the provision of teaching and learning resources in public primary schools.

iv) Determine the extent to which the demand for accountability for school funds by school management committee enhances the provision of teaching and learning resources in public primary schools.

1.5. Research questions

The study was anchored on the following research questions

i) To what extent does strategies used by school management committees influence the provision of teaching and learning resources in public schools?

ii) To what extent does the maintenance of school facilities by school management committees influence the provision of teaching and learning resources in public primary schools?

iii) How does resource mobilization by school management committees influence the provision of teaching and learning resources in public primary schools?

iv) How does the demand for accountability of funds by the School Management Committees influence the provision of teaching and learning resources in public primary school?

1.6. Significance of the study

The study may be useful to the school management committee members particularly head teachers to enhance accountability and management of school funds so as to improve provision of teaching learning resources. The findings of the study may assist school management committees to stregthen their resource mobilising skills to improve on the resources available to them other than the governement grants towards enhancing teaching and learning resources. It was hoped that the findings of this research could add data for scholars to review the recommendations and apply them to other school management committees in other districts to evaluate their effectiveness as a school management strategy.

1.7. Limitations of the study

One of such limitations is the suspicion which some of the respondents may withhold some information for fear of victimization due to exposing sensitive issues particularly those touching on financial issues of the school. This however was mitigated by assuring the respondents of confidentiality and explaining purpose of the study.

1.8. Delimitations of the study

The focus of the study was public primary schools with headteachers, teachers and members of school management committee members as respondents.

1.9. Basic assumptions

This study held the assumption that:

i) School management committees were conversant with their roles as provided for in the Basic Education Act of 2013.

ii) The headteachers would co-operate with teachers and SMC's members.

iii) Teachers were aware of the roles of SMC's as provided for in the Basic Education Act of 2013.

1.10. Definition of significant terms

This study held these definitions to help to establish the frame of reference with which the researcher approaches the problem.

Community refers to persons residing in the neighborhood of a public primary school.

Head teacher refers to the lead educator or administrator in a public primary school appointed by the Teachers Service Commission as such and responsible for the implementation of the educational policy guidelines and professional practices in the primary school.

Management refers to process of coordinating and integrating work activities so that they are completed efficiently and effectively through other people.

Primary education refers to education imparted to children who have completed primary education from class one to class eight in the Kenyan schools

Provisions refer to making available teaching and learning resources for use in public primary schools.

Public schools refers to as aided or maintained schools and as such, are entitled to receive financial assistance from the Ministry and personnel from the Teachers Service Commission.

School management committee refers to a a cooporate body responsible for management of education at primary school level.

Stakeholder refers to a person, a public or private organization involved in a public primary school and with vested interests for the benefit of the school.

Teacher refers to a person who has been trained as a teacher as provided for in laws of Kenya and registered as a teacher to impart knowledge skills and attitudes to a learner.

Teaching and learning resources refers to all the facilities required for effective teaching and learning such as classrooms, desks, playground, fence, textbooks, water and sanitation.

1.11. Organization of the study

This study is organized into five chapters. Chapter one consists of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, basic assumptions and definitions of significant terms. Chapter two deals with the literature review, the concept of school management committee (SMC), SMC   and management of school facilities, SMCs and maintenance of school facilities, SMCs involvement in

mobilization of resources for teaching and learning and SMCs and accountability of school funds, summary of literature review, theoretical and conceptual framework are also highlighted respectively. Chapter three consists of the research methodology which describes the 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 data analysis and interpretation of findings while chapter five contains the summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter discusses the following reviewed literature under the following subheadings; the concept of school management committee (SMC), strategies used by SMCs in provision of teaching learning resources, SMCs and maintenance of school facilities, SMCs involvement in mobilization of resources for teaching and learning and SMCs and accountability of school funds. Summary of literature review, theoretical and conceptual framework are also highlighted respectively.

2.2. The concept of school management committees

Acording to Mwanzia (2011), corporate governanace is a set of responsibilities and procedures exercised by the headteacher and the SMC to provide strategic directive, ensure objectives and manage risk and use teaching learning resources responsibly and with accountability.

The school management committtees (SMCs) in Ghana were among the number of interventions adopted by the Government of Ghana under the Ghana Education Act of 1994 in all basic schools which aimed at; Strengthening community participation, Mobilization for education delivery, and as well as Improving quality teaching and learning. The SMC is a representation of the entire community with the following major functions designated by the Act; monitoring and supervision of head teachers,teachers

and pupils, ensuring maintenance and safety of school infrastructure, ensuring pupil and teacher discipline, assisting teachers to improve teaching and learning, resolving school-community conflict and improving teacher community relations (Osei-Owusu and Kwame, 2012).

The Kenyan Basic Education Act of 1968 and revised in 1980 identified the following functions of the School Management Committees; advising the Chairman and Secretary of the District or municipal boards, collect and account for any funds accruing to the school, maintain reasonable religious traditions of the school, advise on the staffing needs and provide buildings including houses and furniture from funds collected by the committee.

The Kenya Basic Education Act 2013 section 59 has also listed over 20 functions of the Board of Management of a basic education institution and consequently expanded the its role to include provision of teaching and learning resources to their respective schools. Some of the functions relating to provision of teaching and learning resources include; promotion of the best interests of the institution and ensuring its development, ensure and assure the provision of proper and adequate physical facilities for the institution, staffing needs of the institution, allow reasonable use of the facilities of the institution for the community, social and other lawful purposes. The Board of Management may determine charging of a fee to members of the community for resources used, administer and manage the resources of the institution,

receive, collect and account for any funds accruing to the institution (The Basic Education Act, 2013).

2.3. Strategies used by school management committee in provision of teaching and learning resources

A study by Scanlon, Earley and Evans (1999), gives a summary of mangement ingredients of effective SMC boards in England and how they work to propel schools to new heights of development. They have trust and support in the relationship between the head and governors, have skilled and committed chair who ensure that the body worked as a team and demonstrate high levels of commitment and positive relationship with school staff.A study by Mitchell, Cameron, and Wylie (2002), in New Zealand established how school management committee chairmen improved performance in schools they were in charge. Among the factors for their successful performance, include maintenance of close partnership with school staff, constructive relations with the board members and development of strong links with parents, and being able to hear their views.

Adeboyeje (2000), notes that School heads are the custodians of their school learning facilities. It is the responsibility of school heads to ensure that all components of the plant are in good working condition well protected used for the purpose(s) for which they were acquired. The study further note that the teachers are to assist the school heads in the maintenance of the school infrastructure and learning environment. Further, teachers are to see that every

item in their classrooms are in good condition and to promptly report any dilapidation or deterioration to the school head for necessary maintenance action.

Leah and Abdulla (2009), observes that where school facilities are deteriorating and learners learn in unfriendly conditions could be a pointer of weak management practices by SMCs arising due to poor administrative structures and inefficiency to utilize resources to meet educational needs.

A study by Nyaundi (2012), on the influence of SMCs on the implementation of educational projects in public primary schools in Keumbu division Kisii county established that inadequate managerial skills, conflict of interest by SMC and irregular attendances in meetings as some of the factors inhibiting their participation in the implementation of educational projects in schools.

A study by Obonyo (2012), on factors influencing effectiveness of school management in public primary schools in Karemo division Siaya County established that managerial incompetency, lack of clear roles and responsibilities and weakness in treasurer's budget development affected their effectiveness in the management of schools.

Fenker (2004) stated that facilities management is a process that ensures that buildings and other technical systems support the operations of an organization. The International Facilities Management Association (2002) described facilities management as the practice of co-ordination of the physical workplace with the people and the work of the organization; it integrates the principles of business administration, architecture and the

behavioral and engineering sciences. School facilities management is the application of scientific methods in the planning, organizing, decision-making, co-ordination and controlling of the physical environment of learning for the actualization of the educational goals and objectives. This involves among other things, collective decision making in relation to selection of site for establishment of new schools, design and construction of new school plants including grounds, renovation and modernization of old plants, provision of equipment for academic and non-academic activities, maintenance of all facilities and review of management practices and processes.

