

**FACTORS INFLUENCING HEAD TEACHERS' RESOURCE
MANAGEMENT OF DISTRICT SECONDARY SCHOOLS IN KIENI EAST
DIVISION IN NYERI COUNTY, KENYA**

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Award of the Degree of Master of Education in Educational Administration

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DECLARATION

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

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E55/66141/2011

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

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DEDICATION

I dedicate this project to my dear wife Elizabeth Muthui and children Claire Muthui, Clarice Muthui and Clara Muthui. Also this goes to my brothers Joseph Mutero and Patrick Irungu and my sister Eunice Kuria .

ACKNOWLEDGEMENTS

I ascribe all glory and honour and thanks first to our Almighty God who has enabled me through His wisdom, strength and provisions to finish this work successively. I would like to give my heart felt thanks to my supervisors Dr. Grace Nyagah and Dr. Ursulla Okoth for the support, encouragement and availability they offered me in coming up with the research report. My deep appreciation also goes to my dear wife Mrs. Elizabeth Muthui for her constant encouragement and moral support which enhanced my success.

Also thanks go to all those head teachers and teachers who sacrificed to fill the questionnaires to provide primary data for the study.

Finally to my daughters Claire, Clarice and Clara for their precious time they sacrificed in my absence as I collected my data and compiled my report.

ABSTRACT

The purpose of the study was to investigate the factors influencing head teachers resource management in District secondary schools in Kieni East district. They include funds, human resource, political interference and physical structures. The objectives of the study were to determine how the level of education of head teachers, availability of funds, availability of teachers, physical facilities and political interference affects resource management of district secondary schools.

The research design for this study was descriptive survey. The target population for the study were all the twenty head teachers and 160 teachers in Kieni east District. While the sampling design used was purposive. The data collected was analyzed by use of descriptive statistics. Frequency, percentage, tables and graphs were used to present the data. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) programme.

The following were findings of the study; that 84.6% of the head teachers had experience in headship as they served for over six years, while 42% of teachers were form four leavers who have been employed by BoM. Majority of teachers 92.1% confirmed that funds received were not adequate which concurred with 60%of head teachers who confirmed the same.86% of teachers reported that they did not have adequate teachers for all lessons while 61.5%head teachers reported that there were times students were left without teachers . 84.6% of schools had politicians in their CDF Committees hence political interference in managing of district secondary schools, while 93%of teachers indicated that they did not have adequate physical facilities in their schools where as 76.9% head teachers indicated that they did not have adequate offices and dinning halls that could accommodate their students.

It was recommended that the government should avail adequate funds for the schools and these funds should be disbursed in time. These funds would be important in paying the BOM teachers and in purchasing the required teaching and learning materials and resources.

The school CDF committees should not include politicians in the management of schools to avoid political interference. Schools also lacked enough teaching personnel. TSC has not been posting teachers to those schools. Head teachers are forced to employ untrained teachers. This brings more difficulties as the funds available are scarce and instead of being directed to physical facilities, they are directed to paying those teachers. Government is advised to provide teachers to the emerging and already established District Secondary schools in time for better performance of the head teachers.

That the government should employ and post teachers to the emerging schools and existing District Secondary schools to avoid large work load of few teachers available for better performance and easy management.

It was suggested that a study on the effect of government funding on schools should be conducted. It was also suggested that a study on government funds for tuition should be conducted. Lastly, a study on impact of lack of funds on school management should be conducted.

Based on the study, it was concluded that inadequate funding and delayed disbursement of the funds challenged head teachers in the schools. Political interference, lack of teaching personnel and lack of physical facilities were factors affecting the head teachers in the resource management of District secondary schools.

TABLE OF CONTENT

Content	Page
Title page.....	i
Declaration	ii
Dedication.....	iii
Acknowledgement.....	iv
Abstract.....	v
Table of content.....	vii
List of tables.....	xi
List of figures	xii
Abbreviations and acronyms	xiii
CHAPTER ONE	
INTRODUCTION	
1.1 Background to the study	1
1.2 Statement of the problem	4
1.3 Purpose of the study	5
1.4 Objectives of the study	5
1.5 Research questions	6
1.6 Significance of the study	6
1.7 Limitations of the study	7

1.8 Delimitations of the study	7
1.9 Assumptions of the study	8
1.10 Definition of significant terms	8
1.11 Organization of the study	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	11
2.2 Resource management of secondary schools.....	11
2.3 Effects of funds on educational resource management	13
2.4 Effect of teaching personnel on secondary school resource management..	14
2.5 Political influence on school resource management	15
2.6 Physical facilities on school resource management	16
2.7 Summary of literature review	17
2.8 Theoretical framework	18
2.9 Conceptual framework	20

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	22
3.2 Research design	22
3.3 Target population	23

3.4 Sample size and sampling techniques	23
3.5 Research instruments	24
3.6 Validity of instruments.....	25
3.7 Reliability of instruments	25
3.8 Data collection procedures	26
3.9 Data analysis techniques	27
3.10 Ethical considerations	28

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction.....	29
4.2 Questionnaire return rate.....	29
4.3 Demographic information of head teachers and teachers.....	30
4.3.1 Demographic information of head teachers.....	30
4.3.2 Demographic information of teachers.....	30
4.4 Effects of funds on school resource management.....	42
4.5 Effects of inadequate personnel on resource management of schools....	45
4.6 Effects of political influence on school resource management.....	46
4.7 Effects of facilities on school resource management.....	48

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	55
5.2 Summary of findings.....	55
5.3 Conclusions.....	57
5.4 Recommendations.....	58
5.5 Suggestions for further studies.....	58
REFERENCES	60

APPENDICES

Appendix 1: Letter of respondent.....	63
Appendix 2: Questionnaire for head teachers	64
Appendix 3: Questionnaire for teachers	68
Appendix 4: Research permit	73
Appendix 5: Research authorization.....	74

LIST OF TABLES

Table	page
Table 4.1 Respondents return rate.....	30
Table 4.2 Distribution of head teachers by gender.....	31
Table 4.3 Distribution of head teacher by age.....	32
Table 4.4 Length of years in headship.....	34
Table 4.5 Length of headship in current station	35
Table 4.6 School category.....	36
Table 4.7 Distribution of teachers by gender.....	37
Table 4.8 Distribution of teachers by age.....	37
Table 4.9 Response on delay of funds by Head teachers	43
Table 4.10 BoM teachers responses on salary delay	43
Table 4.11 Head teachers and teachers response on Influence of politicians in school committees	47
Table 4.12 Response on adequacy of physical facilities by teacher.....	49
Table 4.13 Head teachers' response on adequacy of physical facilities	52

LIST OF FIGURES

Figure	Page
Figure 2.9 Conceptual framework	20
Figure 4.1 Academic qualifications of the head teachers.....	33
Figure 4.2 Highest academic qualifications of teachers.....	39
Figure 4.3 Duration of teaching for whole teaching career.....	40

ABBREVIATIONS AND ACRONYMS

AEO	Area Education Officer
BoM	Board of Management
CDF	Constituency Development Fund
DEO	District Education Officer
EFA	Education for All
GoK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KIPPRA	Kenya Institute for Public Policy, Research and analysis
MDGs	Millennium Development Goals
MP	Member of Parliament
MOE	Ministry of Education
PTA	Parent Teachers Association
SPSS	Statistical Package for Social Sciences
SSEF	Secondary School Education Fund
TSC	Teachers Service Commission
UPE	Universal Primary Education
USE	Universal Secondary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has since independence in 1963, been recognized as an important sector in Kenya's social economic and cultural development. Since independence, Kenya has experienced an explosion in population from eight million to just over thirty million people. This population explosion has created an increase in the need for education at the secondary school level. Secondary education in African countries is characterized by low student teacher ratios, overstretched facilities, large share of budget devoted to non-educational expenditure such as subsidized student housing, food and other services (World Bank, 2002).

Globally education is considered as a basic human right. Derek Gillard (2011) noted that in England education is for all citizens, and is funded fully by government, but had allowed a divided school system to develop in line with its class structures. A paper presented at the British Educational Research Association Annual Conference, Heriot -Watt University, Edinburgh on 11th -13th September 2003, indicates that most of headship selection was significantly 'political' where the level of education is not considered and that affect secondary school management.

Bush and Oduor (2006) revealed that in Africa, most head teachers lack adequate funding for their schools. Lack of funds or delays of funds is a major challenge in management of secondary schools. Tanzania Development Vision 2025 indicates that newly established secondary schools face acute shortage of Science and Mathematics teachers as well as laboratories. This brings the need for support of education sector financially.

