

**INFLUENCE OF HEADTEACHERS' MANAGEMENT OF  
RESOURCES ON PUPILS' PERFORMANCE IN KENYA  
CERTIFICATE OF PRIMARY EDUCATION IN PUBLIC  
SCHOOLS IN KANGUNDO DIVISION, KENYA**

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the Award of the Degree of Master of Education in Educational  
Administration**

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## **DECLARATION**

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

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

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## **DEDICATION**

This research work is dedicated to my wife Jane Wanjiru Musyoka and to our children Patrick Ngugi Musyoka, Samuel Mutua Musyoka and Joseph Kioko Musyoka.

## **ACKNOWLEDGEMENTS**

I wish to express my heartfelt gratitude to those family members and colleagues who supported me materially and morally and encouraged me to undertake this research project. To start with, I wish to thank the Almighty God for the gift of life, strength and endurance in pursuing the course and the project work which were very much involving and demanding. My special gratitude goes to my supervisors Dr. Ursulla Okoth and Mr. Edward Kanori, both lecturers in the Department of Educational Administration and Planning, University of Nairobi. Their support, guidance and constructive criticism enabled me to make good progress in this study up to its completion.

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## **LIST OF ABBREVIATIONS & ACRONYMS**

<b>CPE</b>	Certificate of Primary Education
<b>DC</b>	District Commissioner
<b>D.E.O</b>	District Education Officer
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>KJSE</b>	Kenya Junior Secondary Education
<b>KNEC</b>	Kenya National Examination Council
<b>QASO</b>	Quality Assurance and Standards Officer
<b>U.S.A</b>	United States of America

## ABSTRACT

The purpose of this study was to investigate the influence of headteachers' management of resources on pupils' performance in KCPE in public primary schools in Kangundo Division. The objectives of the study were; to determine to what extent the management of teachers by headteachers influence pupils' performance in KCPE, to establish the extent to which management of school time by headteachers' influence pupils' performance in KCPE, to establish the extent to which headteachers' management of teaching and learning resources affects pupils' performance in KCPE and, to determine the extent to which management of physical facilities by headteachers' influence pupils' performance. The study employed descriptive survey design. The sample consisted of 30 headteachers, 178 teachers and 1180 standard 8 pupils in all the primary schools in Kangundo Division. A review of related literature was carried out under the following sub-headings:- the concept of resource management, influence of head teacher's management of teachers on pupils' academic performance, influence of headteachers' school time management on pupils' academic performance, influence of headteacher's management of teaching/learning resources on pupils' academic performance and influence of the management of physical facilities by headteachers' on pupils' academic performance. Data was collected using three sets of questionnaires. The instruments were piloted and tested for validity and reliability. The reliability coefficient got for headteachers questionnaires was 0.85, for teachers was 0.89 and pupils 0.79. The response rate for headteachers was 100%, for teachers 88.3% and for pupils 92%. These percentages are deemed adequate for data analysis using the SPSS statistical package. The study established that performance is based on a number of factors both administrative and resource based, teachers are responsible and work hard, are motivated and attend seminars, time is well managed, teaching and learning resources are inadequate in most of the schools and the physical facilities are fairly adequate. The factors contributed to average performance in Kangundo Division. Lastly, all the respondents concurred that the schools have inadequate teaching and learning resources. To overcome this problem, parents have been requested to supplement the government funding by buying teaching and learning resources for their children and their schools. They can also seek assistance from donors and well wishers. The study concluded that the pupils' performance in Kangundo Division is average and is affected by inadequate teaching and learning resources, failure to manage time well in some schools, inadequate number of seminars for headteachers and teachers, inadequate physical facilities in some schools, understaffing, absenteeism of learners among others. The study recommended the following areas for further research: - The Impact of management of resources on Kenya Certificate of primary Education. Other resource factors that influence performance in Kenya Certificate of Primary

Education. The role of Teachers Service Commission on effectiveness of headteachers in resource management that may influence KCPE performance. Other researchers could also carry out similar study in private schools in the District for comparison purposes. The study was mainly carried out in a rural setting. To give a balanced view of the influence of headteachers' management of KCPE performance in public primary schools, a similar study can be carried out in a purely urban setting.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Henri Fayol defined management as the process to forecast and plan, to organize, to command, to coordinate and control (Okumbe, 1998). Kenya Education Management Institute (KEMI, 2011) defined management as the process of acquiring and utilizing resources in order to achieve organizational goals. It further states that a resource is anything that managers utilize in order to achieve their set goals. School resources therefore are the means through which educational goals are achieved. Headteachers of schools must understand the importance of managing and maintaining school resources (Ministry of Education (MOE), 1999). The success of a head teacher depends on his or her ability to manage resources well. However, there are many challenges headteachers face which affect their ability to manage resources effectively (KEMI, 2011).

The success of education system is measured in the pupils' academic performance in national examinations. Examinations are a means of evaluating the level of achievement for the purpose of further education, training or employment. A pupils' academic performance is dependent on many resources that range from human resource, time, teaching/learning resources and physical facilities

(UNESCO, 2002). Success in examinations is largely influenced by the way headteachers' manage resources in their schools.

Mirera (2012) in his research on headteachers' institutional factors influencing students' performance in KCSE noted that the provision of teaching/learning resources had significant influence on students' performance. Eshiwani (1993) found out that the level of material inputs allocated to schools per pupil and the level of efficiency with which a fixed amount of material input are organized and managed contribute to the students' academic achievement in Western Kenya. School resources therefore play a central role in contributing to pupils' performance in KCPE examinations (KEMI, 2011).

Fatima (2006) found that the performance indicators of professional attitude, interpersonal relationship and managerial abilities were better among headteachers in Mian Wall Pakistan. Worthier and Sander(1997), observed that in most advanced nations like United States of America and Britain, resources are increasingly used as a means of acquiring learner education. Pratt (1994) notes that a school shapes the social self concept and the occupational future of the youth with the help of resources. This explains why nations invest heavily in schools by providing resources. In china, achievement in public examinations is highly valued and so education is transmitted by highly trained and qualified



human resource. For Tanzania, education is perceived as a means for self reliance. They emphasize on what should be acquired with the help of availability of resources during learning and teaching process ([www.org/eteenye.htm](http://www.org/eteenye.htm)).

The government of Kenya has continued to be committed to provision of basic education through Free Primary Education (FPE). This is because education is a fundamental strategy for human resource development in the development process of human capital that is embodied on its beneficiaries. Despite the measures and efforts put in place by the government, parents and stakeholders to enhance good pupils' performance in schools, gaps are evident. Pupils performance in KCPE in Kangundo Division of Kangundo District is low and below average. Table 1.1 shows the trend of KCPE performance in Kangundo District (2010 – 2012).

**Table 1.1: KCPE mean score for divisions in Kangundo District for 2010  
2012.**

Division	2010	2011	2012
Kangundo	242.20	241.32	240.63
Kakuyuni	264.43	274.78	273.37
Manyatta	245.68	245.41	243.67
Kawethei	246.37	248.47	248.25

**Source: D.E.O's Office Kangundo.**

According to the stakeholders Education Day for the District held on 14<sup>th</sup> June 2013 at Kangundo D.E.B play ground, it came out clearly that there was poor performance in Kangundo Division. Parents, Quality Assurance and Standards Officers (QASO's) and leaders blamed headteachers for poor management of school resources on one hand where as the headteachers blamed parents for the poor results. Despite all the blames, there was no empirical evidence to prove the cases. Schools in Kangundo Division have resources equivalent to those in other divisions in the district but yet performs poorer. The study intends to investigate whether it is the management of these resources that is the cause.

## **1.2 Statement of the problem**

In the last three years, Kangundo Division in Kangundo District recorded poor performance in Kenya Certificate of Primary Education examinations yet it is the duty of headteachers to maintain good academic standards in schools (Republic of Kenya, 2002). Low pupil achievement in Kenya Certificate of Primary Education examinations usually lead to public outcry with headteachers' management of resources being blamed for the poor performance. Studies done on factors influencing performance on leadership styles and level of headteachers academic achievement by Lydia and Nasongo, (2009) noted that headteachers used teamwork and well established staff to influence performance. Nsubuga, (2009) also noted that unless headteachers are equipped with knowledge and skills in

management and leadership, they would not be able to improve school performance significantly. Achacha, (2012) noted that poor human resource management by the headteachers significantly influenced performance of students in Kenya Certificate of Secondary Education. The studies left out other factors influencing performance like headteachers management of resources which this study intends to investigate.

The decreasing performance is worrying to educators, parents and researchers in Kenya Certificate of Primary Education in Kangundo Division. This study aimed at establishing the influence of headteachers management of resources on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Kangundo Division, Kangundo District.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the influence of headteachers' management of resources on pupils' Kenya Certificate of Primary Education in public primary schools in Kangundo Division.

#### **1.4 Objectives of the study**

The study was guided by the following objectives:-

- i. To determine the extent to which the management of teachers by headteachers influence pupils' performance in KCPE.
- ii. To establish the extent to which management of school time by headteachers' influence pupils' performance in KCPE.
- iii. To establish the extent to which headteachers' management of teaching and learning resources affects pupils' performance in KCPE.
- iv. To determine the extent to which management of physical facilities by headteachers' influence pupils' performance.

#### **1.5 Research questions**

The study answered the following questions:-

- i. How does the management of teachers by headteachers' influence pupils' performance?
- ii. To what extent does management of school time by headteachers' influence pupils' performance in KCPE?
- iii. To what extent does the headteachers' management of teaching and learning resources affect pupils' performance?
- iv. To what extent does the management of physical facilities by headteachers' influence pupils' performance?

### **1.6 Significance of the study**

The study is important as it may provide solution for poor performance in Kangundo Division resulting from headteachers' management of resources. The study may assist the Ministry of Education in organizing for training courses for headteachers on the utilization of resources. It may also make the government increase allocations for resources in schools. Also, future researchers may use it as a basis for further study. The findings of the study may be used to correct the gap that exist not only in Kangundo division but also in other divisions. KEMI may also use it for in service training.

### **1.7 Limitation of the study**

The most likely limitation is that the respondents may conceal useful information for fear of victimization. To overcome this limitation, the researcher assured them of the confidentiality of the identity of the respondents. He also assured the respondents that the data was to be collected for the purposes of the study only.

### **1.8 Delimitations of the study**

The study was delimited to public primary schools in Kangundo Division. The study involved headteachers', teachers and pupils of these schools. Views of workers in the schools were not considered because they were not part of the target population.