2.4. School management committees maintenance of school facilities and available teaching and learning resources

The school facilities consist of all types of buildings for academic and non-academic activities, equipment for academic and non-academic activities, areas for sports and games, landscape, farms and gardens including trees, roads and paths. Others include furniture and toilet facilities, lighting, acoustics, storage facilities and packing lot, security, transportation, ICT, cleaning materials, food services, and special facilities for the physically challenged persons. These facilities play pivotal role in the actualization of the educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school. Knezevich (1975, p.563) emphasized that the physical needs are met through provision of safe structure, adequate sanitary facilities, a balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play. His

emotional needs are met by creating pleasant surroundings, a friendly atmosphere, and an inspiring environment. The primary educational system in Kenya has undergone tremendous changes in the form of its philosophy, broadened goals and objectives, new approaches to service delivery and architectural design, quantum leap in school enrolment, multiplicity of curricula programmes and extra-curricular activities, introduction of Information and Communication Technology (ICT) and expanded academic support services such as guidance services to students, teachers and the community, integration of the school and community. The resultant effect of all these changes is the need for creative and innovative steps in the management of school facilities. For example, research findings have shown that students learn better when a combination of methods and materials are employed during teaching. Furthermore, emphasis has shifted towards giving individual attention to students as against teaching large classes, which presupposes that all students in a class have the ability to learn at the same pace. The implication of the foregoing is that in designing school plant, provision should be made for individual and small group interaction and for large groups for academic and social activities.

Bastidas (1998), observes that school facilities maintenance should be carried out by the school community in order to prolong the life expectancy of school buildings, its furniture and equipment for normal use, (and) should be systematic and pro-active. Nhlapo (2006), notes that school facilities maintenance basically relates to the repair, replacement and general upkeep of

physical features as found in school buildings, grounds and safety systems .
Szuba and Young (2003), indicate that maintenance is concerned with
ensuring safe conditions for facility users, be they learners, educators, staff,
parents or guests. The study further notes that maintainance is usually the
responsibility of school management committee. The body should be
concerned with creating a physical setting that is appropriate and adequate for
learning.

Ayeni and Adelabu (2011), observe that school management committees are
the custodians of school facilities and that its their responsibility to ensure
that all components of the facility are in good working condition, well
protected and used for the purpose (s) for which they were acquired. The
school heads as member of the SMC should motivate staff members as well as
the students to internalize maintenance culture with respect to the school plant
and even in personal affairs. Equally the teachers are to assist the school heads
in the maintenance of the school infrastructure and learning environment and
see that every item in their classrooms are in good condition and to promptly
report any dilapidation or deterioration to the school head for necessary
maintenance action. Dilapidation of deterroriation of the items should be
propmtly reported to the school heads for necessary maintanance action.

According to Ihuoma (2007), facility maintenance entails providing clean and
safe environment for teaching and learning. It also involves provision of
adequate facilities for teaching and learning encompassing the aspect of

preventive, routine, emergency repairs and predictive maintenance. Lack knowledge of facilities maintenance planning by the school management committee can lead to facilities becoming obsolete and therefore not contribute to functional education. School managers and teachers who constantly use school facilities lack knowledge of facilities maintenance planing consequently they fail to integrate facility maintenanace into the management of the school. The issue of facility maintenanace is haphazandly adressed at all levels of the educational system. The study recomends that the schools managers should carry out comprehensive asessment of the facilities to determine areas of need. The assessment will asist in policy formulation as it relates to facility managment in schools.

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behavior through critical thinking. This process does not take place in a vacuum but rather in an environment structured to facilitate learning. Stoner, Freeman and Gilbert (1996) described the environment of an organization as all elements relevant to its operation and they include direct and indirect action elements. School facilities, constitute the major components of both direct and indirect action elements in the environment of learning. Several studies have shown that a close relationship exists between the physical environment and the academic performance of students. Nwagwu (1978) and Ogunsaju (1980) maintained that the quality of education that children receive bears direct relevance to the availability or lack

thereof of physical facilities and overall atmosphere in which learning takes place.

2.5. School management commitees involvement on resource mobilization and influence on teaching learning resources

Davis (2006), indicates that parent and teacher consultation and collaboration in school resource mobilization and decision-making creates the climate for greatest fulfilment of school student's potential. The study further says that involvement of stakeholders, particularly teachers, in school decisions is an important aspect of educational leadership. Newcombe (2005) indicated that the principal's perception of teacher commitment to the school's organizational goals also determines the extent of teacher involvement in resource mobilization and decision-making.

The study by Telem (2003), found that parental involvement in school activities and decision-making can motivate them to mobilise resources and bring particular skills and support to the school that can enable students and teachers achieve their targets. Chelimo (2006) notes that a school needs all the financial resources it can avail to support the implementation of its vision and objectives successfully. Financing the plan will require the SMC to identify sources of income for the school programmes through their influence and goodwill involvement with parents, charitable organizations and business people.

A study by Namunyu (2012), on the role of school management committees in school improvement in primary schools in Busia district established that SMCs had taken upon themselves to construct and renovate classrooms, provide desk, fence school compound and even hire volunteer teachers in an effort to supplement government effort of enhancing teaching and learning resources.

2.6 School management committees' accountability on school funds and provision of teaching learning resources

Wagner's (1989) defines accountability as having a conscience or a moral responsibility about what one is doing. Lello (1993) argues that accountability entails being answerable to other stakeholders both junior and senior. Luthans (1995) observes that all decisions with regard to accountability at school level should be transparent and SMC ensures that all the people are informed what happens when a decision is taken, what reasons are there for a decision, what the implications of decisions are and what processes were used and what facts were taken into account in the decision-making process.

Kauffman, Kraay, and Mastruzzi (2007), note that where funds originate, school management committee should ensure that there is consistency in disbursement and financial management combined with spending discipline at all levels. Where the SMC fails to embrace strict budget management it can result in funds never arriving at their intended destination, arbitrary reallocation or theft.

According to Maureen (2009) weak governance structures by the SMC characterized by low capacity to plan, allocate and execute budgets, weak internal controls, poor management and supervision of funds, absence of external accountability (including audits), and distorted incentives considerably increase the opportunity for mismanagement and corruption. They also affect the funding received by education providers, and thereby the delivery of teaching and learning resources.

Andrew and Henry (2012), while investigating challenges in achieving effective school leadership and management in Kisii county established that 90 per cent of the conflicts among the school management committee were due to lack of transparency on spending of school funds with 30 per cent of the members feeling that they are usually left out in major decision making process.

2.7. Summary of literature review

The literature review has shown that School Management Committees particularly in developed countries have realized their objectives and contributed to provision of teaching and learning resources through working as a team among committee members and head teachers (Mitchell, Cameron, & Wylie, 2002). However the study does not indicate the conditions under which these school management committees were working that made them achieve their objectives. Cited literature in developing countries have highlighted what the school management committee are supposed to do but very little is given about their contributions towards provision of teaching learning

resources in schools. There is little information given on the strenghts and weaknesses of the School Management Committees in discharging their duties.

Equally the literature cited have not shown measures initiated to strenghten the capacities of the School Management Committees in discharging their roles to effectively deliver adequate provision of teaching and learning resources. The Basic Education Act 2013 has expanded the roles of the School Management Committees to more than 20 but little explanation is given on the link between roles and provision of teaching and learning resources.

2.8. Theoretical framework

This study is modelled along the system theory as advanced by Von Ludwig Bertalanffy in 1968. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. System theory involves thinking in terms of the whole problem, task, operation or group of integrating subparts as well as monitoring the optimum alternative sequences. Interactions, functions or component part in order to achieve desired outcome (Lander & Myers, 1977).