Irene Duncan- president of EL Africa and general secretary of Ghana National Association of teachers, 2006, noted that Ghana had an international reputation and praise for her extensive network of schools which provided increased access to growing number of students as well as for the quality of products of her educational system. However, after a period of rising enrolments and qualitative gains in cognitive achievement, the education system began to experience a deep malaise, citing lack of enough physical structures like libraries.

In Kenya, the district secondary schools were set up to promote the secondary education access to all including the poor in the rural areas (Ministry of Education (MoE) 2007). This scheme was particularly launched to respond to increased number of primary school graduates seeking secondary education. The introduction of the scheme is however faced with a lot of constraints at the implementation stage. This was mainly because of poor planning in terms of forecasting strategies in regard to enrolments, facilities, classrooms, training teachers and general

financial implications of the scheme. Form four leavers, semi trained or untrained personnel were hurriedly recruited as ‘teachers’ due to lack of trained qualified teachers (District Education Board Kieni East District, 2009).

The district secondary schools are developed from the existing primary schools. Most of them being district day schools. They are at first managed by the primary school head teachers up to Form Two after which they are registered with MoE and Teachers Service Commission (TSC) posts a head teacher to the school (MoE, 2006). Primary School head teachers are mostly placed in headship position as a result of their experiences as teachers and on recommendation of Teachers Service Commission (TSC) and not on any proof or evidence of competence in management of secondary schools .These head teachers face a lot of challenges especially when it comes to the District secondary schools management (MoE, 2006).

Although district secondary schools admits most of children in Kieni East Division, the programme has a number of shortcoming, head teachers face a shortage of teachers to teach the escalating number of students in their schools. Survey carried out by Kieni East District Education Committee in 2010 indicated that a good number of schools were conducting lessons in small, old, and crumbling structures (Kieni East District Education Office, Report, 2010). Teachers are not able to help individual learners because of their large numbers. Based on the reviewed literature, head teachers management of District secondary schools has not been widely studied. Most of the researchers have

concentrated themselves in management of county and National schools. They have also not considered many factors apart from finance for example, Koross et al (2006), found out that lack of funds has attributed to the slow pace of fund disbursement by the Ministry of Finance as well as logistical issues such as directing the funds to wrong accounts numbers. This shows that a gap still exist in District schools in relation to factors not only financial problems but also teachers availability, level of head teacher education, physical infrastructure and political influence which have not been studied.

1.2 Statement of the Problem

With Free Primary Education (FPE) in place there has been increased demand of access to education at secondary level, thus leading to inadequate places in secondary schools to accommodate the large number of pupils graduating from primary schools. These policies include CDF secondary school education fund which is geared towards fulfillment of the Millennium Development Goals and accessibility to secondary education.

The government had in the past tried to finance education by paying teachers, pay non-teaching staff, offer schools with grants – in aid, help construct physical facilities through donor funding, equip laboratories, and offer full bursaries to bright but poor students. With the great expansion of Education, this has become a burden

too big for the government, which has introduced cost sharing in education from the basic to high education levels (Republic of Kenya, 1988).

Implementation of district secondary schools has posted lots of challenges hence management of district secondary schools. Therefore, this study endeavors to fill this gap by researching on selected factors that influence head teachers in the management of district secondary schools. Professor Less Bell (2003), in his research indicates that in England head teacher's management does make a difference to pupil's performance. The performances of District schools have been registering dismal performance of less than 2.0 school mean in K.C.S.E. for the last 10 years. (Kieni East District education board report, 2012). Due to these performances, it shows that there are factors affecting head teachers in management of District schools in Kieni East Division – Nyeri County.

1.3 Purpose of the study

The purpose of the study was to investigate the factors influencing head teachers in management of district secondary schools in Kieni East division.

1.4 Objectives of the study

The study was guided by the following objectives:-

- i. To determine how the level of education of head teachers effects resource management of district secondary schools.

ii .To analyze how availability of funds to district schools affects resource management of the district schools.

iii. To determine how availability of teachers affects the resource management of the district schools.

iv. To examine the effect of physical facilities on the resource management of district schools.

v. To examine how political interference affect the resource management of district schools.

1.5 Research questions

The study was guided by the following questions:

i. How does education level of the head teacher affect the management of the district school?

ii. To what extent does availability of funds to district schools affects the management of the schools?

iii. To what extent does availability of teachers in district schools affect the management of the school?

iv. To what extent do physical facilities affect the management of district schools?

iv. How do local politics affect the management of district schools?

1.6 Significance of the Study

The findings of the study may instigate the parents and the community to appreciate the benefits of government education policy and be able to contribute positively towards the implementation of the District secondary schools in existing primary schools policy in enhancing quality education. The study findings may also be useful to stakeholders especially the head teachers and other managers in district secondary schools in acknowledging factors influencing them in the schools and be able to come up with tentative solutions. The results may also help the government to adequately plan and provide necessary inputs in an effort to improve development in such schools with an aim of providing quality education. This may be through provision of adequate funds when they are required and making schools independent of political interference.

1.7 Limitations of the Study

One of limitations of the study was that the topic had scanty of literature for review. Most of the available literature had been on county (so called provincial schools) and very little had been done on the District day schools. The study therefore relied heavily on data from fieldwork. There were chances that problem of information would crop up where some respondents would fear to provide the needed information. However the researcher assured them that the study is purely academic and any information given would be confidential.

1.8 Delimitations of the Study

The study would be delimited to Kieni East Division in Nyeri County since it had the most district secondary schools in the whole district. The target population would be delimited to the head teachers and teachers who would be having required information on the study. The DEO, AEO, area MP, Councillors and parents were not included in the study due to logistics of getting them and some might have given incorrect information as some questions affected them directly. The study was confined to district secondary schools in the division and not other categories of secondary schools.

1.9 Assumptions of the Study

The study assumed that:-

- i. The respondents were willing to participate in the study and
- ii. That the data given by the respondents was the correct and accurate for this study.

1.10 Definition of Significant Terms

The following terms was used in the study with the following meaning:

Challenges: refer to the obstacles that are encountered by district schools head teachers as they manage the schools.

Community support refers to positive involvement of the local people in the running of the schools.

District Secondary Schools refer to the secondary schools that are carved from existing primary schools. Is a synonym of CDF schools.

Factor refers to something that helps produce or influence a result.

Head teacher refers to the teacher in charge of the school.

Influence is the power to have an important effect on someone or something.

Local community refers to the parents and the people around the school who in one way or another have links with the schools.

Local politics refer to area political interference in the management of district school.

Management refers to the process of designing, developing and affecting organizational objectives and resources so as to achieve predetermined organizational goals.

Participatory education refers to the approach taken to facilitate education process where all the stakeholders take active roles in all stages of education processes.

Personnel refer to teaching staff in the secondary schools.

Political Interference refers to involvement of politicians in the running of schools in which they have vested interests and which adversely affects management of district schools.

Regular secondary school refers to already existing secondary schools that are not district and mostly National and County schools.

Resource management refers to the efficient and effective deployment of organization's resources when they are needed.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one consisted of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitation of the study and definition of the significant terms. Chapter two consisted of literature review under the following sub heading; funds and resource management, teaching personnel and secondary school resource management, political interference on school resource management and physical facilities on school resource management. It had a literature review, theoretical perspective, conceptual framework and a summary of the chapter.

In the third chapter which was research methodology, the research design used was to be highlighted. The target population was to be established with the right sample size. It would also have data collection instruments to be used. Chapter four covered data analysis, interpretation and presentation. Chapter five comprised of summary, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature related to the study topic. The sub topics include influence of; funds on resource management, political interference on school resource management, physical facilities on school resource management, political influence on school resource management and the conceptual framework.

2.2 Resource Management of secondary schools

Resource management is the efficient and effective deployment of organizations' resources when they are needed. They include personnel, finances, and physical facilities among many. Secondary school resource management is a field of study and practice concerned with the operation of educational organizations (Bush, 2003). It is a combination of the different administrators and their roles in the operation of a school. A report by National Occupational Classification, 2013 in Canada indicates that secondary schools are headed by principals. School Principals plan, organize, direct, control and evaluate the activities of teachers and other staff of secondary schools. Administrators of secondary education schools also control and evaluate the academic affairs of a school system.

Fleisch and Christie (2004) explain that the terrain of school resource management in South Africa has experienced seismic shifts in the post apartheid period since 1994. A raft of new education policies, some directed towards dismantling apartheid practices and others towards building a new system, effectively reconfigured the work of school leadership and management where as under apartheid most schools principals had very limited authority over finance, staffing and curriculum. The new dispensation gave considerable responsibility to school principals for all of these. In Kenya public secondary schools resources are administered by Board of Management appointed by the minister of Education. The Board is responsible for the hire and remuneration of support staff in public

schools. They also act as the custodian and trustees of the movable and immovable property of their respective schools. The principals serve as the secretaries and executive officers to the Boards of Management. (MoEST, 2000).