## **1.9 Basic assumptions of the study**

In this study, it is assumed that

- i) The KCPE results are a function of the headteachers' management of resources.
- ii) The headteachers' are informed of how to utilize the school resources well to realize improved performance.

## **1.10 Definition of significant terms**

The following are definitions of significant terms as used in the study

**Head teacher** refers to the officially designated head of a school with the overall day to day administrative responsibility of running a public primary school and to whom members of the school are answerable.

**Influence** refers to the ability of head teachers' to use a compelling force on the actions and behavior of teachers and learners.

**KCPE** refers to the final examination subjected to class eight candidates to mark an end of their primary education. It paves way for their entry to secondary school.

**Performance** refers to the pupils or schools academic level of achievement in KCPE in terms of mean score attained.

**Physical facilities** refer to resources which are owned by the school and normally consist of the school land, buildings, equipments, vehicles, animals and garden produce among others.

**Pupils' performance** refers to the scores that are obtained by pupils in examinations in form of marks.

**Resource management** refers to anything that managers make use of in schools in order to achieve their set goals.

**Teaching/learning resources** refer to the materials that aid teaching/learning process by both teachers and learners.

**Time** refers to the way school hours are utilized by teachers and pupils to enhance achievement of school goals.

### **1.11 Organization of the study**

The study consist of five chapters. Chapter one comprises of the background of the study, statement of the problem, purpose of the study, objectives of the study and research questions, significance of the study, limitations and delimitations of the study and finally basic assumptions and definition of significant terms in the study. Chapter two comprises of review of related literature. It includes human resource management, time management, teaching/learning resource management, management of physical facilities, summary of literature review, theoretical framework and conceptual framework.

Chapter three deals with research methodology under which research design, target population, sample size and sampling techniques, research instruments, instrument validity, reliability of the instruments, data collection procedures and data analysis techniques are discussed. Chapter four consists of data analysis, interpretation and discussion and chapter five provides the summary of the study, conclusions, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews related literature on the influence of headteachers' management of resources on pupils' performance in Kenya Certificate of Primary Education. The study includes human resource management, time management, teaching/ learning resource management, management of physical facilities, summary of literature review, theoretical framework and conceptual framework.

#### **2.2 The concept of resource management**

The headteachers' management of resources on pupils' performance refers to anything that institutional managers ensure their utilization in schools in order to achieve set school goals. The resources include human resource, time, teaching/learning resources, physical resources and financial resource (KEMI, 2011). According to MOE (1999), a learning institution with good management of resources will perform well in national examinations as the human resource is motivated to carry out their teaching role efficiently and effectively, time is well managed, physical facilities are put in place and the teaching/learning resources are well used for achievement of school objectives and goals. KEMI (2011), asserts that resources are used as a means to good performance in schools.

### **2.3 Influence of headteachers management of teachers on pupils' academic performance**

According to Kenya Education Management Institute (2011), human resource management is the function of attracting, developing and retaining sufficient numbers of qualified and committed employees to perform the activities necessary to achieve organizational goals. Human resource in this study specifically refers to teachers. The study intended to look at the influence of teachers in-service training, teachers' responsibility and motivation on pupils' performance. Human resource management in the school context involves the skillful control and guidance of pupils and other stakeholders in order to achieve the schools desired outcomes. The headteachers plays an important role in this aspect. The nature and quality of the leadership and management that the head teachers provide, determine the effectiveness of the school (MOE, 1999).

The teachers are probably the most important resource that any country has. This is because an efficient human capital development depends on the quality and effectiveness of teachers. The quality of the doctors, teachers, lawyers and other professionals depends on how well they have been prepared for their various roles in the society by their teachers. Teachers thus play a key role in the overall human resource development in any country (Okumbe, 2001).

Headteachers can improve the quality of education once they improve the teachers' practices through in-service training, seminars and workshops which influence their personal and professional competence as well as allowing them to use resources and effect more life and participation in their classrooms (UNESCO, 2002). Kimeu (2010), observed that headteachers' ways of management that they used were inadequate since they were limited to checking of teachers professional records. He suggested that headteachers should be equipped with management skills through in-service training in order to improve the teachers' productivity.

The headteachers' responsibility in human resource management involves leading, motivating and delegating duties effectively. Okumbe (2001), noted that the head teacher is the leader of the teaching staff. He must maintain and develop their morale, delegate them duties using good communication channels and develop good human relations. The headteacher must device a method of appraising the staff. The main aim of appraising the teachers work should be done solely to improve their performance and to help them to adjust to the job if they are new. The headteacher should help teachers to grow professionally. He should encourage them to attend seminars, in service training programmes and workshops (Muchiri, 2005).

According to KEMI (2011), human resource management is concerned with people and performance. The difference between organization that performs well and another that performs poorly is the quality of teachers that they have. The key to performance of teachers is the motivation, duty performance and in-service training. Mugoh (2012) in his study on influence of principals' individual characteristics on human resource management practices in secondary schools in Mbeere South District, Kenya, noted that teachers' motivation and in-service training lead to good performance in school.

#### **2.4 Influence of headteachers school time management on pupils' academic performance**

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase the effectiveness, efficiency or productivity. It is also, a necessity in any project development as it determines the project completion time and scope. According to MOE (2003), the headteacher should have good time management skills. This will help to avoid stress and facilitate management of the school in an effective and efficient manner. This will result in good planning and scheduling time for pupils` and teachers. Mbaka (2012), noted that headteachers should monitor timetable making and the allocation of periods to the teaching staff. The time allocation in teaching and learning was identified as a contributing factor to a

schools' performance. The study further observed that within limits, the more hours allowed for instruction in a subject, the higher the achievement.

A report on performance by the KNEC as quoted in Mutea (2002) cited lack of adequate revision time as a major factor that influenced KCPE performance. Mbaka (2012) further noted that there was a lot of wastage of pupils' learning time in primary schools which led to inadequate syllabus coverage in preparation for national examinations leading to poor performance. Headteachers should therefore ensure no time is lost during the opening weeks of every school term calendar. KEMI (2011) asserts that time as a headteachers' management resource has to be used prudently in order to achieve set goals which are directed towards pupils' achievement in KCPE.

### **2.5 Influence of headteachers' management of teaching/learning resources on pupils' academic performance**

Resources are essential for any work to be done. The same has to be well utilized to achieve desired outcomes. Resources extend beyond textbooks, teachers and physical facilities. They may range from those that may only require a personal initiative (MOE, 2003). Teaching is a process of transferring knowledge abilities, skills and attitudes to the learner. Learning is a process that leads to the

acquisition of knowledge, skills, attitudes and the development of abilities by the learner (KEMI, 2011).

According to Ayoo (2002) headteachers of primary schools ensure the provision of the right materials relevant to the curriculum are acquired in time to facilitate classroom instruction which lead to improved performance by pupils. The teaching/learning resources have a direct bearing on performance among pupils in developing countries. Headteachers therefore ensure that these teaching/learning resources are in place in the right proportion. The MOE (1999), states that teaching/learning resources are related to achievement in schools. It further states that most schools which perform poorly spend less money on the purchase of such resources. The teaching/learning resources make teaching task easy , enhance learner understanding and improve performance in schools.

## **2.6 Influence of the management of physical facilities by headteachers' on pupils' academic performance**

For efficient education management in schools, physical facilities must be made available. They determine the number of pupils to be accommodated, number of staff members and the non-teaching personnel to be employed and the cost of determination for the efficient management of the school system (Osagie, 2001). Olembo, Wanga & Karagu (1992) as quoted by Ayoo (2012) say that most

programmes of instructions and pupil services need some physical facilities which include grounds, buildings and equipments which may be used from time to time. Physical facilities like class rooms determine the school climate under which the teachers and pupils operate which influence attitude in teaching and learning. Heynemann and Loxley (1993) cited by Onyango (2001) states that the presence of a school library related significantly to the achievement in Brazil, China, Botswana and Uganda. This was concluded after carrying out a study on the effects of availability of physical facilities in learning.

School headteachers' should ensure that all physical facilities in the school are available and maintained properly. The facilities below approved standard lead to reduction in quality of teaching and learning in schools resulting to poor pupils' academic performance (Uwheaka, 2005). Kipkulei (1999), concluded by pointing out in his yearly permanent secretaries report that the schools with adequate physical facilities performed better in National Examinations than those that had inadequate facilities.

## **2.7 Summary of literature review**

Headteachers' undertake various management practices in schools which influence the pupils' performance in national examination (KCPE). The management of resources discussed include:- Management of teachers as human

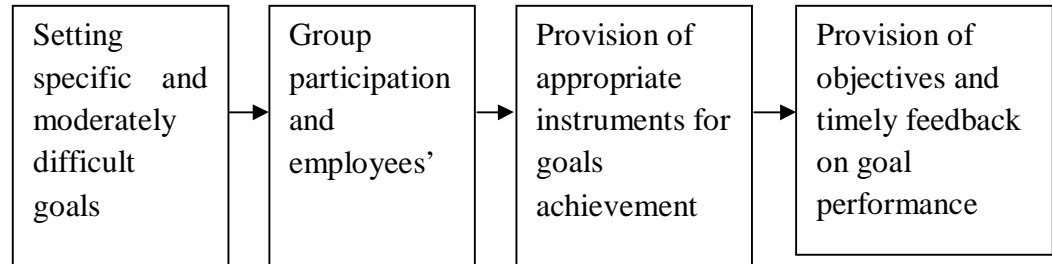
resource, time management, teaching and learning resources and management of physical facilities. Earlier studies done like Achacha (2012), Njeru (2004) and Miyoro (2012) were carried out in other districts in Kenya but not in Kangundo District. The studies investigated only two or three factors that influence performance while this study is comprehensive and detailed as it intends to investigate the influence of the management of four resources on pupils' performance in Kangundo Division of Kangundo District.

## **2.8 Theoretical framework**

The study lays its foundation on the goal setting theory. The proponents of the theory are Edwin and Lathan (1968). The theory shows how the field of organizational behaviour should progress from a sound theoretical foundation to actual application of more effective management practices. The management practices here in the study include human resource, time management and teaching/learning resource. The theory discusses at the center of performance based on motivation programmes which are effectively applied in human resource management in the form of management by objectives (MBO).