According to Hannagan (2000), it is based on the view that managers should focus on the role each part of an organization plays in the whole organization rather than dealing separately with each part. Education has various players

the head teacher, school management committee members, teachers and pupils. If the stakeholder fails at his/ her level, the system fails. School management committees have a role of managing and to ensure adequate provision of teaching learning resources. This is conceptualized in the conceptual framework given in Figure 2.1, which shows the relationship between the variables of the study.

2.9. Conceptual framework

According to Orodho (2005), conceptual framework covers the main features of a study and their presumed relationship.

Fig. 2.1 Relationship between variables in the SMCs influence on provision of teaching and learning resources in schools

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┌─────────────────────┐
│ SMCs stratetegies    │
│ used in provision of │
│ schools resources    │
└─────────────────────┘

┌─────────────────────┐         ┌──────────────┐        ┌──────────────┐
│ SMCs maintenance of │         │    SMC       │        │ Provision of │
│ facilities          │────────▶│ management   │───────▶│ teaching and │
└─────────────────────┘         │ process      │        │ learning     │
                                └──────────────┘        │ resources    │
┌─────────────────────┐                                 └──────────────┘
│ SMCs Mobilization    │
│ for resources        │
└─────────────────────┘

┌─────────────────────┐
│ SMCs accountability  │
│ of school funds      │
└─────────────────────┘
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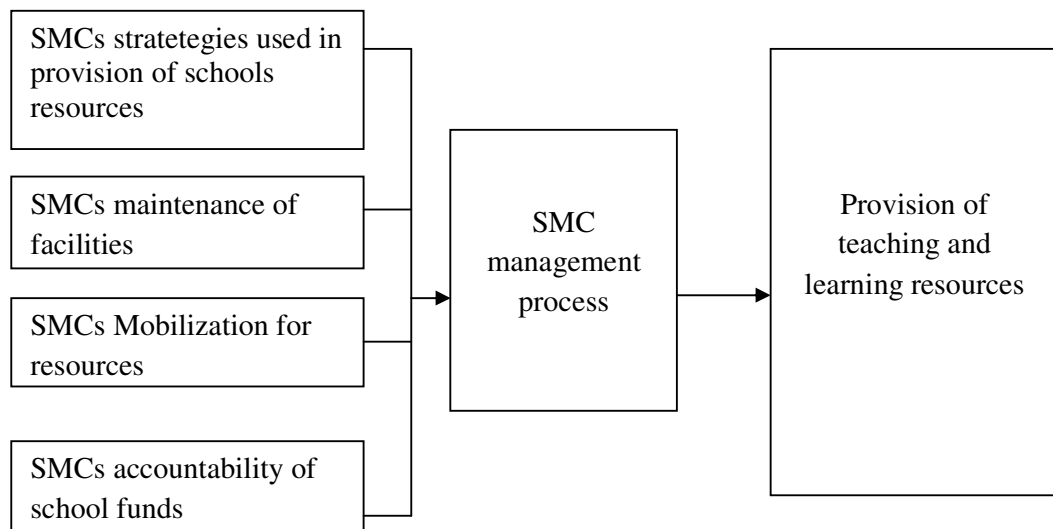
The conceptual framework shows the relationship between variables in the SMCs' influence on provision of teaching learning resources. When the school management committees exemplify good administration and management

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skills through proper management of the schools resources, maintenance of facilities, mobilization for teaching and learning resources and demonstrating proper accountability for school funds it usually leads to good working environment in the school, close collaboration between the school, the sponsors and parents, which can lead to goodwill for easy attraction of teaching and learning resources. This may also lead to provision of adequate desks, less pupil's absenteeism and improve learning outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

The chapter outlines the different aspects of methodology that were used in the study including the research design, the target population, sample size and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2. Research design

A descriptive survey research design was adopted in this study combined with naturalistic aspects. This type of design was appropriate for gathering information, summarizing, presenting and interpreting it for the purpose of clarification (Orodho & Njeru, 2004). According to Orodho (2005), descriptive survey research design was used because it generates accurate information for large number of people with a small sample. It is used to explore relationships between variables and allows generalizations across populations.

3.3. Target population

The target population for this study consisted of the 58 primary school head teachers, 580 primary school teachers and 290school management committee members. Head teachers and school management committee members were targeted because they were responsible for the overall school planning including the implementation of governance decisions in their respective

schools. Teachers play a key role as they oversee teaching and learning resources optimally benefit the intended users.

3.4. Sample size and sampling procedures

According to Mugenda and Mugenda (2003), a good sample size of 30 percent of target population was represented for generalizations to be made. The 30 percent of the total number was sampled out to give 18 public primary schools 18 head teachers, 35 school management committee and 87 primary teachers. Simple and stratified random sampling techniques were used to select the sample. Simple random sampling was used to ensure that each member of the target population had an equal and independent chance of inclusion in the sample. Stratified random sampling was used to group the population into homogenous subsets with similar characteristics. This ensured equitable presentation of the population in the sample and accounts for the diferences in subgroup characteristics.

3.5. Research instruments

The research instruments used in this study were questionnaires and interview guides. Head teachers questionnaire has two sections. Section A contains items on demographic details of the respondent which includes their age, gender and background information. Section B contains questions related to the objectives of the study. The interview guide was used to obtain information from SMC members. The questions were both closed- ended to

solit certain responses which were sought and open-ended to give out certain responses to add more information that were important to the study.

3.6. Validity of the instrument

Mugenda and Mugenda (2003), notes that validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which obtained results from the analysis of data represent the phenomenon under study. The instruments were scrutinized and approved by the expert judgment from supervisors and pilot study.

The questionnaires were personally administered to the head teacher and teachers who were not included in the actual study. They were then discussed with the respondents and questions which were not clear were reformulated or discarded all together. To determine validity of the instrument, the researcher identified two education experts and interviewed them independently. Their comments assisted the researcher in revising the instrument if necessary. The research instrument utilized a 4-point Likert scale questionnaire of agree or disagree, strongly agree and strongly disagree. Undecided, Yes or No. This generated a range of responses on the questions which were then compared for their degree based on the weighting system and, hence, made the responses more valid.

3.7. Instrument reliability

Reliability refers to precision, consistency and accuracy of the research instrument. It is the degree of consistency that the instrument demonstrates (Best & Kahn, 1998). The test cannot be valid if it is not reliable. Pilot testing of both questionnaire and interview guide was done in order to ensure reliability of the instruments where two head teachers, two teachers and two SMC members from two schools in Kisii South. Pilot testing was done to enable he researcher identify deficiencies in the instruments, like unclear instructions, clustered question, wrong phrasing of questions, inadequate space to write responses, wrong numbering among others. The researcher calculated the reliability coefficient between the two sets of scores in each question with the aid of the statistical package for social sciences SPSS 17.0 (Ayeni and Adelabu 2011). Cronbach alpha was used to calculate the reliability index giving $\alpha = 0.7832$ which was quite satisfactory for the study purposes as according to Berthoud (2002), a reliability index of a minimum of 0.6 is satisfactory for any research instrument. The current research will accept a reliability index of a minimum of 0.6.

3.8. Data collection procedures

First, the permission was obtained from the National Council for Science and Technology. A copy of the permit was given to the District Commissioner Kisii south for provision of security and District Education Officer in Kisii South for permission to visit schools under his jurisdiction. Data was collected through questionnaires and interview guide. The data was collected by the

researcher to ensure all questionnaires were properly administered and information collected. The researcher personally administered the instruments, waited for them to be filled and collected them at the same time. Respondents were asked not to write their names in the questionnaires for confidentiality purposes.