The Public Procurement and Disposal Act (2005) have granted teachers the power to control tendering and procurement process in public secondary schools. The TSC Act (2004) allows the TSC to delegate its powers relating to the hiring, control and discipline of teachers to boards of management. The disbursement and utilization of government fund under free secondary education (FSE) programme is subject to the provision of the government Financial Management Act, 2004.

2.3 Effect of funds on resource management

Research by Doctor Hugh Busher (1996) noted that in England finance is a major constrain in schools which is more keenly felt. Busher noted that text books bought have been researched and carefully chosen due to precious funds. In Kenya literature on financing of education has mainly been through the governments. A study by Gayon, (1998), shows that government is responsible for construction of all physical structures, provision of all curricular materials and the payment of teachers' salaries. As part of educational and public sector reforms, many countries

have decentralizing the financing and resource management services to regional, local or school levels.

Basic Education Act in Kenya, (2013) indicates that secondary education is compulsory and tuition fee is to be financed by government. Parents and guardian should only finance meals, boarding facilities and uniform. Party of National Unity manifesto, (2007) pledged that the government will ensure every child will get free secondary education. This started immediately this government was elected. Other sources of funds in schools are from constituency development funds (CDF). Those funds are politically influenced and therefore not all schools receive them. Those lucky to get from CDF also experience delay. Njenga (2004) in her study found that parents are the main source of financing and provision of public secondary schools in West Pokot District. The author continued to say that, due to the low income majority of the schools in the district had financial difficulties which made availability of the required educational facilities and materials difficult. She found that it's necessary to generate income generating projects in order to boost parents' contributions to the public both day and boarding.

2.4 Effects of teaching personnel on secondary school resource management

Human resource management is that part of management which is concerned with people at work and with their relationship within the organization .Nakpodia (2010) points out that Human resource management was born out of failure of personnel management to manage people effectively in the pursuit of the strategic organization. Thus the concept of Human Resource Management is emphasized more than personnel management in improving the productive contribution of people in the organization. Ogunsaju (2006) defines personnel management as the effective mobilization of human resource based upon appropriate recruitment, selection, training and placement of appointed staff in order to achieve the organizational set down goals and objectives. Could also be defined as the effective utilization of human resource in an organization through the management of people and related activities. Stone (2006) argues that the word personnel administration or personnel management refers to activities or a process of managing people which is related to employees in the organization with little relationship between various activities and organization activities.

Teachers are indispensable resource in teaching and learning. School Leadership Review Group (2003) in England indicates that Head teacher and teachers require proper training for effective school management. Professionally trained teacher contributes more positively to effective learning than an untrained teacher (Eshiwani, 1985) and (Kiragu, 1966). Secondary school administrators face an acute shortage of teachers following the introduction of free and compulsory primary school education and the waving of tuition fees for all students in public

secondary schools (Kwomboka, 2008) thus many students are admitted in school forcing schools to employ untrained teachers and Form Four leavers.

Ikenyeri (2007) reported that insufficient provision for training of teachers to acceptable standards constitutes one of the major sources of poor quality education and falling standards of education. Lack of properly trained teachers can impose serious constraints both on educational quality, development and expansion especially developing country and hinder proper resource management of schools. Pinder (2008) emphasized that teacher professional development is a key guarantee of quality education.

2.5 Political influence on school resource management

Political influence is a thorny issue in schools as some politicians sometimes demand that head teachers in schools within their localities be of their choice (Achoka, 2003). This poses a major challenge in the school administration. Such politicians hope to gain support from the influence of the head teachers. Thus when a head teacher from another locality or community is posted to a school, he may not be as effective as he would have wished due to constant interference by the local politicians. Some politicians also incite parents or the community against such a head teacher (Bush and Oduro, 2006). Political interference in the running of

education in post independence Kenya had adversely affected education (Amutabi, 2002). He further noted that, of major political decisions influenced trends and patterns of educational growth and policy formulation in Kenya. His study further revealed that some politicians with vested interest in some school interfered with the management of the school creating major challenge for school principals more so if the principals did not belong to their political affiliation.

2.6 Effects of physical facilities on school resource management

One of the administrative functions on the head teacher in management of physical facilities in the schools (Ozogi, 1997). The head teacher should plan for the facilities bearing in mind that school population keeps on changing, change in programmes and modernization. Hence modern designers must make school plant highly flexible. Head teacher face challenges in managing resources in their schools due to lack of adequate physical facilities which is due to lack of funds. Yator (2010) in her research on factors that contribute to students poor performance in Kenya Certificate of Secondary Education in Kabartonjo Division of Baringo District found out that most schools lacked adequate resources like laboratory equipments, laboratory, text books, maps and classrooms among others. These facilities are part of the school plant and are essential; to facilitate instruction programmes.

Physical facilities such as classrooms, home science and craft rooms, workshops and laboratories that are well equipped are the greatest challenge being faced by parents and education authorities including head teachers yet the physical facilities have a bearing on quantitative growth and quality of education (Kaime, 1990). The above studies did not research on effect of lack of physical facilities in the district schools hence this research will attempt to fill in the gap.

2.7 Summary of literature review

The literature review focus on how funds, teaching personnel, head teacher education level and effect of physical facilities only on county and national secondary schools resource management but not in district day schools. The extent to which they affect the head teacher's resource management in district schools in Kieni East Division is yet to be established including whether political interference has any effect.

2.8 Theoretical framework

The study was based on Henri Fayols 14 principles of management (1841-1925). The principles provide modern day managers with general guidelines on how supervisor should organize her/his department and manage her/his staff. Although the principles were set many years ago, they are still widely used in Kenya. Principle of discussion of work and specialization produces more and better work

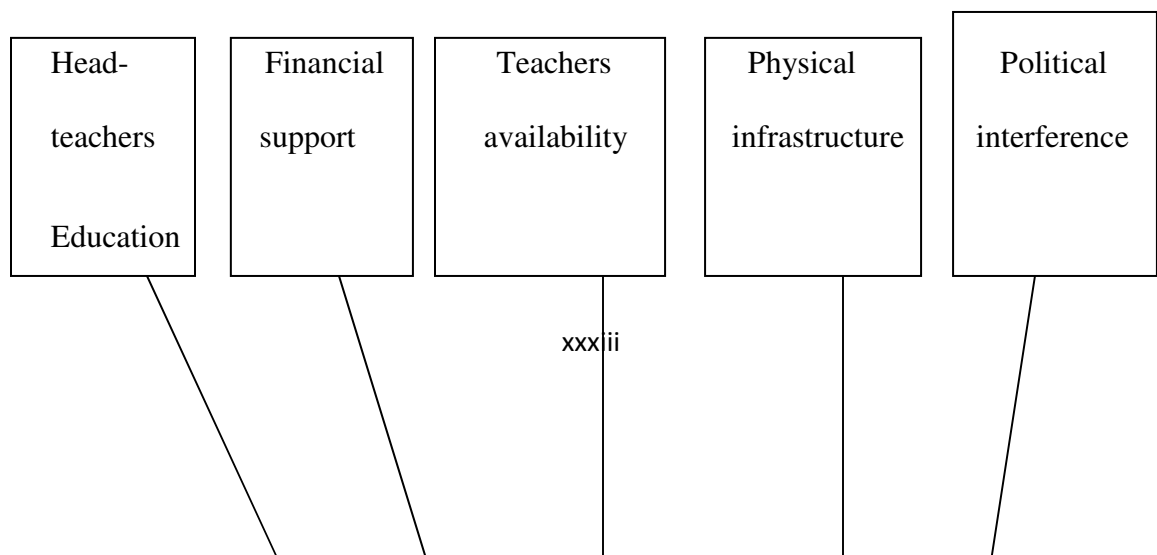
with the same effort. In secondary schools trained teachers specialized in subjects should be provided for better performance. Trained head teachers with management skills also should be in- charge of the secondary schools for better management. Eshiwani (1985) indicated that professionally trained teachers contribute more positively to effective learning than untrained teacher. Stability of future of period principal state that, to attain the maximum productivity of personal, a stable and work force is needed in district secondary school. Wafubwa (2007) medicated that teacher are leaving the profession to take up non teaching employment. This makes district schools have problem in resource management as they have no stable workforce.