**Figure 2.1: Locke formulated four step goal setting.**



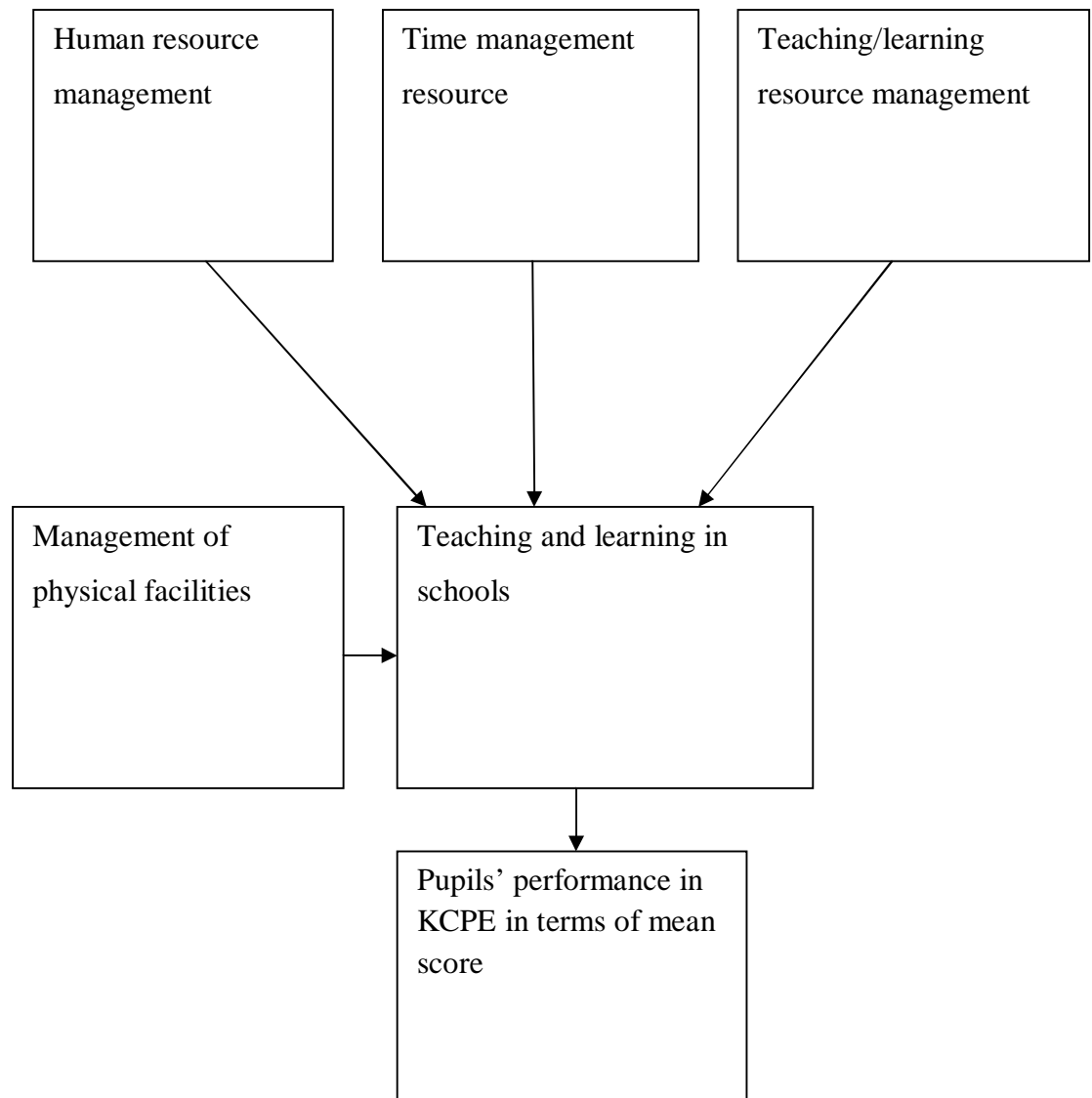
**Source: Educational management theory and practice (Okumbe, 1998)**

According to Locke, (1968) people work hard to achieve goals so as to satisfy their emotions and desires. He emphasizes that for goal setting theory to work employees must show commitment to the goals they set and strive to achieve them. Step 1; Managers set measurable and challenging specific goals which are achievable and lead to better employee performance. Step 2; Workers participate in goal setting to own the goals and perform better in their work. Step 3; Management provides workers with appropriate support and resources for goal achievement. They include human resource, teaching/learning resources and ensure proper utilization of time by employees. Step 4; Management to provide an objective and timely feedback about employees' progress towards goal attainment. Feedback provoked employees to work harder. The theory goes a long way in improving pupils' academic performance.

## 2.9 Conceptual framework.

Kilema and Wamahiu (1995) contend that the importance of conceptual framework is to bring about order, unity and relationships between variables.

**Figure 2.2: Conceptual framework on management of resources.**



The Figure 2.2 shows the resources that are managed by headteachers in schools. The resources include the human resource who are the teachers, time, teaching and learning resources and physical facilities. The teachers in schools play the key role of imparting knowledge, skills and attitudes to learners. The teachers do so being guided by school time table which ensures teachers get into classrooms to teach without no conflict at all. Adherence to school timetable ensures completion of syllabus for each class in good time. The teachers use teaching resources such as textbooks, teaching aids to teach. The learners are left with the textbooks and the learning aids to reinforce the content taught by teachers. The teachers are able to carry out teaching in a classroom where the learners are under a shade and are sited comfortably to enable good listening and understanding-. Physical facilities such as classrooms, toilets, library rooms, kitchen and others provide a conducive environment for learning to take place. The four variables are managed by headteachers in schools. Their management influences teaching and learning in schools and finally contribute to pupils' good performance in Kenya Certificate of Primary Education.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the research methodology to be used. It includes research design, target population, sample size and sampling procedures, research instruments, reliability of instruments, validity of instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

It refers to the procedures used by the researcher to explore relationship between variables (Borg and Gall, 1996). It is a process of creating an empirical test to support or refute claims. The study employed descriptive survey design. According to Orodho (2005), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a selected sample. The survey design collects information about attitudes, opinions and habits of people or educational or social issues (Orodho, 2005). The choice of the descriptive survey design is made based on the fact that in this study research is interested in the state of affairs already existing in the schools and no variable was manipulated. Survey design was relevant for the study as it enabled the researcher

to collect information concerning influence of headteachers' management of resources on pupils' performance in KCPE.

### **3.3 Target population**

Best and Kahn (2004), define target population as a group of individuals that have one or more characteristics common and of interest to the researcher. The target population consisted of 30 headteachers, 178 teachers and 1180 std 8 pupils in all the public primary schools in Kangundo Division.

### **3.4 Sample size and sampling procedures**

According to Borg & Gall (1989), a sample size of any study should be based on what a researcher considers statistically practicable. In this study, 15 public primary schools were used. This was derived from 50% of the 30 schools (Gay, 1992). The same percentage was done for headteachers. Mugenda and Mugenda (1999) said that for descriptive studies, 10% or above of the accessible population is enough for the entire study. Therefore, 20% was used to select the teachers which gave 36 teachers, while 10% of 1180 of the pupils gave 118. The sample study therefore constituted of 15 headteachers, 36 teachers and 118 pupils.

**Table 3.2: Headteachers, teachers and pupils distribution**

Respondents	Target Population	Percentage to be sampled	sample size
Headteachers	30	50	15
Teachers	178	20	36
Pupils	1180	10	118
Total	1388		169

To select the schools, the researcher used simple random sampling which allows all members of the population an equal and independent chance of being selected (Orodho, 2005). The researcher wrote all names of the public primary schools in Kangundo Division on small pieces of paper and folded them. They were put in a box and shaken thoroughly after which the researcher randomly picked 15 schools from the box. The schools whose names were picked constituted the study sample for the schools and the headteachers. In selecting teachers and pupils, proportionate to random sampling was used to sample 36 teachers representing 20.2 percent and 118 pupils representing 10 percent for this study. Each school contributed teachers and pupils proportional to the size of their population. This was based on the principle that the larger the population of schools in the division, the more the teachers and pupils were included in the sample study for better results. Therefore 36 teachers and 118 pupils were sampled for the study.

### **3.5 Research instruments**

The study used questionnaires for data collection. According to Kombo and Tromp (2006), a questionnaire offers considerable advantages in its administration. It provides the investigation with an easy accumulation of data. Orodho (2009) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. Questionnaires are the most suitable research instruments for descriptive research design besides being easy to fill and to administer keeping in mind that the schools are fairly far apart. Questionnaires for headteachers sought the general information about headteachers management of resources. Teachers' questionnaires sought opinion from teachers on the headteachers' management of resources while pupils' questionnaires sought information on management of resources from the pupils.

### **3.6 Validity of the instruments**

Validity is the ability of an instrument to measure accurately and meaningfully what they are intended to measure (Mugenda, 2003). A questionnaire is said to be valid if it actually measures the intended parameters. A pilot study was conducted before the actual research. It involved the five schools that are excluded in taking part in the sample of the study. The pilot study conducted enabled the researcher determine whether there was any ambiguity with any of the items. The researcher ascertained that the instrument collects the data anticipated

to answer the research questions. Items that failed to measure the variable intended were modified to serve the intended purpose. This was done with expert advice from the supervisors to ensure the instruments are suitable to elicit required data.

### **3.7 Reliability of the instrument**

According to Orodho (2004), reliability is the degree to which a particular measuring procedure gives similar results for a number of repeated trials. Mugenda (2003) defines it as a measure of the degree to which a research yields consistent results after being repeated severally. Research is influenced by a random error. When random error increases, the reliability decreases. To ensure reliability, the researcher used test-retest method that is, administering the same instrument to the same respondents twice and then correlating the scores from both the tests in order to acquire a reliability coefficient. Given that the positive co-efficient reliability ranges from 0 to 1, the reliability value for headteachers items was , 0.85, for teachers, 0.89 and for pupils 0.79 thus indicating very good reliability.

### **3.8 Data collection procedure**

A research permit was sought from the National Council of Science, Technology and Innovation, a copy of which was forwarded to the District Commissioner and



District Education Officer, Kangundo where permission and introductory letters to the Headteachers of the participating schools were dispatched. The researcher visited headteachers of participating schools to familiarize himself with them and inform them about the study. The researcher administered the instruments of the study to the headteachers, teachers and pupils on agreed dates and collected immediately after filling. The std 8 class teacher accompanied the researcher in administering the instruments to pupils in her class.