3.9. Data analysis techniques

This section is a postulate of how data was to be analyzed. Data was analyzed using descriptive statistics. Quantitative data was summarized into frequencies and percentages. The findings were presented using tables with their explanations. Narrative and interpretative data was noted down to show the situation on the ground. Any qualitative data from the open ended questions in the questionnaire was arranged into themes derived from the research questions. Inferential analysis was used to draw conclusions concerning the relations and differences found in research results. The researcher used the sample statistics to draw conclusions about the population from which the sample was drawn. Qualitative data from the interview guide was transcribed. Data was then edited, ambiguities removed and categories created using codes. The data in each category was summarized and the findings presented using narratives.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter gives detailed results of data analysis. The data collected were analyzed using descriptive and inferential statistical methods for each variable and the results presented in form of tables to facilitate clarity in understanding the results. The results presented are also discussed through explanation, description and interpretation.

4.2. Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all research procedure. In this research out of eighteen headteachers sampled only sixteen of them returned the questionnaires. This return rate was above average. The teacher's questionnaire targeted eighty-seven primary school teachers out of which sixty-six teachers participated in the study and twenty-seven school management committee members out of a target of thirty-five responded to the interview guide.

The 78 percent instrument response rate and adjudged as sufficiently amenable for statistical analysis that could be generalized for the area. The high response rate was achieved through careful preparation, advance arrangements with the respondents to collect the questionnaires promptly after they had been completed. The study then sought to obtain some background information of the respondents and reports the findings in the following section.

4.3 Demographic characteristics of the participants

There was need to establish the demographic characteristics of the respondents so as to obtain a more in depth understanding of the subject under study from different perspectives. The findings of these characteristics are discussed in the following sections.

4.3.1 Gender characteristics of the participants

The findings on the gender characteristics of the head teachers, teachers and SMC members are given in Table 4.1.

Table 4.1: Gender characteristics of the teachers

Gender	Frequency	Percentage (%)
Male	58	53
Female	51	47
Totals	109	100

According to the findings shown in Table 4.1, shows that 53 percent of the teachers and headteachers were male while the rest were females. This mirrors the government report on gender in the public service (2011) that put the Teachers Service Commission among the leading in terms of gender parity in their hiring. It also suggests that the structure of the SMCs in the area was gender sensitive and this was good for decision-making and service delivery.

4.3.2 Work experience of the head teachers as teachers and as head teachers

The study's findings on the work experience of the head teachers both as school heads and formerly as ordinary teaching staff is shown in Table 4.2.

Table 4.2: Work experience of the head teachers as teachers and as head teachers cross tabulation

Years	Frequency	Percentage (%)
Less than 5 years	3	18.75
6-30 years	10	62.5
Over 30 years	3	18.75
Total	**16**	**100**

According to the findings in Table 4.2, 3 (18.75%) of the headteachers had been in the teaching profession for a period spanning between 6 to 30 years 10(62.5%) had served as head teachers for the last 2 to 5 years. This is so because the teaching profession as it is practiced is largely bureaucratic and teachers traditionally progress through the ranks of leadership and responsibility by promotion which may not be necessarily based on experience and it may take considerable time before one is promoted (Sperandio & Kagoda, 2009).

It was important to establish this as the head teachers being also experienced teachers and now at the helm of their schools were expected to identify and advise the SMCs on the appropriate teaching and learning resources and also on how they were to be availed and managed.

4.3.3 Highest academic level of head teachers and ordinary teachers

The study's findings on the highest academic level of head teachers and ordinary teachers are given in Table 4.3.

Table 4.3: Highest academic level of the head teachers

Highest Academic Level	Frequency	Percentage (%)
P1	45	54
Diploma	21	26
Bachelors	13	16
Others	3	4
Totals	**82**	**100**

According to the findings shown in Table 4.3, 54 percent of the head teachers and ordinary teachers had only P1 qualifications. However, a significant proportion had diplomas and undergraduate degrees. These findings suggest that a good number of head teachers and teachers were expected to be in a position to advise the SMCs on the provision and maintenance of the schools teaching and learning resources based on their advanced training in the teaching profession. Also, the presence of higher academic qualifications

meant that the teachers could be easily promoted or assigned increased responsibilities that were likely to be managerial in nature.

4.4 Management roles of SMC's in provision of teaching/learning resources

SMC's play various roles in provision of teaching/learning materials in public primary schools. The school management committte (SMC) is a supervisory body set up by an Act of parliarment to monitor and supervise the overall management and teaching staff, the safety of the school premises, ensuring pupil and teacher discipline, resolving school-community conflict and improving teacher community relations and facilitating the provision of teaching and learning resources in the schools as per the most recent Act (2013). This section looks into how effectively the SMC play their roles in the latter aspect, that is, facilitating the provision of teaching and learning resources to the schools in the area. A study by Leah and Abdulla (2009), observed that the presence of deteriorating school facilities and unfriendly learning conditions could be a pointer of weak management practices by SMCs arising due to poor administrative structures and inefficiency to utilize resources to meet educational needs. A similar observation was made by Nyaundi (2012), who established that inadequate managerial skills, conflict of interest by SMC and irregular attendances in meetings as some of the factors inhibiting their participation in the implementation of educational projects in schools. Hence, the present study sought to first examine the regularity and

attendance of meetings by the SMC to discuss matters of teaching and learning resources.

4.4.1 Frequency of SMC meetings to discuss matters of teaching and learning resources

The findings on the regularity of meetings organized by the SMC to discuss matters of teaching and learning resources are given in Table 4.4

Table 4.4: Regularity of SMC meetings to discuss teaching and learning resources in the schools

Response	Frequency	Percentage (%)
Always	27	25
Often	47	43
Sometimes	11	10
Rarely	19	17
Never	5	5
Totals	**109**	**100**

According to the findings in Table 4.4,the meetings were regulary attended. This means that there were cohesive units which was good for the provision and management of the schools teaching and learning resources. The SMC meetings enbaled members to build better relationships with each other and particularly the school heads and teaching staff. These also attracted both their support and that of the parents and other stakeholders as pointed out by

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Mitchell, Cameron, and Wylie (2002). Convening meetings to deliberate on the the provision of teaching and learning resources by the SMCs in the schools is very important since the provision of these resources in schools can be a very involving activity and must be objectively pursued ant all levels in the education sector in order to improve on service delivery in order deliver quality education to the learners. In line with this, the study also sought to establish how well attended these meetings were with the view of determining whether they had sufficient quorum. The results of this are given in Table 4.5

Table 4.5: Proportion of SMC members in meetings for teaching learning resources

Proportion of SMCs members in Meetings	Frequency	Percentage (%)
Less than 25%	18	17
26 - 49 %	18	17
Over 60%	73	66
Totals	**109**	**100**

The findings in Table 4.5 show that in the SMC meetings were also well attended by the members. According to Elghaffar (2007), for effective management of schools resources it was important for the schools management to establish organisational structure with clearly defined duties

and responsibilities. This could only effectively achieved by having enough quorum at meetings as observed by the study in the area.

4.4.2 SMCs willingness to allocate teaching and learning resources

Table 4.6 the findings on the SMCs willingness to allocate teaching and learning resources.

Table 4.6: SMCs willingness to allocate teaching and learning resources

SMCs willingness in T/L		
Resource allocation	**Frequency**	**Percentage (%)**
Strongly agree	25	23
Agree	51	47
Neutral	11	10
Disagree	11	10
Strongly disagree	11	10
Totals	**109**	**100**

According to the findings in Table 4.6, 70 percent of the the head teachers, teachers and SMC members were of the opinion that the SMCs were willing to allocate teaching and learning resources. This was determined from the respondents by asking about their perception of the way the SMcs go about the business of allocating teaching and learning resources to the schools, that is, whether they showed interest in carrying out this task. This shows that the

SMCs were indeed committed to the task of availing teaching and learning resources. The findings agrees with the mandate bestowed on them by the Act of parliament (Republic of Kenya, 2009). Also according to Scanlon, Earley and Evans (1999), this was an ingredient of effective SMC boards in England and how they work to propel schools to new heights of development.