Principal of organizational order for materials and persona is essential. The right of employees is necessary for each organizational function and activity. Physical facilities in schools are fundamental. They should be provided for easier and better schools management. Enough classrooms, offices and support structures like fields are needed in district secondary schools. Government and community should join hands and provide those to the schools. Oduoro (2006) indicated that majority of head teachers in developing countries are faced with lack of finance and funding for schools. Eshiwani (1983) shows that availability of text books had a positive relationship to achievement in mathematics.

Team work is fundamentally important to an organization. Work teams and extensive face to face verbal communication encourages team work. Achoka (2003) noted that political influence interferes in school management, as some politicians sometimes demand that head teachers in schools within their localities be of their choice. This brings management conflicts as their choices may be are not specialized. Principle of initiative applies. Thinking out a plan and ensuring its success is an extremely strong motivator. Zeal, energy, and initiative are desired at all levels of the organizational ladder. Community plans for projects in schools and support them together with the political body in the area. Study by Wanjiru (2007) shows that community is involved in the provision of physical facilities, discipline and financial support.

2.9 Conceptual Framework

The study was conceptualized as follows:



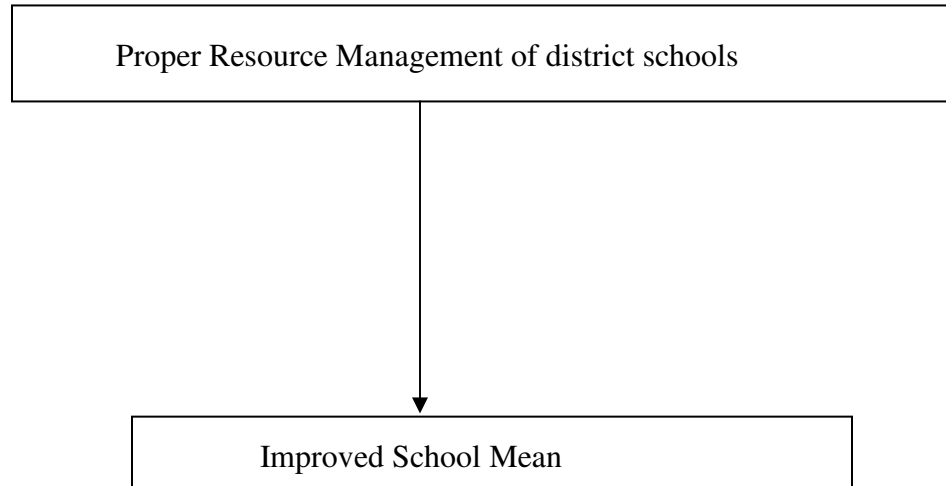


Figure 2.1: Diagrammatic presentation of the Inter linkage of study Variables

The conceptual framework presented in figure 2.1 shows the interlinkages of study variables. The models show that school effective resource management was dependent of various factors. These included availability of funds, political interference, adequacy of facilities, availability of personnel, head teachers education level. If those factors could be provided adequately, head teachers resource management could be effective.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter deals with the research design. It describes the design used in the study and presented the target population, sample size of the study, sampling techniques,

research instrument, piloting of the instruments, data collection procedure, data analysis techniques and ethical considerations.

3.2. Research Design

A research design refers to the plan, structure and strategy of investigation conceived so as to obtain answers to research question (Kothari, 2008). This study was conducted using descriptive survey design. Descriptive survey research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way. The design was preferred because the situation was being observed in a completely natural and unchangeable natural environment.

3.3. Target population

Target population is the entire set of units for which the survey data is to be used to make inferences. It can also be defined as eligible population that is included in research work (<http://www.ask.com>). There are 20 district secondary schools in Kieni East Division. The target population of this study will comprise of all the 20

head teachers and 160 teachers in Kieni East Division (Kieni East District Education office report, 2010)

3.4. Sample Size and Sampling Techniques

Sampling is the process of selecting appropriate number of subjects from a defined population (Kothari, 2008). The researcher used random systematic sampling to select the schools. To determine the appropriate size of head teachers and teachers, an updated list of schools in the District was obtained from the District Education Officer. Out of 20 schools, 75 percent of schools (15) participated in the study as the number of schools was not many. Kathori (2008) states that, a 10 percent sample can represent a population. The teachers from the selected schools were randomly selected. In this case 75 percent of the teachers (120) were part of the same population. The 75% of teachers was picked as the percentage of schools picked. In each school six teachers were selected. Kothari explains that the bigger the sample the more the representative of the population it becomes. This is why a sample of 75 percent and above was preferred.

3.5. Research Instruments

This study used questionnaires as the tool for data collection. A **questionnaire** is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Mugenda &Mugenda, 2003).

The researcher opted for the questionnaire because the responses were gathered in a standardized way, so questionnaires are more objective compared to other tools of data collection (Mugenda & Mugenda, 2003). It is also relatively quick to collect information using a questionnaire. Additionally, potential information can be collected from a large portion of the group.

There were two sets of questionnaires; one for head teacher and one for teachers. Both the questionnaires had five similar sections. Section one gathered demographic information of the head teachers, section two gathered information on effects of funds in the resource management of schools, section three on effects of political influence in the resource management of secondary schools, section four was on effects of inadequate personnel in district secondary school resource management and section five was on effects of physical facilities in the resource management of secondary schools. The questionnaires had closed and open ended items which gathered qualitative and quantitative data in order to get more and clear information.

3.6. Validity of Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). To

enhance the validity of the instrument, the researcher consulted the experts in the field of research. That was his supervisors as well as other research experts. These helped to evaluate, ascertain and clarify that instruments were valid to capture all the data as expected. Through this, the validity of the instrument was ascertained.

3.7. Reliability of Instruments

Reliability of the research instrument is its level of internal consistency over time (Mugenda & Mugenda, 2003). Reliability is a measure of degree to which a research instrument yields consisted results or data after repeated trials. The researcher used test –retest method to check on reliability. The research instrument was administered to the same group of subjects in the pilot study. The scores from the test were correlated to get the co efficient of reliability using Pearson’s product moment formulae as follows:

Pearson’s co efficient of correlation r,

$$r = \frac{n (\sum x y) - (\sum x) (\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2] [n\sum y^2 - (\sum y)^2]}}$$

Where n = Number of respondents

x =Scores from the first test

y = Scores from the second test

A reliable instrument therefore, is the one that consistently produces the similar results. The value r lies between ± 1 , the closer the value will be to + 1 the stronger the congruence. If the instrument produces reliability coefficient of 0.7 and above, the toll is considered reliable otherwise it is revised (Mugenda & Mugenda, 2003).

3.8. Data Collection Procedure

Before the start of the data collection a research permit was obtained from National Commission for Science, Technology and Innovation (NACOSTI). The researcher then visited the schools, created a rapport with the head teachers and booked appointments with them on when to visit the schools to collect data. On the appointment day, the researcher requested the head teachers to introduce the researcher to the teachers. After creating rapport with the teachers, the purpose of the study was explained and laid emphasis on how important it was. Afterwards, teachers were sampled, questionnaires administered and then they were picked same day when fully filled.

3.9. Data Analysis Techniques

Once the raw data was obtained from the respondents, it was checked for completeness. Questionnaires that were not filled in were not included in the analysis. Once checked, data was entered in the Statistical Package for Social Sciences (SPSS) computer software (Version 19.0) which generated the frequencies and percentages. Descriptive statistics were preferred since they enabled the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistics (Kothari, 2008). Qualitative data was analyzed through content analysis. To achieve this, the researcher coded and classified various responses, identified key responses for various themes, listed and tallied key responses, studied the inter relationships between, identified patterns and drew inferences from the patterns and their inter relationships.

Data presentation was done by use of tables, pie charts and bar graphs while frequency (f) and percentage (%) were used to discuss the findings in the light of the objectives of the study. To get answers to the research questions, all the items focusing on a given research question from all the respondents were analyzed together using frequencies and percentages, responses compared and conclusions made for the given research question. This was because all the sections in the questionnaires were focusing on a similar objective hence the responses of all the respondents in a given objective were discussed together.

3.10. Ethical Considerations

The researcher maintained research ethics by following the procedure outlined by the university and by seeking permission from the relevant authorities before carrying out the study. Honest, integrity and confidence were highly maintained throughout the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATIONS AND DISCUSSION

4.1 Introduction

This chapter focuses on data analysis, presentation and discussion. It starts with questionnaire return rate and demographic information of respondents namely; the head teacher and the teachers. This was followed by on the research questions which are based on personal information, funds, political influence, inadequate personnel and physical facilities and how they influence head teachers resource management in District secondary schools. Items addressing the same research question were grouped and discussed together and conclusions drawn.