### **3.9 Data analysis techniques**

The data obtained from the field was edited, coded and interpreted according to sub-headings which arose from research objectives and questions Mugenda O, and Mugenda A, (1999) say that such data must be cleansed, coded and entered into a computer and analyzed. Qualitative and quantitative approaches of data analysis were used for the study. Quantitative data was tabulated and analyzed through descriptive statistics by use of frequencies and percentages. Qualitative approach of data analysis was first done by organizing data into sub-headings corresponding to study objectives and was analyzed using statistics package for social sciences (SPSS). Qualitative data was sorted to identify sub-headings using the research questions. The results of the data analysis were sorted in summary form using tables, bar graphs and pie charts.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter focuses on the purpose of the study by first outlining demographic information of the respondents, summary of the research findings, interpretations and suggestions for further study. The interpretations and suggestions were made based on the research questions. Methods of data analysis in this chapter included the use of frequencies in section A of the questionnaires for headteachers, which were summed up according to the demographic representation and then converted to percentages.

The reports in section B and recommendations in section D of the questionnaires were presented in the order of the most prevalent. The likert scale of five was used to allocate the score for each item in section C of the questionnaire with the highest score being five and the lowest being one. The scores of one and two were summed up to indicate below average, scores of three to indicate average and scores of four and five were summed up to indicate above average on each item.

#### **4.2 Instruments return rate**

From the data collected, out of the 169 questionnaires administered, 160 were filled and returned. This represented a 90% response rate, which is considered

satisfactory to make conclusions for the study. According to Mugenda and Mugenda (2003) a 50% response rate is adequate, 60% good and above 70% rated very good. This also collaborates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion; the response rate in this case of 90% was very good.

This high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participants of the intended survey, the questionnaire was self administered to the respondents who completed them and these were picked shortly after. The response rate is shown in Table 4.3

**Table 3.3: Response rate**

	Questionnaires administered	Questionnaires filled & returned	Percentage
Head Teachers	15	15	100
Teachers	36	31	88.33
Students	118	110	92.09
Total response	169	159	90.00

#### **4.2 Demographic information of the respondents**

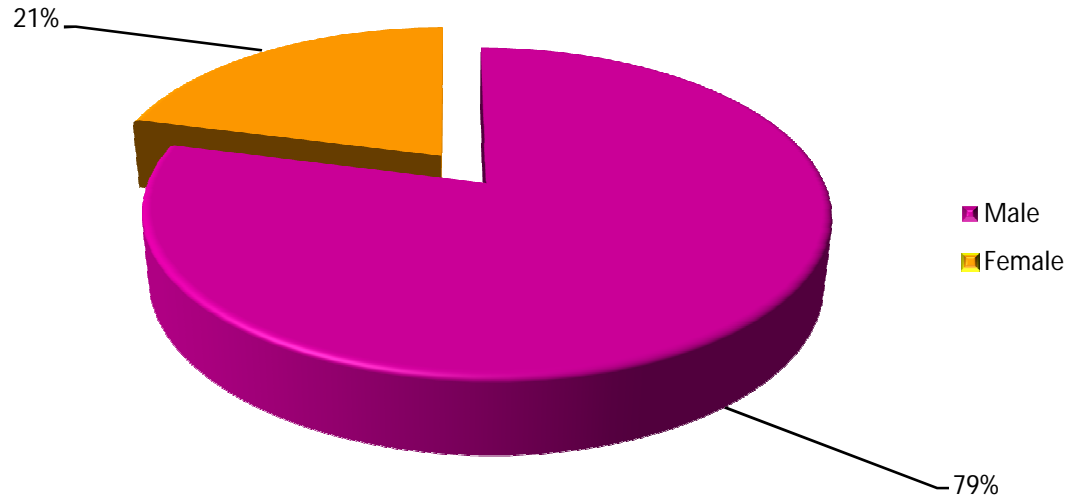
The study sought to find out the demographic information of the respondents concerning their gender, age, highest academic qualification, years they had been headmasters and years they had been in their current schools. Their gender was intended to capture equal attention to males and females in school leadership. Their age was intended to evaluate their management capabilities in terms of handling technical management issues.

Information on their highest academic qualification was intended to establish their expertise in the management issues. The years they had been headteachers intended to determine their level of management roles, experience, and information on the number of years they had been in their current schools was intended to establish if they are well conversant with the school programmes.

#### **4.3 Gender distribution**

Further the study sought to determine the gender distribution of the headteachers in order to establish if there is gender balance in the positions indicated and also to establish which gender is much engaged in school leadership and teaching profession. The responses were as indicated in Figure 4.3.

**Figure 4.3: Headteachers gender distribution**

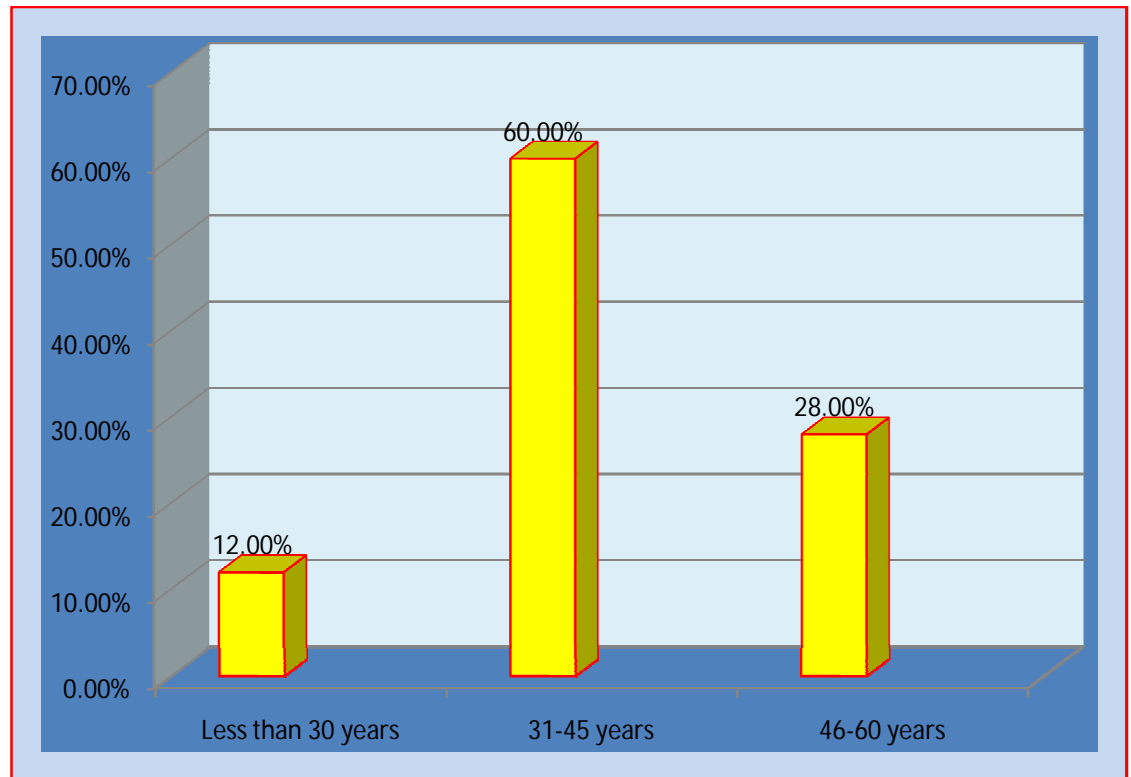


From the findings as indicated in Figure 4.3, majority 12 (79%) were male headteachers with 3 (21%) being female headteachers. This implies there were more males than female headteachers. The dominance of males may mean that most of the duties and responsibilities in school attract more males than females.

#### **4.4 Age distribution**

The study further established school head teachers and teachers' age distribution in order to determine if they were mature enough to handle school responsibilities. The findings were as indicated in Figure 4.4.

**Figure 4.4: Headteachers and teachers age distribution**

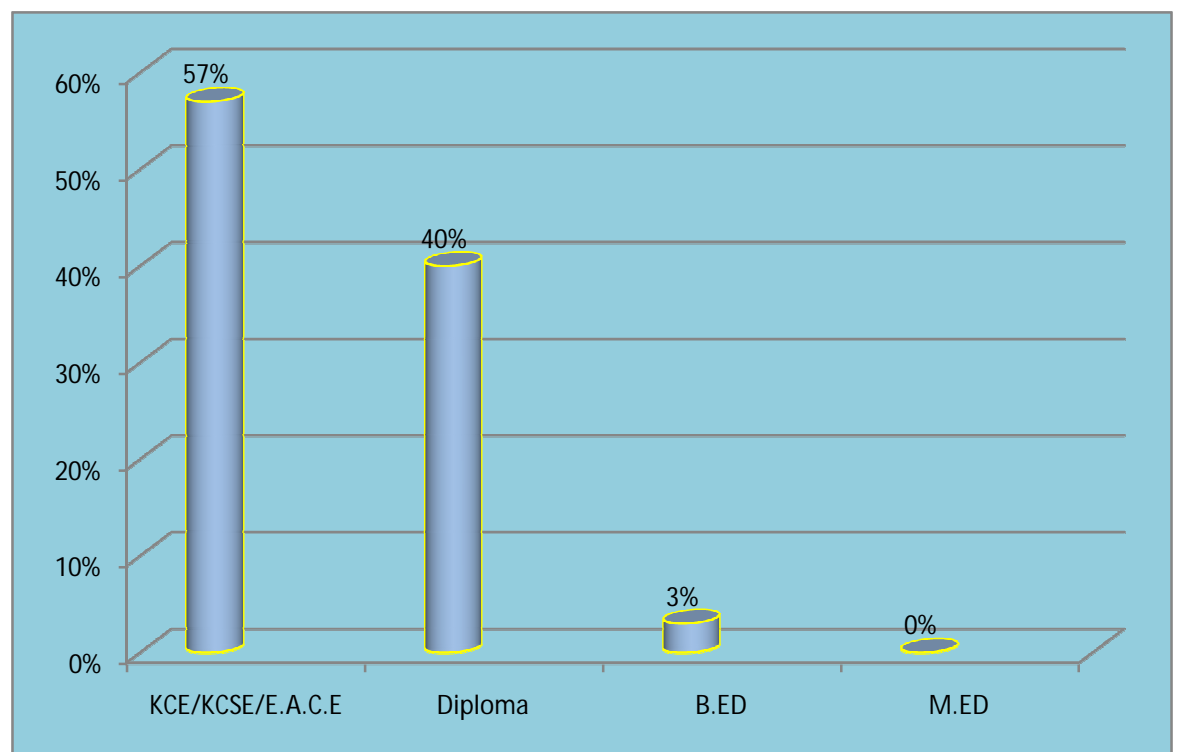


From the findings in Figure 4.4, majority of the headteachers 86 (60%) indicated that they ranged between 31-45 years, followed by those who indicated that they are over 46-60 (28%) years with few 19 (12%) indicating that they were less than 30 years. This implies that majority of the headteachers and teachers were at their maturity stage and therefore able to handle the school affairs responsibly.