4.4.3 Implementation of the SMCs decisions on improving teaching and learning resources

The present study sought to establish the extent to which SMCs decisions on Improving teaching and learning resources were being implemented. The findings on these are shown in Table 4.7

Table 4.7: Implementation of SMCs' decisions on improving in teaching and learning resources

Implementation of SMCs decisions on improving in T/L Resources	Frequency	Percentage (%)
Very large extent	43	39
Large extent	49	45
Fairly large extent	2	2
Little extent	13	12
No extent	2	2
Totals	**109**	**100**

According to the findings in Table 4.7, the decisions of the SMCs in improving teaching and learning resources were being implemented. This means that they had sufficient cooperation in implementing their decisions. For the objectives of involving the SMC in the provision of teaching and learning resources in the schools to be realised according to expectations, the decisions passed during their meetings need to be implemented.Thus involving the SMCs in the provision of teaching and learning resources was crucial and could lead to their successful implementation (Chelimo, 2006, Leah and Abdulla, 2009).

4.5 Extent to which maintenance of school facilities by SMC's enhance provision of teaching and learning resources

According to Nhlapo (2006), school facilities maintenance basically relates to the repair, replacement and general upkeep of physical features as found in school buildings, grounds and safety systems. It is also concerned with ensuring safe conditions for facility users, be they learners, educators, staff, parents or guests Szuba and Young (2003). Creating an ideal physical setting is important for proper learning. Hence, the present study sought to establish the level of involvement of the SMCs in the maintainance of the school facilities and to subsequently enhance the provision of teaching and learning resources. The findings on these are dicussed in the following sections.

4.5.1 SMCs budgeting for schools maintenance

The study also sought to establish whether the SMCs did indeed budget for the schools maintenance following their inspection of the schools facilities. Table 4.8 gives the findings SMCs budgeting for schools maintenance

Table 4.8: SMCs budgeting for schools maintenance

SMCs budgets for schools maintenance	Frequency	Percentage (%)
Yes	80	73
No	29	27
Total	109	100

Looking at Table 4.8, it can be deduced that the SMCs were actively involved in the budgeting for the schools maintenance as 73 percent of the headteachers, teachers and SMC members. The committee members interviewed, however, said that while they did actually carry out this task, not all facilities were catered for due to budget constraints and other means had to be resorted to help in their maintenance. These findings agree with those of Szuba and Young (2003), who also noted that maintainance is usually the responsibility of school management committee.

4.5.2 SMCs involvement of pupils in schools maintenance

The study sought to find whether the SMCs encouraged the pupils to be involved in school maintenance and the findings on this are given in Table 4.9

Table 4.9: SMCs involvement of pupils in schools maintenance

SMCs encourages pupils to help in schools maintenance	Frequency	Percentage (%)
Yes	66	61
No	43	39
Total	109	100

The findings in Table 4.9 suggest that the SMCs in the area were encouraging the pupils to help in the maintenance of the schools teaching and learning resources. This was among the cost effective options being pursued by the SMCs to cushion them against budget shortfalls. The pupils were given simple maintenance tasks like cleaning the facilities and reporting damage and abuse of the facilities by fellow pupils, this ensured that the facilities were often in a useable state. However, care was taken to ensure that this was being done according to the law. This finding was consistent with Bastidas (1998) observation that school facilities maintenance should be carried out by the school community which also include the pupils in order to prolong the life expectancy of school buildings, its furniture and equipment for normal use, and, therefore, should be systematic and pro-active.

4.5.3 SMCs roles in following up on the schools' maintenance

The findings on the SMCs roles in following up on the schools' maintenance are given in Table 4.10

Table 4.10: SMCs roles in following up on the schools' maintenance

SMCs follows up on maintenance	Frequency	Percentage (%)
Yes	69	63
No	40	37
Totals	**109**	**100**

According to the findings given in table 4.10, it is an indication that SMCs knew their role maintaining the schools facilities and that they were acting as good custodians. The follow up not only ensures that the work is done satisfactorily, but it could also lead to cost reductions in maintenance in the sense that follow up would identify other areas of maintenance that need to be addressed, their importance in facilitating teaching and learning and their requirements. This agrees with the Ihuoma (2007) and Ayen and Adelabu (2011) who maintain that it is imperative that the schools facilities be regularly maintained and follow ups be done to ensure that they are carried out according to the expectations in order to avoid incurring additional costs.

4.6 Extent to which SMC's are involved in mobilizing resources for teaching/learning

The findings on the extent to which the SMCs were involved in mobilizing resources for teaching and learning in the schools are given in Table 4.11

Table 4.11 SMC's involvement in mobilizing resources for teaching/learning

SMCs involvement in mobilizing resources for teaching/learning	Frequency	Percentage (%)
Very large extent	30	28
Large extent	49	45
Fairly large extent	5	5
Little extent	21	19
No extent	4	4
Totals	**109**	**100**

The findings in Table 4.11 show that the SMCs were involved in mobilizing resources for teaching and learning in the schools to a large extent. As reported by 73 percent of the SMC members. This could suggest that the SMCs were well aware that resource mobilization was critical for the ideal functioning of any given system. According to Davis (2006), parent and teacher consultation and collaboration in school resource mobilization and decision-making creates the climate for greatest fulfilment of the student's potential. Further, involvement of other stakeholders, particularly teachers, in school decisions is an important aspect of educational leadership and can lead to the identification of necessary resources for teaching and learning in the school. In other words, it is the teachers who are the principal agents of learning and it is incumbent on the SMCs to accomodate their views on the

teaching and learning resources that can both meet their needs and those of the learners (Newcombe, 2005).

4.6.1 SMCs members skill levels in resource mobilization

It was deemed imperative to first establish the skill levels of the committee in resource mobilization and the findings on the respondents view on this are as given in Table 4.12

Table 4.12: SMCs members skill levels in resource mobilization

SMCs members skill levels in resource mobilization	Frequency	Percentage (%)
Strongly agree	21	19
Agree	21	19
Neutral	23	21
Disagree	28	26
Strongly disagree	16	15
Totals	**109**	**100**

Looking at Table 4.12, it can be observed that 41 percent of the SMC members did not quite agree with the SMCs skill levels in resource mobilization for teaching and learning. Most members were of the opinion that their respective SMCs did not consult widely when doing resource mobilization and were not innovative enough when it came to resource mobilization in this aspect. These findings support Telem (2003) and Chelimo

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(2006) that the SMCs needed to have viable financing the plans that will enable them to identify sources of income for the school programmes especially teaching and learning resources. This could be achieved through their influence and goodwill involvement with parents, charitable organizations and business people. However, this required them to be well skilled in resource mobilization.

4.6.2 Tracking of teaching and learning resource usage by SMCs

The present study sought to investigate this aspect and reports the findings in Table 4.13

Table 4.13: Tracking of resource usage by SMCs

SMCs tracking of resource usage for efficient use	Frequency	Percentage (%)
Strongly agree	21	19
Agree	49	45
Neutral	23	21
Disagree	11	10
Strongly disagree	5	5
Totals	**109**	**100**

The findings in Table 4.13 suggest that the SMCs were indeed acting as good custodians of the schools teaching and learning resources by tracking them for efficient use. This is a good sign of resource conservation in the schools in the

area that needed to be maintained for posterity since teaching and learning resources are at the core of learning in the school. Their wastage, damage or loss can have adverse consequences on the learning activities and affect the students' performance for a long time to come; hence, it is vital that the SMCs who are the schools custodians - track the usage of these resources according to Davis (2006) and Newcombe (2005).