4.2 Questionnaire Return Rate

Completion rate is the proportion of the sample that participated as intended in all the research procedures. In this study, the percentage return rates were deemed adequate for the study and hence their responses were used in the analysis as shown by Table 4.1

Table 4.1 Respondents return

	Frequency	Percentage
Head teachers	13	87.0
Teachers	114	95.0

Study shows that, out of the 15 head teachers questionnaires issued to the head teachers, 13 (87.0%) of them were filled in and returned. Out of the 120 questionnaires administered to the sampled teachers, 114 (95.0%) were filled in and returned to the researcher.

4.3 Demographic Information of the Head teachers and Teachers

This section discusses the demographic information of the head teachers and teachers. The demographic data was important in identifying the characteristics of the respondents.

4.3.1 Demographic information of head teachers

The demographic information of the head teachers focused on their gender, age, academic qualifications, duration of headship in their career, how long they had been heading the current schools and category of school they are heads.

(a) Gender

(i) Gender: Head teachers were asked to respond on their gender. The findings are presented in Table 4.2

Table 4.2 Distribution of head teachers by gender

Gender	Frequency	Percentage
Male	9	69.3
Female	4	30.7
Total	13	100.0

Head teachers revealed that (69.3%) were male while (30.7%) were female. The findings show that most of the district secondary schools were headed by male head teachers.

(ii) Age: Head teachers were asked to respond on their age. The response are presented on Table 4.3

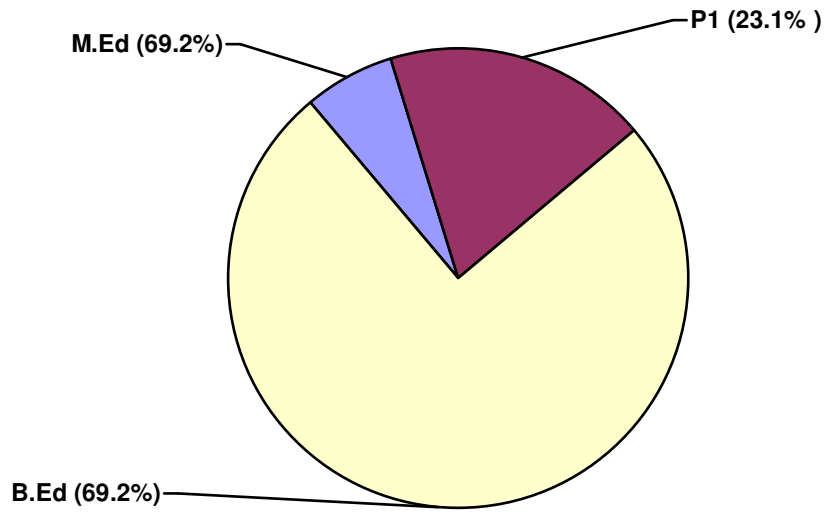
Table 4.3 Distribution of head teachers by age

Age	Frequency	Percentage
35-44 years	10	76.9
45-54 years	3	23.1
Total	13	100.0

Data on the age of the head teachers revealed that (76.9%) were aged between 35 and 44 years, while (23.1%) were aged between 45 and 54 years of age. This shows that most of the head teachers were relatively young. This proves that they have energy to manage resources in their schools.

(iii) Education level: The head teachers were also asked to indicate their academic qualifications. The findings are presented in Figure 4.1

Figure 4.1 Academic qualifications of the head teachers



Data in figure 4.1 shows that 3 (23.1%) were p1 teachers, 9 (69.2%) were Bachelor of Education holders while 1 (7.7%) had a Master of Education degree. The findings showed that most 10 (76.9%) of the head teachers were qualified as secondary school teachers. However, there were head teachers who had p1 certificate. These were head teachers who were heading primary schools and who head district secondary schools before the TSC posts teachers in the schools.

(iv) Length of time as a head: The head teachers were further asked to indicate how long they had been head teachers. The findings are presented in Table 4.4

Table 4.4 Length of years in headship

Length	Frequency	Percentage
Below 1 year	0	0
1-5 years	3	23.1
6-10 years	8	61.5
11 years and above	2	15.4
Total	13	100.0

Findings revealed that majority (84.6%) head teachers had served in headship for duration of over 6 years. Only (23.0%) had an experience of less than 5 years. This shows that most of the head teachers had a considerable experience as head teachers and therefore capable of managing district secondary schools effectively if availed with requisite resources. Study in Makueni County by Mutuva (2012) also observed that the Head teachers⁸⁷ had acquired appropriate experience to lead their schools and also to manage the challenges encountered in handling of human resource in their schools.

(v) Duration as a head teacher in the current station: The head teachers were also asked to indicate how long they had been teachers in the current schools. The data is presented in Table 4.5

Table 4.5 Length of headship in current station

Length	Frequency	Percentage
Below 1 year	5	38.5
1-5 years	6	46.4
6-10 years	2	15.4
11 years and above	0	0
Total	13	100.0

Data indicate that (38.5%) had been head teachers in the current schools for a period below one year while majority (62.5%) had been head teachers for between 1 and 10 years. This shows that most of the head teachers had been in the school for relatively long time which could have given them exposure and resource management techniques in district secondary schools hence could give reliable information on the resource management challenges that head teachers faced in the schools.

(b) School category

The head teachers were also asked to indicate the category of schools that they headed. The response is as shown in the Table 4.6

Table 4.6 School category

School category	Frequency	Percentage
District schools	11	84.6
Day and boarding district schools	2	15.4
	15	100.0

Their responses revealed that (84.6%) headed district schools while (15.4%) headed day and boarding district secondary schools. This could be attributed to the fact that most of the schools are supposed to serve the local community and hence most of them would be expected to be day schools other than boarding schools.

4.3.2 Demographic information of teachers

Demographic information of teachers focused on gender, age, academic qualifications, duration as a teacher in the school, teaching length in the current station and category of school they were teaching.

(A)Gender

(i) **Gender:** Teachers were asked to indicate their gender. The findings are presented on Table 4.7

Table 4.7 Distribution of teachers by gender

Gender	Frequency	Percentage
Male	80	70.2
Female	34	29.8
	114	100.0

The table on the demographic information gathered revealed that majority of the teachers, (70.2%) were male while (29.8%) were females.

(ii) **Age:** Teachers were asked to indicate their ages. The responses are as shown in the Table 4.8

Table 4.8 Distribution of teachers by age

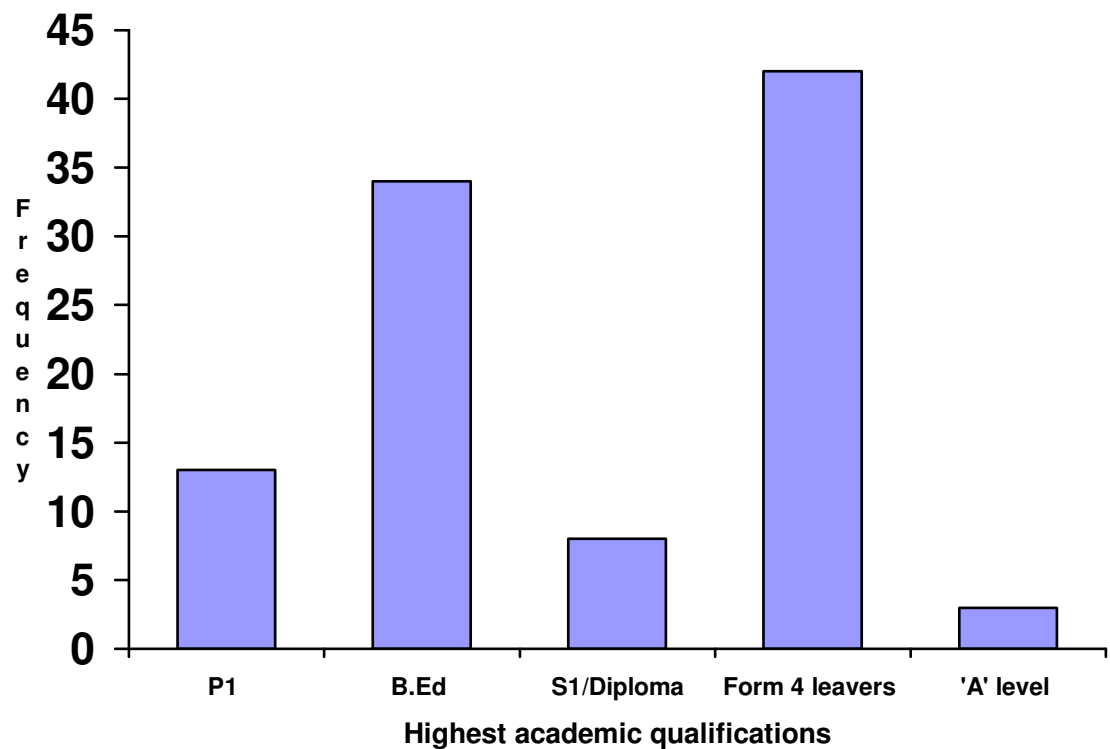
Age of teachers	Frequency	Percentage
25 years and below	65	57.0
25 – 34 years	16	14.0
35 – 44 years	17	14.9

45 – 56 years	16	14.0
Total	114	100.0

Data on the age of teachers revealed that a majority of teachers were 25 years and below could be attributed to the fact that since most of the district secondary schools did not have teachers posted by TSC, they hired fresh graduates from the university who were still looking for job or form four graduates who were awaiting to join university hence the young age. According to Table 4.8, most of the teachers were below 25 years (57.0%) indicating that they are teachers under BoM as they are Form Four graduates or University students who are on holiday. Teachers above 25 years are few suggesting that they are under TSC. On teaching experience, Sidhu (1982) noted that the teaching experience is a variable asset in a school. It enables the teachers to acquire certain commendable characteristics such as promptness, adaptability, efficiency and maintaining interest in human resource management.