#### 4.5 Highest academic qualification

The study further found it necessary to determine the headteachers level of education in order to ascertain if they were well equipped with the necessary knowledge and skills for the running and the overall management of the school.

**Figure 4.5: Level of education**



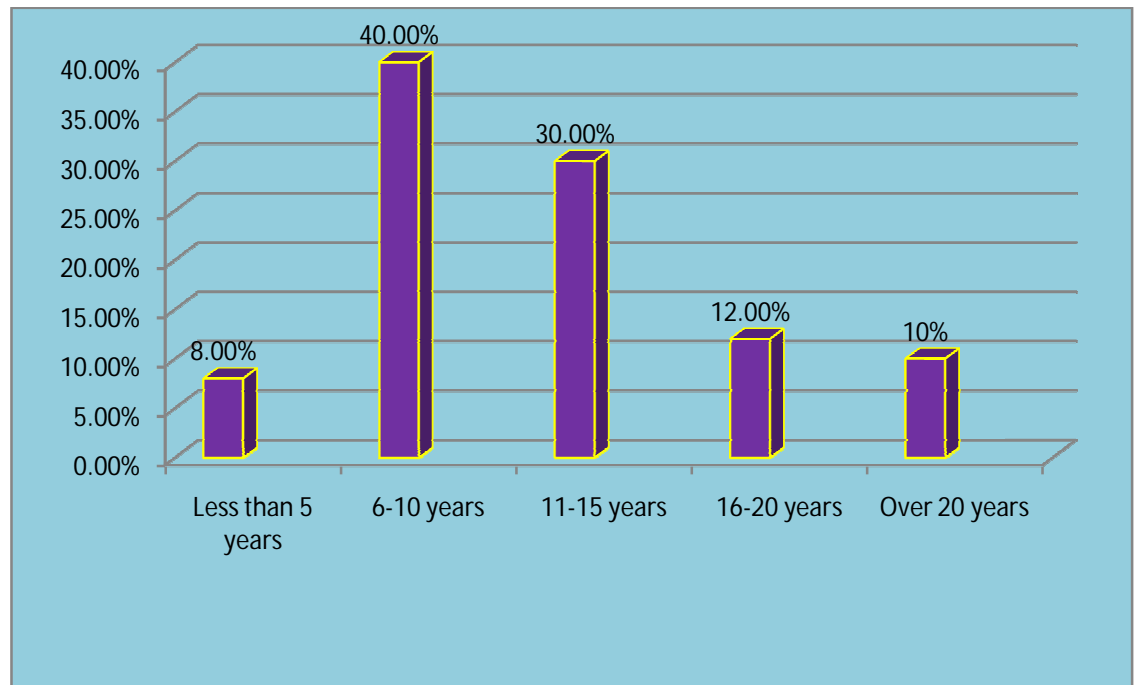
From the study findings majority 64 (57%) indicated that they had KCE/KCSE/EACE qualification, followed by those who indicated that they had diploma with few 7 (3%) indicating that they had degree qualification. No one indicated masters' degree qualification.

The findings therefore indicate that the headteachers have the capacity, skills and management acumen to steer school activities successfully. These skills help them handle and interpret their respective duties and responsibilities and the emerging issues in the school environment to the best level possible.

#### 4.6 Work experience

The study intended to collect data on how long the headteachers had served in one given school. This was to ascertain to what extent their responses could be relied upon to make conclusions for the study based on experience.

**Figure 4.6: Work experience**





From the study findings as indicated in Figure 4.6, highest proportion 57 (40%) of the headteachers indicated that they had been in their position for a period ranging from 6-10 years followed by those who indicated that they had been in the school for a period of 11-15 years with only few 18 (8.0%) indicating that they had been in their school for a period less than 5 years.

This meant that they would invest time and effort to make sure they succeed. It may also imply that work related experiences are important in developing motivation for becoming good in school management. The study therefore observes that the respondents are experienced people who are in their respective schools for the long haul. Longevity at the school therefore becomes a trait that ensures continuity and perpetuation of the vision of a school.

#### **4.7 School enrolment**

The study further determined school enrolment data per class in relation to school performance index. The average enrolment rate was determined and tabulated in Table 4.4.

**Table 4.4: School enrolment**

Class	1	2	3	4	5	6	7	8	Total
Average	73	69	66	67	64	59	56	54	508

enrolment rate

From the study findings, average enrolment rate ranged from 73-54 pupils giving an average of 508 pupils in public primary schools in Kangundo Division, Kangundo District, Kenya. On keen observation of the data, the enrolment for class one is higher compared to other subsequent classes implying that retention rate reduces in subsequent years. On further interview on the number of streams, majority indicated 8 streams with few indicating 10 and above implying that in most schools the streams are limited to number of classes.

#### **4.8 Performance in KCPE examination**

The study sought to determine the information on performance in KCPE examination among public primary schools. Performance was based on 3 years 2010-2012. Respondents were required to indicate the number of pupils who obtained certain range of marks as indicated in Table 4.5.

**Table 4.5: Performance in KCPE examination**

Year	0-100	101-200	201-300	301-400	401-500
2010	2(6.06%)	116(24.24%)	121(15.1%)	75(22.73%)	14(6.03%)
2011	16(24.24%)	110(15.15%)	118(12.12%)	70(15.15%)	16(9.09%)
2012	8(12.12%)	110(15.15%)	110(15.15%)	75(22.73%)	14(6.03%)
Total	26(42.1%)	336(55.32%)	349(42.45%)	220(60%)	44(21.32%)

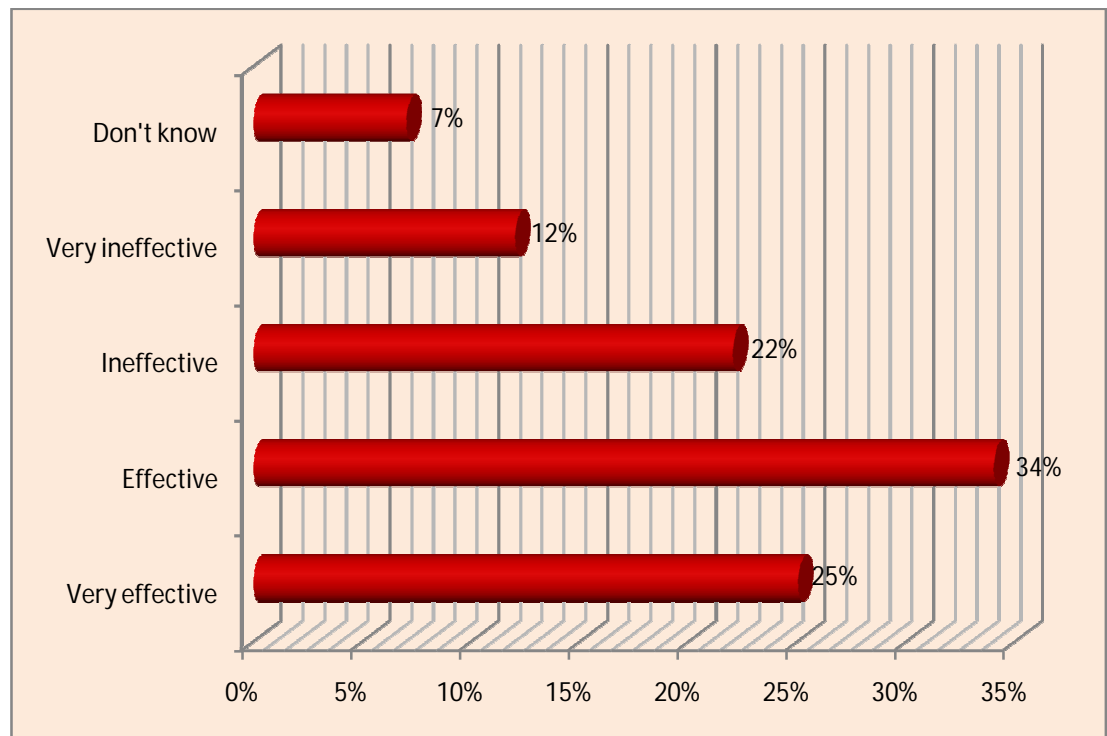
From the study findings it is evidenced that majority of the students (349) averagely scored 201-300 marks in the 3 years considered, followed by those who scored between 101-200, 301-400 with few falling in the range 0-100 and 401-500 respectively. This implies that KCPE performance in Kangundo District is on average and above average which indicates that head teachers performance as resource managers is exemplary.

The study further determined the influence of headteachers management of resources on KCPE performance basing on certain management statements. The findings were as indicated herein.

#### 4.9 Influence of management of teachers by headteachers on pupils performance in KCPE

The study sought to determine how management of teachers by headteachers influence pupils performance in Kenya Certificate of Primary Education. This was to ascertain from the respondents if headteachers role of managing teachers in executing their mandate in schools translates to pupils performance in their final examination. The study first sought from teachers how effective was management of teachers by headteachers. Their responses were as indicated in Figure 4.7.

**Figure 4.7: Effectiveness of management of teachers by headteachers**



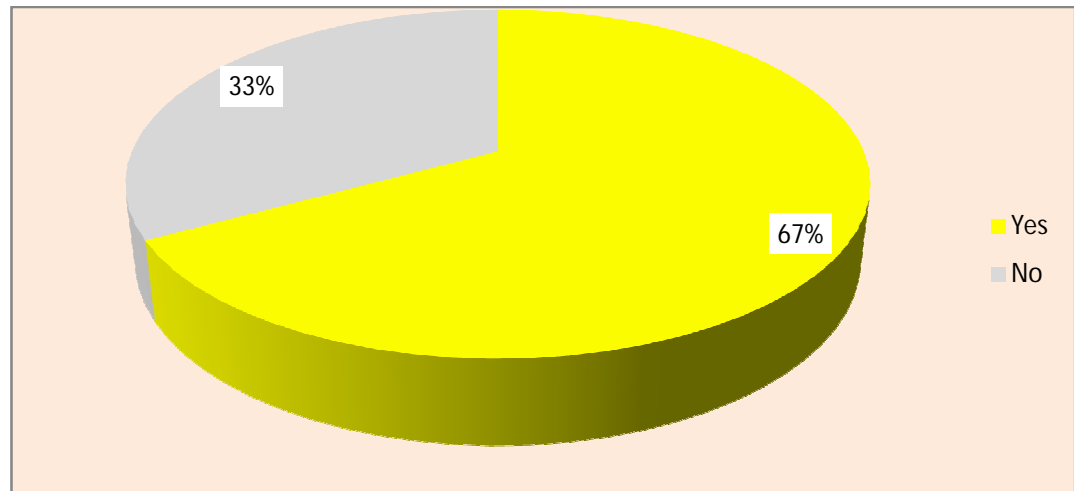
From the study findings in Figure 4.7 the highest proportion 42 (34%) indicated that headteachers management of teachers is effective with 31 (25%) indicating very effective. However few of the respondents 26 (22%) and 6 (12%) indicated ineffective and very ineffective respectively. 9 (7%) did not know if management of teachers by headteachers is effective in influencing pupils performance in Kenya Certificate of Primary Education.