4.6.3 SMCs Involvement of other Stakeholders in Resource Mobilization

There was need to establish whether the SMCs were actually involving other stakeholders in resource mobilization in their schools. The findings on this are as given in Table 4.14

Table 4.14: SMCs involvement with other stakeholders in the mobilization of teaching and learning resources

SMCs involvement with other stakeholders	Frequency	Percentage (%)
Yes	79	72
No	30	28
Totals	**109**	**100**

According to the findings in Table 4.14, the SMCs in the area did actually involve other stakeholders in the mobilization of teaching and learning resources as reported by 72 percent of the teachers and SMC members. This shows that the school communities were willing to work together to ensure

that the learning environments in the schools in the area were made more enabling by seeking each other's assistance so that they can adequately equip them. These findings support those of Namunyu (2012) on the role of school management committees in school improvement in primary schools in Busia district that established that the SMCs in the area had taken upon themselves to construct and renovate classrooms, provide desks, fence school compound and even hire volunteer teachers in an effort to supplement government effort of enhancing teaching and learning resources.

4.7 Accountability of school funds by the SMC members

According to Wagner's (1989) accountability is having a conscience or a moral responsibility about what one is doing or what one is entrusted with. It also entails being answerable to other stakeholders both junior and senior Lello (1993). Luthans (1995) observes that all decisions with regard to accountability at school level should be transparent and that the SMCs should ensure that all the stakeholders are informed about all the necessary happenings when a decision is taken including its reasons, implications, processes used and what facts were taken into account in the decision-making process. This section gives the study findings on this aspect.

4.7.1 Financial Management Training of the SMC Members

The study sought to establish whether the SMC members had a financial training background. The findings on this is given in Table 4.15

Table 4.15: Financial management and training of the SMC members

SMCs are trained in financial management	Frequency	Percentage (%)
Strongly agree	26	24
Agree	46	42
Neutral	13	12
Disagree	13	12
Strongly disagree	11	10
Totals	**109**	**100**

According to the findings in Table 4.15, 66 percent of the SMC members agreed that their members were competent in terms of financial management. This could suggest that the financial management competence was a qualification required for eligibility in the area's SMCs. According to Kauffman, Aart, Kraay and Massimo (2007), possessing sound financial management skills is important for the members of the school management committee to ensure that there is consistency in disbursement in combination with spending discipline at all levels. For instance, where the SMC fails to embrace strict financial planning and budget management it can result in funds never arriving at their intended destination, arbitrary reallocation or even theft.

4.7.2 Involvement of SMCs in the mobilization of funds for the schools

The study also sought to ascertain from the teachers and headteachers whether indeed the SMCs were involved of in the mobilization of funds for the schools. The findings on this are given in Table 4.16.

Table 4.16: Involvement of SMCs in the mobilization of funds for the schools

SMCs are involved in mobilizing for schools' funds	Frequency	Percentage (%)
Strongly agree	26	24
Agree	60	55
Neutral	5	5
Disagree	16	14
Strongly disagree	2	2
Totals	**109**	**100**

The findings in Table 4.16 reveal that the SMC members were indeed involved in the mobilization of funds for their schools as 79 percent of the teachers, headteachers and SMC members held. This in a way made them responsible for the funds. Apart from the mobilization of teaching and learning resources in the schools, the SMCs also need to be involved in the mobilization of school funds, which also play a very crucial role in availing the required teaching and learning resources. According to Andrew and Henry (2012) failing to involve all members of the SMCs in major decision making

process like financial planning in which mobilization of funds was integral was itself recipe for conflict. Hence, as opposed to their study findings, the present study findings showed that the SMC members in the schools in the area were actively involved in the mobilization of funds for teaching and learning materials.

4.7.3 Involvement of the SMCs in budgeting for the schools overall expenditures

Table 4.17 gives the findings on the involvement of the SMCs in budgeting for the schools expenditures.

Table 4.17: Involvement of the SMCs in the budgeting for the schools overall expenditures

Are SMCs are involved in budgeting for schools funds?	Frequency	Percentage (%)
Strongly agree	19	17
Agree	75	69
Neutral	8	7
Disagree	5	5
Strongly disagree	2	2
Totals	**109**	**100**

The findings given in Table 4.17 indicate that the SMCs were involved in budgeting for the schools funds. This was important as having been involved in the mobilization for funding; they understood the limitations and conditions of the funding, which made them very important in the budgeting process to ensure its tractability. This practice is consistent with the recommendations of by Kauffman *et al.,* (2007) who noted that where funds originate, school management committee should ensure that there is consistency in disbursement and financial management combined with spending discipline at all levels. Also according to Maureen (2009) weak governance structures by the SMC characterized by low capacity to plan, allocate and execute budgets, weak internal controls, poor management and supervision of funds, absence of external accountability (including audits), and distorted incentives considerably increase the opportunity for mismanagement and corruption. They also affect the funding received by education providers, and thereby the delivery of teaching and learning resources

4.7.4 SMCs accountability for the schools expenditure

In terms of accountability the study first sought to establish the level of information sharing among the committee members. The findings on whether the accounts records were regularly disseminated to SMCs members are given in Table 4.18.

Table 4.18: Accounts records are regularly disseminated to SMC members

Are accounts records are regularly disseminated to SMC members?	Frequency	Percentage (%)
Strongly agree	15	14
Agree	43	39
Neutral	15	14
Disagree	15	14
Strongly disagree	21	19
Totals	**109**	**100**

According to the findings given in Table 4.18, accounts records were regularly disseminated to SMC members for scrutiny according to 53 percent of the teachers, headteachers and SMC members. This shows that there was a high demand of financial accountability among the SMCs in the area. These findings agree with Luthans (1995) observation that all decisions with regard to accountability at school level should be transparent and that the SMC ensures that all the people are informed what happens when a decision is taken, what reasons are there for a decision, what the implications of decisions are and what processes were used and what facts were taken into account in the decision-making process. However, the findings also seem to disagree with one done in the same area by Andrew and Henry (2012), while investigating challenges in achieving effective school leadership and

management that established that 90 per cent of the conflicts among the school management committee were due to lack of transparency on spending of school funds with 30 per cent of the members feeling that they are usually left out in major decision making process. Also in line with this, the study sought to establish whether the SMC members met regularly to discuss and account for the schools expenditure.

The findings on whether the SMC members meet regularly to account for expenditures are given in Table 4.19.

Table 4.19: SMCs members regularly meet to account for expenditures

Do SMCs members regularly meet to account for expenditures?	Frequency	Percentage (%)
Strongly agree	23	21
Agree	54	50
Neutral	19	17
Disagree	5	5
Strongly disagree	8	7
Totals	**109**	**100**

Looking at Table 4.19, it can be seen that 71 percent of the teachers, headteachers and SMC members were in agreement that the SMCs did meet regularly to discuss and account for the schools expenditure. This is was salutary practice that could safeguard the schools resources and enable them to purvey for adequate teaching and learning resources in the schools. According

to Maureen (2009) weak internal controls, poor management and supervision of funds, absence of external accountability (including audits), and distorted incentives could considerably increase the opportunity for mismanagement and corruption. They could also affect the funding received by education providers, and thereby the delivery of teaching and learning resources.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes, discusses, concludes and makes recommendations on the research findings as carried out in the actual study. It is devoted to the summary of the findings, conclusions and recommendations emanating from the study. The implications are discussed and suggestions made on areas of further study.

5.2. Summary of the study

The main purpose of this study was to investigate the influence school management commitees on the provision of teaching and learning resources in Public Primary Schools in Kisii South District. The objectives were to determine the strategies used by school management committees in provision of teaching and learning resources, to determine the extent to which maintenance of school facilities by school management committees influences the provision of teaching and learning resources, to establish the extent to which resource mobilization by school management committees influence the provision of teaching and learning resources and to determine the extent to which the demand for accountability for school funds by school management committee enhances the provision of teaching and learning resources in public primary schools. The study employed descriptive survey design. The target population consisted of 58 primary schools, 58 headteachers, 290 school management committee members and 580 teachers. The sample size of 30

percent of the target population was presented with a total of 140 respondents. Simple random sampling was used to ensure that each member of the target population had an equal and independent chance of inclusion in the sample. Questionnaire and interview guide were used as research instruments for data collection. Quantitative data was summarized in frequencies and percentages inferential analysis was used to draw conclusions concerning the relation and differences found in research results. Qualitative data from the interview data was transcribed.