(iii) Academic qualification: The teachers were further asked to indicate their highest academic qualifications. The findings are presented in Figure 4.2

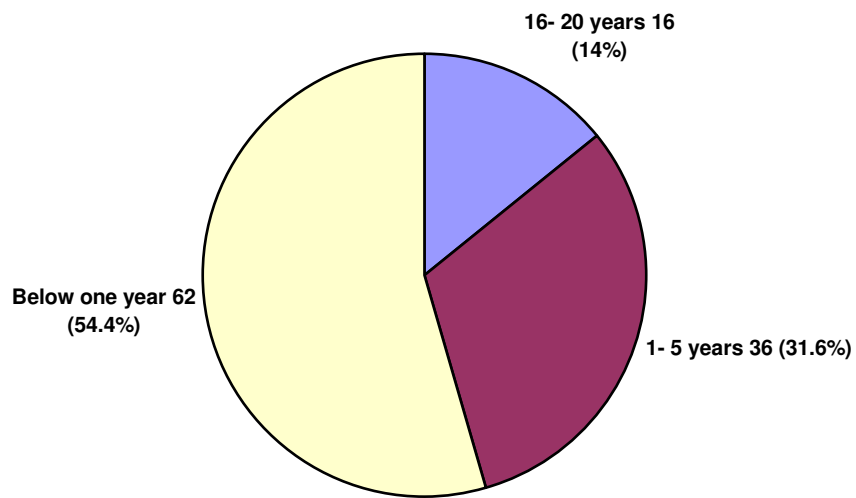
Figure 4.2 Highest academic qualifications of teachers



Findings indicated that 42 (36.8%) were Form Four leavers, 34 (29.8%) were Bachelor of Education holders, 13 (11.4%) were p1 Teachers while 8 (7%) were 'A' level holders. The reasons behind the large number of Form Four leavers could be attributed by the fact that since most schools could not afford paying trained teachers they were forced to hire Form Four leavers.

(iv) **Duration as a teacher:** The teachers were also asked to indicate how long they had been teaching. The findings are presented in Figure 4.3

Figure 4.3 Duration of teaching in the whole teaching career



Data revealed that 62 (54.4%) had been teaching for below one year, 36 (31.6%) had been teaching for between 1 and 5 years while 16 (14.0%) had been teaching for between 16 and 20 years.

(v) **Length of teaching in current school**

The teachers were also asked to indicate how long they had been teaching in the current school. Data revealed that 70 (61.4%) had been teaching for below one year while 44 (38.6%) had been teaching for between 1 and 5 years. These findings show that most of the teachers did not have adequate experience in teaching. This could be attributed to the fact that majority of them were Form Four leavers and those in universities who are on long vacations hence had not received any teaching experience.

(b)Category of school

The teachers were also asked to indicate the category of school they taught. Data indicated that 97 (85.1%) were from day school while 17 (14.9%) were from mixed day and boarding. This concurs with the findings of the head teachers on the category of schools.

Factors influencing resource management of District secondary schools

The purpose of the study was to investigate the factors influencing resource management in District secondary schools in Kieni East District. In an organization studies resource management is the efficient and effective deployment of an organization's resources when they are needed. Such resources may include funds, human resource, physical facilities, and inventory among many. The study focused on factors such as availability and disbursement of funds to District schools,

availability of teachers in District schools, physical facilities and local politics and how all these influence the resource management of District secondary schools. These issues are discussed in the following sections.

4.4 Effects of funds on school resource management

One of the objectives of the study was to establish the effects of funding on school management. The head teachers were therefore asked to indicate factor affecting resource management they faced in their schools. Findings indicated that one of the factor was inadequate funds for managing resources in the schools. They were also asked to indicate which sources of funds were available in the schools. Their responses indicated that schools got funds from the government, from the free secondary education, from the CDF kitty and the LATIFF fund. All the head teachers agreed that they receive funds from the government. However, all the head teachers reported that they did not receive the monies in time. Majority of the teachers 105 (92.1%) confirmed that funds received were not adequate for managing resources in schools. Among the teacher respondents, majority of them 87 (67.5%) indicated that their schools did not receive the CDF funds in time. Most of the teachers concurred with their head teachers that the funds received were delayed as indicated by 60 (52.6%) of the teachers.

When asked to indicate the reasons for the delay of funds to schools, the head teachers reported as indicated in Table 4.9

Table 4.9 Response on delay of funds by head teachers

Reasons	F	%
Political interference	7	53.9
Government late to disburse the funds	5	38.5
Failure of head teachers to account for previous funds	1	7.7
Total	13	100.0

Data from the head teachers revealed that funds were delayed because of reasons such as political interference as indicated by (53.9%) , delay by the government in disbursing the funds as indicated by (38.5%) and (7.7%) said is due to failure of schools in accounting for the previous funds. However, all the head teaches further reported that the funds had been helpful in resource management of the schools.

Table 4.10 BoM Teachers responses on salary delay

Reasons	F	%
The process is too long	65	57.0

Fees not paid in time	24	21.1
Inadequate funds	8	7.0
<u>Not applicable</u>	<u>17</u>	<u>14.9</u>
<u>Total</u>	<u>114</u>	<u>100.0</u>

As presented in Table 4.10, (57.0%) of the teachers felt that the funds were delayed due to reasons such as having a cumbersome process in disbursement of free education funds, (21.2%) felt that the delay was due to poverty of parents who could not raise funds in time to pay teachers while (7.0%) felt that schools did not have adequate funds to pay teachers.

When teachers were asked to indicate who paid their salaries, majority said they were paid by the schools through the Board of Management (57.0%) while the rest (39.5%) said that they were paid by the TSC. Asked whether they were paid their salaries in time, among teachers paid by the BOM majority of them 5 (77.0%) reported that they did not receive their salaries in time. Head teachers from the schools that hired their own teachers were asked whether they were able to pay them in time. Most of the head teachers reported that they were not able to pay teachers as indicated by (77.0%). Only (23.8%) said they were able to pay teachers in time. Some of the reasons given by head teachers for the inability to pay in time included having low student enrolment hence school not able to raise money which

was used to pay teachers, students coming from poor families which could not raise fees in time. Fees was paid in bits and only few students were able to pay. The head teachers also said that there was late disbursement of government funds.

The teachers were also asked to indicate whether they received the required materials and resources in time, findings revealed that they did not receive in time. Asked for the reasons for the same, 90 (78.9%) reported that the schools did not have funds to purchase the required resources, while (21.1%) indicated that they could not get the resources they required due to delayed funds. When the teachers were asked to comment on the adequacy of funds for their schools, (38.6%) indicated that the funds were inadequate for the required needs of the schools while (61.4%) indicates that there were no funds to buy the required teaching and learning resources and materials.

4.5 Effects of inadequate personnel on resource management of schools

The study also sought to establish the effects of teaching personnel on management of schools. The head teachers were therefore asked to indicate whether they had enough teachers in their schools. All the head teachers indicated that schools did not have adequate teachers. Similarly, 86 (75.4%) of the teachers reported that they did not have adequate teachers for all lessons. All the head teachers and teachers also

reported that they had untrained teachers in their schools. Asked for the reasons for having untrained teachers in the schools, majority of the head teachers 9(69.2%) said that the schools had no TSC posted teachers hence had to search for means to have teachers. Other head teachers reported that their schools could not afford trained teachers because of lack of funds to pay them. Asked whether there were times when students would be left without teachers, 8 (61.5%) of the head teachers reported that there were times students were left without teachers against 5 (38.46%) who said they did not. Among reasons given by head teachers who had students study alone were that sometimes teachers employed by BOM left the schools. At times students remained without teachers before suitable replacements were recruited. To solve the problem of inadequate teachers in the schools, some head teachers had to employ untrained teachers as they waited for TSC to post trained teachers to the schools; the available teachers therefore overburdened. Majority of the teachers reported that they had teaching load ranging from 30 lessons and over due to inadequacy of teachers in the schools, a load they consider large and at times unmanageable. Hiring Form Four leavers or untrained teachers may compromise standards of education in the schools.