This is done through supervising syllabus coverage and class attendance. Mugoh (2012) in his study on influence of principals' individual characteristics on human resource management practices in secondary schools in Mbeere South District, Kenya, noted that teachers' motivation and headteachers' in-service training on management of teachers lead to good performance in schools. This implies that headteachers role of teachers management is very important in enhancing pupils performance in their final examination.

#### **4.10 Difficulties in management of teachers by headteachers**

The study also found it necessary to determine from headteachers the challenges they face in executing their role of managing teachers. This was to find out why performance in some schools is still low and yet headteachers should manage teachers to improve pupils' performance. The findings were as indicated in Figure 4.8

**Figure 4.8: Difficulties in management of teachers by headteachers**



According to the analysis of the findings, majority 10 (67%) of the headteachers indicated that they faced difficulties in managing teachers while 5 (33%) indicated that they managed teachers with a lot of ease as shown in Figure 4.8.

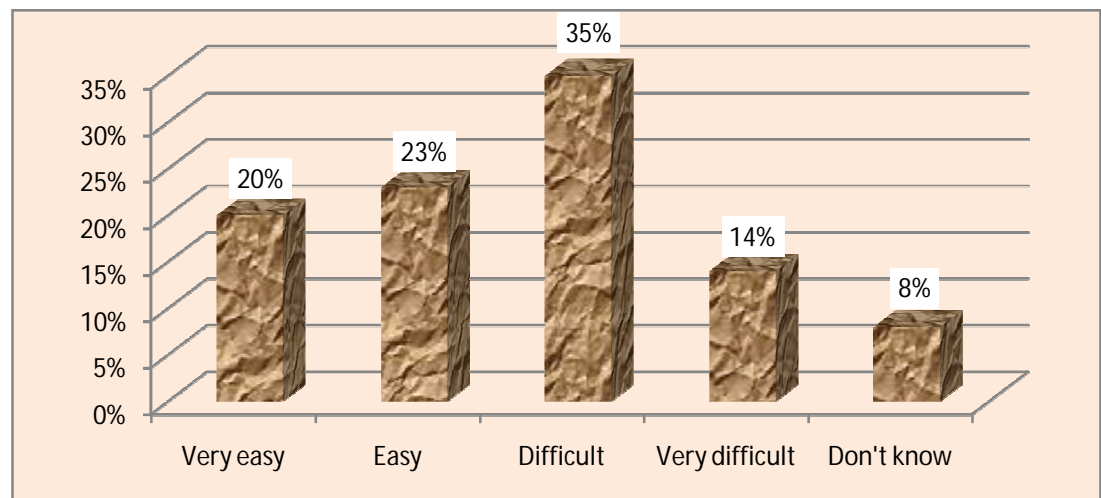
The headteachers who cited difficulties in managing teachers were further asked to give their opinion on the possible factors contributing to the difficulty. From the analysis of the results, they cited that the selected techniques e.g. ensuring class attendance, marking of assignments and releasing examination results on time contributed to difficult while others indicated that the role of management in the overall school operation was also a challenge. The study also revealed that the inadequacy of the staff contributed to difficulty. This means that as headteachers strive to boost pupils' performance in Kenya Certificate of Primary Education,

there are hindrances in their efforts which must be addressed to ease their management roles.

#### **4.11 Approaches and techniques used by headteachers in managing teachers**

The study further found it necessary to determine from headteachers the approaches and techniques used by headteachers in management of teachers. The common approaches and techniques used by headteachers in managing teachers as indicated by respondents were school register, monitoring punctuality of teachers, evaluation of teachers syllabus coverage, class visits and monitoring marking of assignment by teachers. The respondents were further asked to rate the applicability of the approaches and techniques in management of teachers as indicated in Figure 4.9.

**Figure 4.9: Applicability of the approaches and techniques**



The findings to this effect revealed that the highest proportion 43 (35%) of the headteachers indicated that the applicability of the approaches and techniques was difficult however 32 (23%) indicated that it was easy while 29 (20%) of the headteachers indicated that it was very easy. Further findings indicated that 23 (14%) of the headteachers were of the view that the applicability of the approaches and techniques was very difficult while a minority 17 (8%) did not know. Okumbe (2001), noted that the head teacher is the leader of the teaching staff. This implies that he must maintain and develop their morale, delegate them duties using good communication channels and develop good human relations to realize good performance in KCPE examinations.



**Table 4.6: Influence of headteachers management of teachers on KCPE performance**

The study sought to find out how the management of teachers by headteachers influence performance in Kenya Certificate of Primary Education.

Statement	SA	A	N	D	SD
Teachers motivation influence	22(17.46%)	38(30.16%)	31(24.6%)	20(15.87%)	15(11.9%)
Attendance of seminars, in-service courses, workshops, KEMI courses by teachers affect pupils performance	14(11.11%)	16(12.69%)	31(24.6%)	37(29.36%)	28(22.22%)
Teachers performance in class work influence performance	12(9.52%)	32(25.4%)	20(15.87%)	29(23.01%)	28(22.22%)
Timetable is adhered to by teachers	31(24.60%)	42(33.33%)	24(19.04%)	18(14.29%)	11(8.73%)
Teachers complete syllabus in all subjects	34(26.98%)	47(37.3%)	20(15.87%)	15(11.90%)	20(15.87%)
Punctuality by teachers and learners affect performance	34(26.98%)	43(34.13%)	18(14.29%)	16(12.69%)	14(11.11%)
Text books have effect on performance	21(16.67%)	50(39.67%)	30(23.81%)	14(11.11%)	11(8.73%)
Marking of pupils assignment/tests affects performance	30(23.81%)	53(42.06%)	19(15.08%)	14(11.11%)	10(7.94%)

**Key:-**

SA- Strongly Agree , A – Agree, N-Neutral, D- Disagree, SD- Strongly Disagree

From the study findings highest proportion (30.2%) indicated that teachers' motivation influence pupils performance, the Highest proportion (29.4%) further indicated that attendance of seminars, in-service courses, workshops, KEMI courses by teachers does not affect pupils' performance. Further the highest proportion (25.4%) also indicated that teachers performance in class work influence performance. Highest proportion (33.3%) further indicated that timetable is adhered to by teachers.

Highest proportion (37.3%) also indicated that teachers complete syllabus in all subjects. Further highest proportion (34.1%) also indicated that punctuality by teachers and learners affect performance and also the highest proportion (39.7%) indicated that text books have effect on performance. Highest proportion (42.1%) further indicated that marking of pupils assignment/tests affects performance. Kimeu (2010), observed that headteachers' ways of management that they used were inadequate since they were limited to checking of teachers professional records. He suggested that headteachers should be equipped with management skills through in-service training in order to improve the teachers' productivity. This implies that performance is based on a number of factors both administrative

and resource based as indicated by the respondents as the determinants of performance in KCPE in Kangundo District, Kenya.

**Table 4.7: Teachers agreement on the statements relating to headteachers management of teachers and KCPE performance**

Agreement	Yes	No
Teachers are responsible and work hard	100 (62.89%)	59 (37.11%)
Teachers attend in service courses seminars, workshops, KEMI courses	104(65.40%)	52(34.60%)
Teachers are motivated from time to time	89(55.97%)	61(43.30%)

From the study findings in the Table 4.7, majority (62.9%) of teachers agreed that teachers are responsible and work hard. Majority (65.4%) of teachers also agreed that teachers attend in service courses seminars, workshops, Kemi courses and (56.0%) also agreeing that teachers are motivated from time to time. According to KEMI (2011), human resource management is concerned with people and performance. This implies that teachers' motivation is very crucial in enhancing

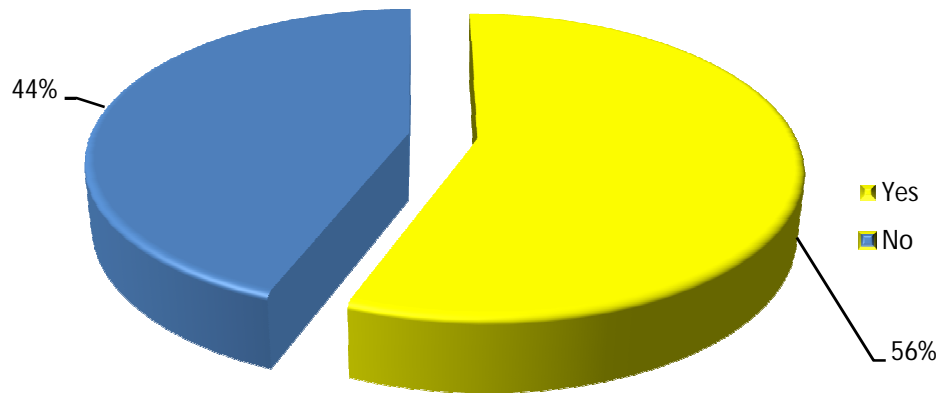
the teaching roles in their respective schools to boost pupils performance in their final examinations.

The difference between organization that performs well and another that performs poorly is the quality of teachers that they have. The key to performance of teachers is the motivation, duty performance and in-service training. Mugoh (2012) in his study on influence of principals' individual characteristics on human resource management practices in secondary schools in Mbeere South District, Kenya, noted that teachers' motivation and in-service training lead to good performance in school. Therefore school headteachers should motivate teachers through in-service training.

#### **4.12 Headteachers' visits in the classroom to supervise teaching**

The study further sought to determine if headteachers visit teachers in the classroom to supervise teaching. The findings were as indicated in Figure 4.10.

**Figure 4.10: Headteachers' visits in the classroom**



From the study findings majority 86 (56%) agreed that headteachers visited teachers in class to supervise teaching with 71 (44%) indicating that head teachers have never visited them in their class to supervise teaching. For those teachers who agreed that headteachers usually visited them in class to supervise teaching indicated that they do so at least once in a term. This implies headteachers are required to supervise teaching in classes once in a while of which some do and others do not.