5.3 Summary of the study findings

According to the findings the SMCs met regularly to discuss matters touching on teaching and learning resources and over 60 percent of the members of the SMCs regularly attended the meetings. The SMCs members were also willing to be involved in the allocation teaching and learning resources according to the mandate bestowed on them by the Act of parliament. The study also found out that the decisions of the SMCs in improving teaching and learning resources were being implemented thus undesrcoring the fact that involving the SMCs in the provision of teaching and learning resources was crucial and could lead their successful implementation.

The SMCs regularly inspected the schools facilities as to ensure that all components of the facility are in good working condition, well protected and used for the purpose (s) for which they were acquired.They were actively involved in the budgeting for the schools maintenance, however, while they

did actually carry out this task, not all facilities were catered for due to budget constraints and other means had to be resorted to help in their maintenance. Among the cost effective options pursued by the SMCs was the involvement of the pupils in the schools maintenance. However, the opinion of the respondents was divided on this issues with only half (50%) the respondents supported the idea. Thus, it was determined that the SMCs in the area were indeed active in ensuring that the schools had suitable learning environments

The SMCs had wanting skill levels in resource mobilization for teaching and learning the study was able to establish. However, the SMCs were indeed acting as good custodians of the schools teaching and learning resources. This was a good sign of resource conservation in the schools in the area that needed to be maintained for posterity. It was also established that the SMCs did actually involve other stakeholders in the mobilization of teaching and learning resources. However, they were required to be well skilled in in resource mobilization.

In terms of financial management, the study findings revealed that the members of the SMCs were competent to some agreeable extent suggesting that the financial management competence was a qualification required for eligibility in the area's SMCs. The findings further revealed that they were indeed involved in the mobilization of funds for their schools and were also involved in the budgeting of the school funds as recommended. Moreover, accounts records were regularly disseminated to SMC members for scrutiny and the SMC members met regularly to discuss and account for the schools

expenditure, thus, indicating that there was a high degree of financial integrity among the SMCs in the area that could enhance the provision of teaching and learning resources in the schools.

5.4 Conclusions

Based on the findings of this study the following conclusions are drawn, first it is was established that the school management committees were actively involved in the management of school resources at all levels of decision making and that they meet regularly for this purpose and this made them also to be in a position to manage the provision of teaching and learning resources in the schools. Second, the study was able to establish that the SMCs in the area were actively involved in the maintenance of their schools facilities therefore serving as good custodians of the school resources, hence, could influence the provision of teaching and learning resources in the schools. It was also determined that while the role of resource mobilizations by the SMCs was recognizable in the area, there was still a challenge when it came to their members individual ability to mobilize the required resources for teaching and learning and this needed to be adequately addressed so that important opportunities do not bypass the schools. Finally, it was established that accountability for school funds by school management committee played an important part in influencing the provision of teaching and learning resources in the schools in the area. The SMCs members it was observed were playing their parts well in this regard in the area. Thus, based on these findings, the study concludes that all the study variables were indeed factors influencing

school management commitees on the provision of teaching and learning resources in Public Primary Schools in Kisii South District.

5.5 Recommendations on research findings

Based on the findings of the study the following recommendations are made.

i) The SMCs in the area need to be more aggressive and innovative in their approach to resource mobilization so as to provide adequate teaching and learning resources in the schools and improve their standards of performance.

ii) Stakeholders should form more committees at different levels and increase the efficiency of the school management committee in providing teaching and learning resources.

iii) The government needs to come up with ways of regulating the standards required for the schools facilities so as to enable them to accommodate a variety of teaching and learning resources.

iv) The academic community needs to regularly disseminate its findings even at the local level through stakeholders meetings so as to increase the level of information access in terms of availing the relevant teaching and learning resources.

5.6 Suggestions for further research

More studies should be done in the following areas;

i) The influence of ICT in the management of public primary schools teaching and learning resources.

ii) The effectiveness of parents participation in provision of teaching learning resources in public primary schools Kisii South District.

iii) Influence of infrastructure location and headteachers' management strategies in public primary schools.

iv) Strategies used by SMCs in ensuring health and safety standards in public primary school.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

> Priscah Kerubo Mogute,
> University of Nairobi,
> Kikuyu campus,
> P.O. Box 92, Kikuyu.

Dear Respondent,

RE: PARTICIPATION IN AN EDUCATIONAL RESEARCH

I am a postgraduate student at the University of Nairobi and I am required to carry out a research as part of my academic requirement. The research topic focuses on *School Management Committees' Influence on Provision of Teaching and Learning in Public Primary Schools in Kisii South District*.

You have been chosen to participate in this study. I request to you kindly fill the attached questionnaire as sincerely as possible. I would appreciate if you consider spending sometime answering all the questions. Your identity will be held in confidence.

Thank you very much for your cooperation

Yours sincerely,

Priscah Kerubo Mogute

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information on the influence of school management committees' on provision of teaching/learning resources. Your are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any form of identification. The information you give will be confidential and will only be use for the purpose of this study. Kindly respond to all items.

Section A: Background information

1. Gender (sex)   Male (   )   Female (   )

2. Kindly indicate your age bracket

   25 – 35 years   (   )   36 – 40 years   (   )

   41 – 45 years   (   )   46 – 50 years   (   )

3. What is your highest academic level attained?

   P_1 (   )   Diploma (   )   Bachelors (   )

   Masters   (   )

   Others (specify) _____

4. How many years have you served as a teacher?

   Less than 5 years   (   )   6 – 10 years   (   )

   11 – 20 years   (   )   30 years and above   (   )

5. How many years have you served within school as a head teacher?

   Less than 1 year   (   )   2 – 3 years   (   ) 4 – 5 years (   )

   Over 5 years   (   )

6. Please indicate the location of your school.

Rural   ( )   Peri-urban   ( )   Urban   ( )

Section B: Strategies used by SMC's in provision of Teaching/Learning resources

7. SMC's play various roles in provision of teaching/learning materials in public primary schools. Please indicate the applicable degree of involvement by using the appropriate descriptions against each of the following statements below:-

SA -   Strongly Agree

A   -   Agree

No -   No opinion

D   -   Disagree

SD -   Strongly Disagree

	The school management committee is involved on	SA	A	NO	D	SD
i.	accountability of school funds					
ii.	participation in school maintenance					
iii.	mobilizing resources for T/learning					

8.   (i)   Do you usually hold meetings with SMC members?

                Yes   ( ) No   ( )

    (ii)   If yes, how often?

            Once a term   ( )   Twice a term ( )   Twice a year ( )

Any other   (   )

(iii) What proportion of the SMC's members attend the meetings?

Less than 25% (   )   26 – 40%   (   )   41 – 50% (   )

51 – 60%   (   )   Over 60%   (   )

(iv) To what extent has the consultative meetings contributed to the provision of teaching/learning resources in your school?

Very large extent (   ) large extent (   ) fairly large extent (   )

Little extent ( ) no extent

(v) What has been the response of the SMC members when asked to provide teaching /learning resources in your school?

Very positive   (   ) Positive (   ) Negative (   ) Very negative (   )

Section C: Extent to which maintenance of school facilities by SMC's enhance provision of teaching and learning resources

9. From your experience as a head-teacher, how do you think maintenance of school facilities promotes teaching and learning?

_____

_____

10.   The following statements are about the maintenance of school facilities. For each statement please indicate whether you Strongly Agree (SA), Agree (A), are Undecided (UD), Disagree (D) or Strongly Disagree (SD) with it in reference to your school.