4.6 Effects of political influence on school resource management

To establish the effects of political interference on the resource management of District schools the head teachers were asked to indicate whether there were

politicians in the CDF committee in their schools. The findings are presented on Table 4.11

Table 4.11 Head teachers and teachers’ response on adequacy of physical facilities

Response	Teachers		head teachers	
	f	%	f	%
Presence of politicians in school committees	11	84.6	95	83.3
Lack of politicians in school committees	2	15.4	19	16.7
Interference of politicians in school matters	9	69.2	94	82.5
No interference	4	30.8	15	17.5

Data indicated that majority (84.6%) schools had politicians in their CDF committees against (15.4%) who did not have them. Among the teacher respondents, (83.3%) said there were politicians in the CDF committees against 19 (16.7%) who did not have politicians in the running of the schools as indicated by (64.0%) against (36.0%) who said that they were not important in the running of the schools.

Asked to indicate the challenges the head teachers faced as a result of political interference, (69.2%) said that the politicians meddled with matters of the schools, (30.8%) reported that the politicians influenced the disbursement of funds to the schools that they have interest in.

Most of the head teachers (61.5%) further stated that they had financial problems in the schools as a result of political interference. Majority of the teachers (82.5%) reported that there were politicians who made schools' resource management work difficult. Teachers further reported that there were politicians who interfered with school matters as indicated by (82.5%) of the respondents.

4.7 Effects of physical facilities on school resource management

The study also sought to establish the effects of physical facilities in resource management of District Schools. The teachers were therefore asked to indicate whether there were enough physical facilities in the schools. The findings are presented in Table 4.12

Table 4.12 Response on adequacy of physical facilities in the schools by teachers

	QA		A		I		QI	
	f	%	f	%	f	%	f	%
Classrooms	-	-	29	25.4	58	50.9	27	23.7
Playing fields	-	-	-	-	25	21.9	89	78.1
Library	-	-	11	9.6	27	23.7	76	66.7
Chairs	11	9.6	26	22.8	42	36.8	35	30.7
Staff room	11	9.6	35	30.7	25	21.9	43	37.7
Offices	-	-	8	7.0	55	48.7	51	44.7
Dining hall	-	-	-	-	19	16.7	95	83.3
Laboratory	-	-	8	7.0	11	9.6	49	43.3

Key

QA Quite adequate **A** Adequate **I** Inadequate **QI** Quite Inadequate **NA**
Not Available

In this item, majority of the teachers (90.4%) said that the schools generally lacked adequate facilities. Among the head teachers, they all said that they did not have adequate facilities in the schools. When asked to comment on the nature of the facilities, (61.5%) indicated that they were not adequate and even the few available were not of good standard. Five (38.5%) head teachers said that they had makeshift classrooms, had no enough books and did not have some of the most necessary physical facilities in their schools such as classrooms, laboratories, playing fields and libraries. The teachers were also asked to indicate how they outsourced for physical facilities in their schools. Findings indicated that (41.2%) teachers said they outsourced by the use of CDF funds they received, contribution by well wishers and sponsors like Action Aid while (37.7%) responded that they outsourced by funds contributed by the parents. Head teachers indicated that they outsourced facilities from school fees, donations from friends and well wishers, through CDF funds and gifts from sponsors. This was because government funds were not adequate to cater for the needs of the schools.

The teachers were also asked to indicate the adequacy of some physical facilities in their schools. As indicated in Table 4.12, most of the District Secondary schools did not have fields, library and dining hall which are necessary physical facilities. For example, while (50.9%) said the classrooms were inadequate, (23.7%) said classrooms were quite inadequate. A majority of (78.1%) reported that they had quite inadequate playing grounds. (23.7%) said they had small libraries not able to accommodate students while majority (66.7%) indicated that they had quite small library. On the issue of availability of dining hall, (83.3%) said that they had very small dining halls. Most of the schools did not have laboratories. Head teachers from schools that were mixed boarding and day said they did not have adequate dormitories.

The head teachers were also asked to indicate the adequacy of some of the physical facilities in their schools. Their findings are presented in table 4.13

Table 4.13 Head teacher's response on adequacy of physical facilities

Facilities	VA		A		I		L	
	f	%	f	%	f	%	f	%
Dormitories	-	-	-	-	3	23.1	2	15.4
Classrooms	-	-	6	46.2	12	92.3	-	-
Playing grounds	-	-	-	-	10	76.9	5	38.4
Library	-	-	-	-	-	-	13	100.0
Chairs	6	46.2	3	23.1	9	69.2	-	-
Staff room	-	-	-	-	7	53.9	3	23.1
Offices	-	-	4	30.8	8	61.5	6	46.1

Dining hall	-	-	-	-	-	-	13	100.0
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Key **VA** Very adequate **A** Adequate **I** Inadequate **L** Lacking

Findings revealed that just as the responses from the teachers, the head teachers responded that they did not have adequate physical facilities. For example, (93.0%) indicated that they did not have enough dormitories, among schools that were Day and Boarding schools, findings indicated that dormitories were not adequate. Although (30.8%) said they had adequate classrooms in their schools, majority of them said they had inadequate classrooms. Majority of them (30.8%) also said they had small libraries. However, most head teachers (53.9%) indicated that they had adequate chairs. Further findings revealed that most (76.9%) of the schools did not have adequate offices and dining halls that could not accommodate all students. Lack of dormitories made students not to be in boarding hence lacking extra time to study at night. The observation schedule showed that over 50% did not have adequate physical facilities such as classrooms and libraries.

Kipkulei (1991) pointed 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. Kipkulei therefore directed administrators of those schools which lacked those facilities to ensure they were offered in good time. Mbaabu (2004) noted that most of the schools lacked facilities like halls, dinning halls, dormitories and libraries which were attributed to lack of adequate

funds, proper planning and enough support from local leaders. Kamau (1990) notes that the school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in education institutions. All those impact negatively on resource management in schools and poor performance of students. Kamau (1990) in study in Samburu District found that majority of the schools lacked either laboratory or had poorly equipped ones which had no laboratory assistant making learners not to benefit well with them.

It was also observed that most of the schools did not have playing fields but used the nearby primary schools for games. The teacher- student ratio was high; some teachers had lessons ranging from 30 to even 35 lessons a week which was rather high teaching load beyond the recommended load of 27 lessons a week. Most of the schools did not have staff rooms but just semi- permanent structures which had served as class rooms. Most schools did not have adequate offices, some had partitioned class rooms which did not give privacy of working. However, most of the schools had chairs and desks. Some of the schools had stalled CDF projects such as construction of administration block, libraries and laboratories. It was also revealed that schools did not have the required physical facilities such as classrooms, libraries, laboratories and dining halls. For better management of any institution there is need for provision of the necessary facilities for effective management. In a school situation, there is need for the head teacher to be provided

with the necessary facilities to achieve the required results. Lack of such facilities as observed in this case is challenge to the head teachers in resource management of schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of findings

The overall purpose of the study was to investigate the factors influencing head teachers in resource management of District secondary schools in Kieni East District. Five research questions were formulated to guide the study. The research

objectives were to describe the demographic characteristics of head teachers resource management in District Secondary schools; Analyze how availability and disbursement of funds to District Secondary schools affects the resource management of the schools; Determine how availability of teachers in District Secondary schools affects resource management of the schools; identify the effect of learning facilities on the resource management of District Secondary schools and identify whether local politics affect the resource management of District Secondary schools.

Findings on the effect of funding of District Secondary schools on resource management revealed that all schools lacked enough funds for running of the schools. The funds that the schools received were not adequate as indicated by 105(92.1%) teachers and were not also released in time to the schools which affect the running of schools. Reasons for the delay included political interference as shown by 7(53.9%) head teachers, late disbursement of government funds and failure of head teachers to account for previous funds and cumbersome process involved in the disbursement of funds which inconvenienced among other things payment of teachers salaries and purchasing the needs of the schools. Findings on the influence of political interference on the resource management of District Secondary schools revealed that there were politicians in the CDF committees on their schools. These politicians meddled with matters of the schools by influencing

the disbursement of funds too the schools that they had interest in. they also influenced the appointment of head teachers and in the appointment of BOM chairpersons.