**Table 4.8: Checking of school records by the headteacher**

	Rating				
	Weekly	Monthly	Termly	Yearly	Never
Lesson					
plans	36(28.57%)	45(35.71%)	20(15.87%)	14(11.11%)	21(16.67%)
Record of					
work	35(27.77%)	44(34.92%)	17(13.49%)	16(12.69%)	13(10.32%)
Schemes of					
work	20(15.87%)	50(39.68%)	31(24.60%)	14(11.11%)	10(7.94%)
Pupils					
exercise	36(28.57%)	45(35.71%)	20(15.87%)	14(11.11%)	21(16.67%)
books					
Pupils					
progress	35(27.77%)	44(34.92%)	17(13.49%)	16(12.69%)	13(10.32%)
records					
Class					
attendance	20(15.87%)	50(39.68%)	31(24.60%)	14(11.11%)	10(7.94%)
register					

From the study findings lesson plans, record of work, schemes of work, pupils' exercise books, pupils' progress records and class attendance register are monthly checked by the headteacher as indicated by the highest number of respondents.

#### **4.13 Influence of management of school time on pupils performance**

The study further sought to determine the influence of management of school time on pupils' performance basing on related statements. The findings were as indicated in the Table 4.10.

**Table 4.9: Influence of management of school time on pupils performance**

Rate the following	Good	Not good
Punctuality of teachers to duty	96 (59.44%)	67 (36.22%)
Completion of syllabus by teachers	102(62.67%)	54(33.34%)
Management of school time by headteacher	101(54.39%)	53(45.26%)

From the study findings majority (59.4%) rated punctuality of teachers to duty as good, (62.7%) rated completion of syllabus by teachers as good and majority (54.4%) also rating management of school time by headteacher as good. Mbaka (2012), noted that headteachers should monitor timetable making and the

allocation of periods to the teaching staff. The time allocation in teaching and learning was identified as a contributing factor to a schools' performance. He further observed that within limits, the more hours allowed for instruction in a subject, the higher the achievement. This implies that teachers are responsible in their roles with the aim of boosting pupils performance in Kenya Certificate of Primary Education.

Abagi (1997) further noted that there was a lot of wastage of pupils' learning time in primary schools which led to inadequate syllabus coverage in preparation for national examinations leading to poor performance. Headteachers should therefore ensure no time is lost during the opening weeks of every school term calendar.

#### **4.14 Influence of management of teaching and learning resources on pupils' academic performance.**

The study further sought to rate the influence of management of teaching and learning resources on pupils academic performance. These resources included both teaching and learning resources in the school which was to evaluate headteachers efforts in acquiring them as their mandate to enhance academic performance in their respective schools. The findings were as indicated in the Table 4.9.



**Table 4.10: Influence of management of teaching and learning resource on pupils' academic performance**

		Rating			
		Very adequate	adequate	inadequate	not available
Teaching	and	20(15.87%)	40(31.75%)	30(23.81%)	21(16.67%)
learning resources					
Pupils	textbooks	15(11.9%)	15(11.9%)	37(29.36%)	31(24.6%)
Exercise	books	13(10.31%)	35(27.78%)	22(17.46%)	27(21.43%)
Teachers	reference	34(26.98%)	40(31.75%)	24(19.04%)	16(12.69%)
books and guides					
Library	books	35(27.78%)	20(15.87%)	45(35.71%)	14(11.11%)

From the study findings the highest proportion (31.8%) of the teachers agreed that there are adequate teaching and learning resources in their schools with the highest proportion (25.0%) of teachers indicating that pupils' textbooks are inadequate. Further highest proportion (27.8%) of teachers also indicated that exercise books are adequate in their schools citing that the government play a crucial role in providing exercise books to schools and also parents supplement.

Further highest proportion (31.8%) also agreed that teachers' reference books and guides are adequate and that there are inadequate library books as indicated by highest proportion (35.7%).

According to Ayoo (2002) headteachers of primary schools ensure the provision of the right materials relevant to the curriculum are acquired in time to facilitate classroom instruction which lead to improved performance by pupils and that the teaching/learning resources have a direct bearing on performance among pupils in developing countries. This implies that the government has continuously supported public primary schools in their free primary education program through provision of necessary learning and teaching materials in the bid to attaining universal education for all.

#### **4.15 Influence of management of physical facilities on pupils performance**

The study further sought to determine the influence of physical facilities on pupils' performance. The findings were as indicated in the Table 4.11.

**Table 4.11: Influence of management of physical facilities on pupils performance**

Adequacy of physical facilities	Enough	Not enough
Availability of classroom for learning	32(25.39%)	20(15.87%)
Toilet facilities in the school	41(32.54%)	24(19.05%)
Administration of offices	45(35.71%)	20(15.87%)

From the study findings the highest (25.4%) of teachers indicated that there are enough classroom for learning. Further highest (32.5%) also indicated that there are enough toilet facilities in the school with (35.7%) indicating that there are enough administration of offices. Olembo, Wanga & Karagu (1992) as quoted by Ayoo (2012) say that most programmes of instructions and pupil services need some physical facilities which include grounds, buildings and equipments which may be used from time to time. Physical facilities like class rooms determine the school climate under which the teachers and pupils operate which influence attitude in teaching and learning.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter focuses on the summary of the study, findings of the study, conclusions, recommendations and recommendations for further research.

#### **5.2 Summary of the study**

The success of education system is measured in the pupils' academic performance in national examinations. Examinations are a means of evaluating the level of achievement for the purpose of further education, training or employment. A pupils' academic performance is dependent on many resources that range from human resource, time, teaching/learning resources and physical facilities (UNESCO, 2002). Success in examinations is largely influenced by the way headteachers' manage resources in their schools. The purpose of this study was to investigate the influence of headteachers' management of resources on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Kangundo Division. The study was guided by four research objectives namely:- to determine the extend to which the management of teachers by headteachers influence pupils performance in Kenya Certificate of Primary Education; to establish the extend to which management of school time by headteachers influence pupils' performance in Kenya Certificate of Primary Education; to

establish the extend to which headteachers' management of teaching and learning resources affects pupils' performance in Kenya Certificate of Primary Education; to determine the extend to which management of physical facilities by headteachers influence pupils' performance. The study was delimited to public Primary schools in Kangundo Division. The study employed descriptive survey design. The target population consisted of 30 primary school headteachers who gave key information on the management of resources and 178 primary school teachers who were better placed to give information on resources as they use them in teaching and interact with them in schools to enhance pupils' performance. It also targeted 1180 standard 8 pupils in all the schools in the District who are more experienced in the learning processes in the schools.

The literature review dwelt on the concept of resource management, influence of headteachers management of teachers on pupils' academic performance, influence of headteachers' school time management on pupils' academic performance, influence of headteachers' management of teaching and learning resources on pupils academic performance and influence of management of physical facilities by headteachers' on pupils' academic performance. The study used questionnaires for data collection. A total of 159 questionnaires were filled and returned out of 169 issued giving an average response rate of 90.0 percent which was deemed adequate for data analysis. The sample was equitably distributed to capture information on influence of headteachers' management of resources on

pupils' Kenya Certificate of primary Education in public schools in Kangundo Division. The data was analyzed using frequency tables, bar graphs and pie charts.

The first objective of the study sought to determine the extend to which the management of teachers by headteachers influence pupils' performance in Kenya Certificate of Primary Education where the highest proportion .of 34.0% indicated that headteachers' management of teachers is effective with 25.0% indicating very effective. However, few of the respondents 22.0% and 12.0% indicated ineffective and very ineffective respectively. 7.0% did not know if management of teachers by headteachers is effective in influencing pupils' performance in Kenya Certificate of Primary Education. The highest proportion of 34.0% was achieved through supervising syllabus coverage and class attendance.

The second objective of the study sought to establish the extend to which management of school time by headteachers influence pupils' performance in Kenya Certificate of Primary Education where a majority of 59.4% rated punctuality of teachers to duty as good, 62.7% rated completion of syllabus by teachers as good and further majority of 54.4% also rated management of school time by headteachers as good. The good management of school time was due to the management of seminars, workshops and KEMI courses that the headteachers attend from time to time. The good management of school time by headteachers

has led to average performance in Kangundo Division in Kenya Certificate of Primary Education examinations.

The third objective of the study sought to establish the extent to which headteachers' management of teaching and learning resource affects pupils' performance in Kenya Certificate of Primary Education where the highest proportion 31.8% of the teachers agreed that there are adequate teaching and learning resources in their schools with highest proportion of 29.4% of teachers indicating that pupils' textbooks are inadequate. A further highest proportion of 27.8% of teachers indicated that exercise books to schools are adequate in their school citing that the government plays a crucial role in providing exercise books to schools and also parents supplement. Further highest proportion of 31.8% also agreed that teachers' reference books and guides are adequate and that there are inadequate library books as indicated by highest proportion of 35.7%.

The fourth objective of the study sought to determine the extent to which management of physical facilities by headteachers' influence pupils' performance. The study findings showed that highest 25.4% of teachers indicated that there are enough classrooms for learning. Further highest 32.5% indicated that there is enough toilet facilities in the school with 35.7% indicating that there is enough administration of offices. Physical facilities determine the school

climate under which the teachers and pupils' operate which influence attitude in teaching and learning.

### **5.3 Conclusions**

From the findings, it can be concluded that:-

- i. The management of teachers by headteachers has great influence in pupils' performance in Kenya Certificate of Primary Education.
- ii. The management of school time by head teachers enhances good Kenya Certificate of Primary Education performance in schools.
- iii. The management of teaching and learning resources influence pupils' academic performance in Kenya Certificate of Primary Education examination
- iv. The management of physical facilities in schools by headteachers influence pupils' academic performance in Kenya Certificate of Primary Education examinations

### **5.4 Recommendations of the study**

The study recommends that:

1. The Government of Kenya should try to increase its funding to schools for more resources to be bought and ensure their adequacy in schools. The Ministry of Education should ensure the disbursement of the government



funds is done in good time and avoid unnecessary delays. The Ministry should also promptly provide circulars to schools showing allocations per child and vote heads on how the money is to be spent in purchasing school resources. The government should also support education of children by employing trained teachers who provide quality services to the children. It should also come up with a policy guideline on time management to ensure good utilization of time as a resource.