	Statement	SA	A	UD	D	SD
i)	Facilities in our school are well maintained					
ii)	Maintenance is done every year for buildings					
iii)	Pupils use well maintained desks and doors					
iv)	We have a store for broken desks and doors					
v)	We ensure minimum broken down desk					

Section D: Extent to which SMC's involved in mobilizing resources for teaching/learning

11.   The following statements related to mobilization of resources by SMC's. Please indicate whether you Strongly Agree (SA), Agree (A), are Undecided (UC), Disagree (D), or Strongly Disagree (SD) with the statements as relates to your school.

	Statement	SA	A	UD	D	SD
i)	SMC's members are trained on how to mobilize funds and resources for schools					
ii)	SMC members are very skilled in mobilizing resources for teaching and reading					

iii)	SMC's members have always been very successful in mobilizing resources					

SECTION E: Accountability of School funds by the SMC members

12.   (i)   Who is normally in-charge of the school monies?

       _____

(ii)   Do you ever have a look at the school accounts?

       _____

(iii)   The school records in terms of monies properly kept. Please indicate

        the extent to which you agree with this statement.

               Strongly Agree (   ) Agree Not sure   (   )

               Disagree   (   ) Strongly Disagree   (   )

13.   How do you normally get permission to spend school monies?

       _____

14.   What challenges do you face as the accounting officer in accounting

       for school funds?

       _____

Thank you

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information on the influence of school management committees' on provision of teaching/learning resources. Your are kindly requested to tick (√) the appropriate response or respond as indicated. Do not put your name or any form of identification. The information you give will be confidential and will only be use for the purpose of this study. Kindly respond to all items.

Section A: Background Information

1.   Gender   Male (   )   Female (   )

2.   What is your highest academic level attained?

      _____

3.   How many years have you served as a teacher?

      Less than 5 years   (   ) 6 – 10 years   (   )

      11 – 20 years   (   )   21 – 30 years   (   )

      Over 30 years   (   )

4.   How many years have you been in this schools as a teacher?

      Less than 1 year (   ) 2 – 3 years   (   ) 4 – 5 years   (   )

      Over 5 years   (   )

Section B: Strategies used by SMC's in provision of teaching and learning resources

5. Please indicate the extent to which you agree or disagree with the following statement, using the provided options. Strongly Agree (SA), Agree (A), are Undecided (UD), Disagree (D), or Strongly Disagree (SD) with the statements as relates to your school.

	Statement	SA	A	UD	D	SD
i)	SMC members meet regularly and deliberate on school matters					
ii)	SMC members know their roles well					
iii)	SMC members understand school accounts					
iv)	SMC members are very supportive of our head teacher					
v)	SMC members ensure our facilities are well maintained					
vi)	SMC members ensure that teaching/learning resources are purchased for use					

Section C: Extent to which SMC's maintenance of teaching and learning resources enhance teaching and learning

6. Please indicate whether you agree or disagree with the following

7. Statements about maintenance of school facilities and how it enhances teaching/learning, using the provided options. Strongly Agree (SA), Agree (A), are Undecided (UD), Disagree (D), or Strongly Disagree (SD) with the statements as relates to your school.

	Statement	SA	A	UD	D	SD
i)	The school facilities are well maintained					
ii)	Our pupils are comfortable when learning					
iii)	The classrooms are conducive for learning					
iv)	Many pupils like staying in class to learn					
v)	My pupils grades have improved because of the well maintained facilities					
vi)	Many teachers like staying in the classes because it is comfortable					
vii)	The staff room is attractive and nice to stay in					

Section D: SMC's involvement in mobilization of resources for the school

8.   (i)   Do you think the SMC members are involved in the

mobilization of resources of teaching/learning in your school?

Yes   ( ) No   ( )

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(ii)   If Yes to question (i), please indicate by using a tick for the following statements, the extent to which you think they are involved using the provided options. Strongly Agree (SA), Agree (A), are Undecided (UD), Disagree (D), or Strongly Disagree (SD) with the statements as relates to your school.

	Statement	SA	A	UD	D	SD
i)	The SMC members are trained on how to mobilize resources for the school					
ii)	The SMC members are very characteristics and able to convince parents to contribute to school learning facilities					
iii)	The SMC's strategize with the school headteacher and are always successful					
iv)	The SMC's members bring in many other stakeholders to help in providing teaching/learning facilities					
v)	The SMC's normally involve the community in mobilizing facilities					

Section E: Accountability of school funds by the SMC members

9.   (i)   Who is normally in-charge of school monies?

_____

_____

(ii)   Do you believe that the school accounts are well managed?

Yes   ( )   No   ( )

(iii)   If no to 8(ii), why?

_____

10.   How often are mobilized resources used in provision of

teaching/learning resources?

Very often   (   )

Often   (   )

Not at all   (   )

Rarely   (   )

Very rarely   (   )

11.   What challenges do you think the SMC members face in trying to

ensure that school funds and other facilities are well accounted for?

_____

Thank you for your co-operation

INTERVIEW GUIDE FOR SCHOOL MANAGEMENT COMMITTEE

MEMBERS

Section A: Background Information

1.   Gender _____

2.   Number of years worked as an SMC member in this school

       _____

3.   Roughly how old are you?_____

Section B: Strategies used by SMC's members in provision of teaching/learning resources

4.   Were you ever trained as a member of the school management

       committee?_____ (probe)

5.   Do you think you have the relevant skills to manage school activities

       as member of the SMC? (probe) _____

6.   Do you have a rough understanding on how to carry out the following

       activities in your roles school accounts?

        _____

7.   How do you involve parents, community and other stakeholders in

       your school?_____ (probe).

Section C: Maintenance of Teaching Learning Resources

8.   How often do you carry out repairs of desks and chairs in your school?

_____ (probe)

9.   How many times are the buildings and other structures painted in your

school?

_____

10.   Do you have a store in which you keep broken down facilities before

they are repaired?

_____(probe)

11.   Have you employed or contracted any person who carries out any of

the repairs and painting? _____ (probe)

Section D: Mobilization of school resources

12.   How involved are you in mobilizing resources for your school?

_____(Probe)

13.   How do you involved in mobilization of resources for your school?

_____(Probe)

14.   How successful is your time carried out in the exercise of

mobilizing resources for your school?

_____(Probe)

What challenges do you face in mobilizing resources for your school

_____(Probe)

Section E: Accountability of school funds by SMC members

15.   Who is normally in-charge of school monies?

_____(Probe)

16.   How often do you get an opportunity to look at the school asks?

_____(Probe)

17.   Are you normally, satisfied with the status of keeping of school

accounts?

_____(Probe)

18.   To what use do you put the resources raised through your mobilization

_____(Probe)

19.   Do you think that the school monies are put into prober use?

_____(Probe)

20.   What challenges do you face when trying to account for school funds

and other resources?

_____ (probe)

Thank you for your co-operation

APPENDIX V

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Priscah Kerubo Mogute
of (Address) University of Nairobi
P.O.Box 92-0902, Kikuyu.
has been permitted to conduct research in

Kisii South	Location
	District
Nyanza	Province

on the topic: Influence of school management committees' on provision of teaching/learning resources in public primary schools Kisii South District, Kenya.

for a period ending: 31st July, 2013.

PAGE 3

Research Permit No. *NCST/RCD/14*
Date of issue   *30th May, 20*
Fee received   *KSH. 1,000*

Applicant's Signature

for Secreta
National Cour
Science &Tech

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 with-out 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

GPK6055t3mt10/2011

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

(CONDITIONS----see back page)

APPENDIX VI

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/14/013/898**

Date: **30th May 2013**

Priscah Kerubo Mogute
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **23rd May 2013** for authority to carry out research on *"Influence of school management committees' on provision of teaching/learning resources in public primary schools Kisii South District, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Kisii South District** for a period ending **31st July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Kisii South 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.

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

Copy to:
The District Commissioner
The District Education Officer
Kisii South District

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

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