Findings on the effect of inadequacy of teaching personnel on resource management of schools showed that all schools did not have adequate teachers as indicated by all head teachers. Majority if all teachers in the schools were untrained since the schools could not afford to pay trained teachers. Findings on the effect of physical facilities in the resource management of District Secondary schools showed that majority of the schools did not have adequate facilities such as classrooms, playing fields, libraries, dining hall and dormitories.

5.3 Conclusions

Based on the findings, it was concluded that inadequate funding was a major challenge for school administrators. The head teachers faced challenges in the resource management of the schools due to delay in disbursement of funds. Some of the challenges were that the school administrators were not able to pay teachers, purchase the required materials and resources.

The study also concluded that lack of teaching personnel was another challenge facing school administrators. Schools did not have trained teachers since the schools could not afford to pay them. This had a negative impact in the teaching learning activities of the schools.

It was also concluded that political interference was a major challenge for the school administrators. The local politicians who formed part of the CDF committee for the schools meddled with matters of the schools by influencing the distribution of funds and evening the appointment of BOM chairpersons. Lack of physical facilities was another challenge facing school managers in resource management of District Secondary schools. Schools did not have adequate facilities such as classrooms, playing grounds, library, dining hall and dormitories which posed a major challenge to head teachers in the resource management of the schools.

5.4 Recommendations

Based on the findings, the study made the following recommendations:

That the government through the MoE should avail adequate funds for the schools and these funds should be availed in time. These funds would be important in paying teachers' salaries and for purchasing the required materials and resources.

That the MoE should employ and post teachers to the emerging secondary schools

and the existing district secondary schools to avoid large work load of few teachers available. That the MoE should set funds and support physical facilities in schools. The MoE should be involved more in school projects and advice politicians on the need of each school in terms of finances required so that the CDF committees should priotise school projects instead of politicizing CDF funds.

5.5 Suggestions for further study

Taking the limitations and delimitations of the study, it was suggested that;

- i) A study to determine the effect of CDF funding should be conducted.
- ii) A study to determine effectiveness and efficient of government funds for tuition should be conducted and
- iii) A study to determine on impact of lack of funds and management should be conducted.

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APPENDICES

APPENDIX I

LETTER TO THE RESPONDENT

The Principal,

_____ Secondary school,

Dear Sir/ Madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a Master of Education student in the department of Educational Administration and Planning, University of Nairobi. I am currently carrying out a research on the **factors influencing head teachers in resource management of District secondary schools in Kiari East division**. You have randomly been selected to participate in this study. I will be grateful if you provide information required in the questionnaire as an academic exercise. Your identity given will be confidential. Your sincerity and cooperation is appreciated.

Thank you for your cooperation.

Yours faithfully,

Francis T.M. Irungu.

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

Please respond to the questions as accurately, (✓) one response as appropriate or fill the space provided.

Section A: Personal Information

1. What is your gender?

Male () Female ()

2. What is your age bracket?

Below 25years () 25-34 years () 35-44 years ()

45-54 years () Over 54 years ()

3. What is your highest academic qualification?

P1 certificate () B.E.D () P.G.D.E ()

BA General () M.E.D () S1/Diploma in Education ()

Other (Specify) _____

4. What is the category of your school?

Day () Boarding () Boarding and Day ()

Others _____

5. How long have you been a head teacher in your teaching career?

Below 1 year () 1-5 years () 6-10 years ()

11- 15 years () 16-20 years () others (specify).....

6. How long have you been a head teacher in your current station?

Below 1 year () 1-5 years () 6-10 years ()

11-15 years () 16-20 years () other (specify).....

Section B: Effect of funds on resource management of the schools

7. (a) How often do you receive funds from grants?

Always () sometimes () never ()

(b) If received, are they adequate to run the school?

Yes () No ()

8. If you receive funds from grants, do you receive in good time?

Always () Sometimes () Never ()

9. What could be some of the reasons for delayed funds?

Political interference () Government late to disburse the funds ()

Failure to account for previous funds () others (Please specify).....
.....

Section C: Effects of Political interference in the resource management of the schools

10. (a) Do you have politicians interfering with matters of the school?

Yes () No ()

(b) If yes how do they interfere?

.....
.....
.....

11. Are there challenges you face due to political interference in school?

.....
.....

12. Do you have politicians in the CDF committee in your school?

Yes () No ()

Section D. Effects of personnel on resource management of the schools

13. (a) Do you have enough teachers in your school?

Yes () No ()

(b) If yes what could be the reason?

.....
.....

14. (a) Do you have untrained teachers in you school?

Yes () No ()

b) If yes above, what are the reasons of having untrained teachers?

.....
.....
.....

15. (a) How often students have lessons not attended?

Always () sometimes () never ()

(b) If there is, what could be the reason?

.....
.....

Section E: Effect of facilities on resource management of district schools

16. How do you outsource the physical facilities for your school?

Donations () Purchase ()

17. Please indicate the adequacy of the following facilities in your school.

Key

VA Very adequate A Adequate I Inadequate L Lacking

Physical facilities		VA	A	I	L
1	Dormitories				
2	Classrooms				
3	Playing ground				
4	Library				
5	Chairs				
6	Staff room				
7	Offices				
8	Dining hall				
9	Laboratory				

THANK YOU

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

Please put a tick (√) reflecting your response opinion. However, where the question requires you to explain, please write in the space provided for this purpose. If you

don't know what response to give or have no opinion on what is asked, leave it blank and just go to the next question. To ensure validity and reliability of the data given, please you are kindly requested to answer the question as truthfully as possible and according to your independent opinion.

Section A: Personal information

1. What is your gender?

Male () Female ()

2. What is your age bracket?

Below 25 years () 25-34 years () 35-44 years ()
45-54 years () Over 54 years ()

3. What is your highest academic qualification?

P1 certificate () B.E.D () P.G.D.E ()
B.A General () M.E.D () SI/ Diploma in Education ()
Other

(Specify).....

4. How long have you been teaching in your teaching career?

Below one year () 1-5 years () 6-10 years ()
11-15ears () 16- 20 years ()

5. How long have you been teaching in your current station?

Below one year () 1-5 years () 6-10 years ()
11-15ears () 16- 20years ()

Section B: Effect of inadequate funds and poor funds disbursement to resource management of the schools

6. How often does your school receive funds from donors and CDF?

Always () sometimes () never ()

7. (a) If your school receives funds from the donor and CDF, do the funds come in time?

Always () sometimes () never ()

(b) Which reasons are given for delayed funds.....

.....
.....

8. Are the funds that your school receives are adequate for the running of the school?

Yes () No ()

9. (a) If the school pays the salary, are they paid in time?

Always () sometimes () never ()

(b) If it delays which reasons are given.....

.....

10. (a) Do you get the resources that you need in time?

Yes () No ()

(b) If no what could be the reasons?

.....

Section C: Effects of political interference on resource management of schools

Please put a tick (√) appropriately

Statement	Always	Sometimes	Never
Do politicians make your managerial work difficult?			
Do you have politicians interfering with matters of the school?			
Are there politicians in the CDF committee in your school?			
Do you think politicians are important in running the school?			
Have you faced financial problems due to political interference?			

Section D: Effects of inadequate personnel on resource management of the schools

11. Are there enough teachers for all the subjects?

Always () sometimes () never ()

12. (a) Are all teachers in your schools trained as teachers?

Yes () No ()

(b) Are there untrained teachers in your schools?

Yes () No ()

13. If yes above what are the reasons of having untrained teachers?

.....

.....

Section E: Effect on inadequate facilities on resource management of district schools

14. Do you have enough facilities in your school?

Yes () No ()

15. Please indicate the adequacy of the following facilities in your school.

Key **QA** Quite adequate **A** Adequate **I** Inadequate

(Enough and excess) (Just enough) (Not enough)

Physical facilities		QA	A	I
1	Dormitories			
2	Classrooms			

3	Playing ground			
4	Library			
5	Chairs			
6	Staff room			
7	Offices			
8	Dining hall			
9	Laboratory			

16. (a) How do you outsource the facilities for your school?

Donations () Purchase ()

(b) If donations, who are the donors?

.....
.....

(c) What do they donate?

.....
.....

THANK YOU

APPENDIX IV

RESEARCH PERMIT

RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

13th June, 2014

NACOSTI/P/14/1548/1881

Francis Thomas Muthui Irungu
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors influencing head teachers resource management of District Secondary Schools in Kieni East Division in Nyeri County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for a period ending **30th July, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri 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.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Nyeri County.



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