2. Kenya Education Management Institute organize and conduct more seminars and workshops for headteachers, their deputies and teachers in general on management of resources. Especially headteachers and deputies should be trained on the management of other teachers, pupils and parents to ensure minimal conflicts in schools and enhance performance. Headteachers should be trained on financial resource management.
3. The study appreciates and recognizes the vital role played by the Kenya Institute of Curriculum Development in vetting resource materials and recommending those of good quality to be purchased by schools. Kenya Institute of Curriculum Development prepares syllabuses that are used as a guide in teaching in all schools. The study therefore recommends that the Kenya Institute of Curriculum Development officials organize seminars for teachers on syllabus coverage, management of resources and how they

can enhance Kenya Certificate of Primary Education performance in schools. Also, the study recommends that the Kenya National Examination Council continues testing learners with questions that are got from within the syllabus. They should also train teachers on the interpretation of the syllabus and on marking of examinations.

4. The Education Officials at County and Sub County Levels should ensure that all schools receive, their share of the allocation given to them. Those schools that do not get the money, they should advice the ministry, make a follow-up and ensure that they receive the money. The county directors should also ensure school audit is carried out in all schools to ascertain how the school funds are being used and give advice where necessary. Quality assurance and standards officers should visit the schools to assess and monitor the availability of the bought resource materials. They should get information on their use by learners' storage and replacement policy and give necessary advise to schools.
5. The headteachers at school level together with the school instructional management selection committee should select resource materials as per the school needs and order for them. The headteacher should ensure that the purchased resource materials are well stored in the school, well recorded in the inventory books, given to learners and teachers for use and there is a replacement policy in the school incase a book gets lost. The

headteachers should ensure the resource materials are well used in teaching and learning for improved performance. The teachers as well should take advantage of the available resources in using them to impart knowledge, skills and attitudes to learners.

6. Parents should supplement the resource materials that are inadequate in schools;- schools that are understaffed, they can chip in by employing trained PTA teachers. The parents should also raise funds to put up physical facilities in schools like classrooms, the school management committees should solicit funds from the constituency development fund (CDF) Kitty and the Local Authority Transfer Fund (LATF) to purchase and improve resources in the school for better performance. The pupils who are the key beneficiaries of these resources should make use of them and take care to avoid losing and destroying. If a child loses a resource material, his or her parents should be made to replace. This policy should be known to parents and pupils to avoid carelessness in handling the books.

### **5.5 Areas for further research**

- i) The impact of management of resources on Kenya Certificate of Primary Education
- ii) Other resource factors that influence performance in Kenya Certificate of Primary Education
- iii) Other researchers could carry out similar study in private schools in Kangundo District for comparison
- iv) The role of Teachers Service Commission (TSC) on effectiveness of headteachers in resource management that may influence Kenya Certificate of Primary Education performance.

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## APPENDICES

### APPENDIX 1: INTRODUCTION LETTER

University of Nairobi

P.O. Box 30197

Nairobi

The Headteacher,

..... Primary school

Dear Sir/Madam,

#### **RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL.**

I am a student at the University of Nairobi pursuing a post graduate degree. I am out to undertake a research on “influence of headteachers’ management of resources on pupil’s performance in Public Primary Schools in Kangundo Division, Kangundo District, Kenya”. Kindly allow me to administer the questionnaires in your school. The responses will be used for the purposes of the study only. The identity of the respondents will be treated with the highest degree of confidentiality.

Thank you.

Yours faithfully,

Henry M. Kioko.

## APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

The purpose of this questionnaire is to collect information about your own perception of how you execute your work as a head teacher in your school to be used in a study of influence of headteachers' management of resources on pupils' performance in Public Primary Schools in Kangundo Division, Kangundo District, Kenya. Your identity will be treated with a lot of confidentiality hence do not write your name or name of your institution.

### Instructions

Kindly indicate the correct option as honestly as possible by putting a tick [ ✓ ] against one of the options for questions that you wish to express your opinion, use the spaces provided.

### Section A: Background information

1. What is your gender?    Male    [   ]                      Female    [   ]
2. What is your age?    \_\_\_\_\_ years
3. What is your highest academic qualification?
  - a) M. Ed            [   ]                      c) Diploma                      [   ]
  - b) B.Ed            [   ]                      e) KCE/KCSE/E.A.C.E            [   ]
  - f) Any other (specify) .....
4. How many years have you served as a headteacher? \_\_\_\_\_years.
5. For how long have you served as a headteacher of this school? \_\_\_\_\_years
6. When was the school started? \_\_\_\_\_



7. What is the total gender of the pupils in the school?

Male [ ] Female [ ]

8. Please fill enrolment data per class in the table below.

Class	1	2	3	4	5	6	7	8	Total
No. of pupils									

9. How many streams are there in your school?

\_\_\_\_\_

10. How many teachers are currently there in the school? \_\_\_\_\_

**Section B: Information on performance in KCPE examinations**

11. Kindly fill in the table below. A summary of performance in KCPE for the last three years in the school you are currently heading.

Indicate the number of candidates who obtained various marks in KCPE in the year 2010 – 2012

Year	0 – 100	101 – 200	201 – 300	301 – 400	401 – 500
2010					
2011					
2012					
Total					

**Influence of headteachers' management of resources (tick as appropriate)**

<b>Section C: management of teachers on pupils performance</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Teachers' motivation influence pupils performance in examinations					
Attendance of seminars, in service courses, workshops, Kemi courses by teachers affect pupils performance					
Teachers performance in class work influence performance.					
<b>Section D:- Time management on pupils performance</b>					

Timetable is adhered to by teachers					
Teachers complete syllabus in all subjects					
Punctuality by teachers and learners affect performance					
<b>Section E:- Management of teaching/learning resources on pupils performance</b>					
Text books/reference books have effect on performance					
Use of teaching/learning Aids have effect on performance					
Marking of pupils assignments/tests affects performance					

<b>Section F:-Management of physical facilities on pupils performance</b>					
Availability of classrooms for learning influences performance					
Adequacy of school toilet facilities lead to improved performance					
School library enhances performance					

**Thank you for your co-operation in filling the questionnaire.**



**4. (Tick as appropriate)**

Do you agree with the following?	Yes	No
Teachers are responsible and work hard		
Teachers attend in service courses seminars, workshops, Kemi courses		
Teachers are motivated from time to time		

**Section B: Influence of management of school time on pupils performance**

Rate the following	Good	Not good
Punctuality of teachers to duty		
Completion of syllabus by teachers		
Management of school time by headteacher		

**Section C: Influence of management of teaching and learning resources on pupils' academic performance.**

5. Please rate the teaching and learning resources in your school by ticking in the appropriate space.

Rating				
	Very adequate	adequate	inadequate	not available
Teaching and learning resources				
Pupils textbooks				
Exercise books				
Teachers reference books and guides				
Library books				

6. Has the headteacher ever visited you in the classroom to supervise teaching?

Yes [ ]

No [ ]

7. If yes, how often are you visited?

Once a term [ ]

twice a term [ ]

Thrice a term [ ]

once yearly [ ]

Any other specify .....

8. How often does the head teacher check the following (tick as appropriate).

Weekly

Monthly

Termly

Yearly

Never

Lesson plans	[ ]	[ ]	[ ]	[ ]	[ ]
Record of work	[ ]	[ ]	[ ]	[ ]	[ ]
Schemes of work	[ ]	[ ]	[ ]	[ ]	[ ]
Pupils exercise books	[ ]	[ ]	[ ]	[ ]	[ ]
Pupils progress records	[ ]	[ ]	[ ]	[ ]	[ ]
Class attendance register	[ ]	[ ]	[ ]	[ ]	[ ]

**Section D: Influence of management of physical facilities on pupils' performance**

Adequacy of physical facilities	Enough	Not enough
Availability of classroom for learning		
Toilet facilities in the school		
Administration of offices		



#### APPENDIX IV: PUPILS' QUESTIONNAIRE

The purpose of this questionnaire is to collect information about your own perception of how you carry on your work as a pupil of the school to be used in a study of Influence of headteachers management of resources on pupils' performance in public primary schools in Kangundo Division, Kangundo District, Kenya. Your identity will be accorded great confidentiality hence do not write your name or the name of your school.

**Part A: Tick or comment appropriately.**

1. What is your gender? Male  Female
2. Generally performance in KCPE has been poor in your school  
What can you attribute to this trend? .....
3. Does the headteacher check pupils exercise books, assignments, questions and tests periodically to ensure regular making? Yes  No
4. Does the headteacher of your school ensure teachers attend to their duty well?  
Yes  No
5. Does the headteacher discuss learning problems with pupils? Yes  No
6. Does the headteacher provide feedback to pupils about their performance?  
Yes  No
7. Is there a class timetable in every class in the school? Yes  No
8. How is school time managed in your schools? Well  Not well
9. Does the headteacher provide teaching learning resources from time to time?

Yes [ ] No [ ]

10. Are there adequate teaching/learning resources in your school?

Yes [ ] No [ ]

11. Does your school have enough classrooms, toilets, playground, kitchen,

library? Yes [ ] No [ ]

12. If No, list the physical facilities missing in your school .....

Thank you for filling the questionnaire.

PAGE 2 PAGE 3

**Research Permit No. NACOSTI/RCD/14/013/1746**

**THIS IS TO CERTIFY THAT:** **Date of issue** **29<sup>th</sup> October, 2013**

**Prof./Dr./Mr./Mrs./Miss/Institution** **Fee received** **KSHS. 1000**

**Henry Musyoka Kioko**

**of (Address) University of Nairobi**

**P.O.Box 92-0902, Kikuyu.**

**has been permitted to conduct research in**

**Location**


**District**

**Machakos**

**County**

**On the topic: Influence of head teachers' management of resources on pupils' performance in Kenya**

**Certificate of Primary Education in public primary schools in Kangundo Division of Kangundo District, Kenya.**



*Henry Musyoka Kioko*

**Applicant's Signature** **For: Secretary**

**National Commission for Science Technology & Innovation**

**for a period ending: 30<sup>th</sup> November, 2014.**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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NAIROBI-KENYA

Ref: No.

*Approved  
individual for  
research  
30*

Date:

**29<sup>th</sup> October, 2013**

**NACOSTI/RCD/14/013/1746**

Henry Musyoka Kioko  
University of Nairobi  
P.O. Box 92-0902  
Kikuyu.

**RE: RESEARCH AUTHORIZATION**

Following your application dated **23<sup>rd</sup> October, 2013** for authority to carry out research on ***"Influence of Headteachers' management of resources on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Kangundo Division of Kangundo District, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **30<sup>th</sup> November, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Machakos County** 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 COMMISSION SECRETARY**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Copy to:

The County Commissioner  
The County Director of Education  
Machakos County.

*National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified*