

**INFLUENCE OF HEADTEACHERS' COMPETENCE IN RESOURCES
MANAGEMENT ON PUPILS' ACADEMIC ACHIEVEMENT IN MARIGAT
AND KOIBATEK SUB-COUNTIES, BARINGO COUNTY, KENYA**


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Doctor of Philosophy in Educational Administration
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DECLARATION

This thesis is my original work and has not been presented for a degree in this or any other University.

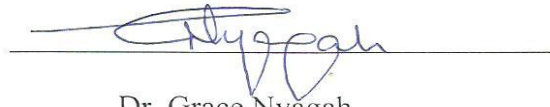


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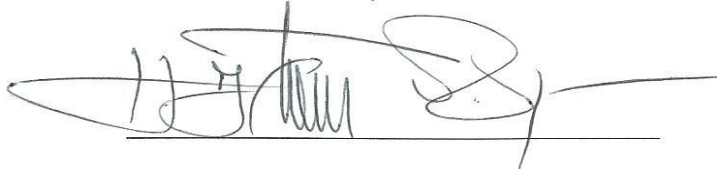


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DEDICATION

I dedicate this work to my beloved wife Dinah and my children Kelvin, Karen, Mercy, Kimoi and Terry Jero and my parents Mr.Kipekenei Cheruiyot and Sokome Kipkenei who were the constant spirit of encouragement for me always. Thanks for mentioning my name in every prayer that you made.

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ABBREVIATION AND ACRONYMS

| | |
|----------------|---|
| APHRC | – African Population and Health Research Centre |
| C E B | – County Education Board |
| DEB | – District Education Board |
| EFA | – Education for All |
| F PE | – Free Primary Education |
| I C P | – International Convention of Principals |
| I E Q | – Improving Education Quality |
| I P A R | – Institute of Policy Analysis and Research |
| KCE | – Kenya Certificate Education |
| KCPE | – Kenya Certificate of Primary Education |
| KCSE | – Kenya certificate of Secondary Education |
| KEMI | – Kenya Education Management Institute |
| KNEC | – Kenya National Examinations Council |
| M. Ed | – Master of Education |
| MOEST | – Ministry of Education Science & Technology |
| NACOSTI | – National Council for Science, Technology and Innovation |
| PI | – Primary Teacher 1 |
| QASOs | – Quality Assurance and Standards Officers |
| SACMEQ | – Southern African Consortium for Monitoring Education Quality |
| TSC | – Teachers Service Commission |
| UNDP | – United Nations Development Programme |
| UNESCO | – United Nations Education Scientific and cultural organization |
| UNICEF | – United Nations Children’s’ Fund |

ABSTRACT

The highest level of school management is highly concerned with learners' welfare and their academic achievement. Head teachers in high achieving schools use various means such as interpersonal relations, administrative and other managerial behaviour to achieve the schools' objectives. This study sought to investigate Influence of head teachers' competence in resources management on pupils' academic achievement in Marigat and Koibatek Sub-Counties, Baringo County, Kenya. The objectives sought to determine the extent to which head teachers' management of finances, learning resources, time and human resources influence on academic performance in Kenya Certificate of Primary Education Examination. The study adopted the system theory. The researcher adopted descriptive survey design. The target population consisted of 160 primary school head teachers, 180 standard eight teachers and 3600 standard eight pupils who were the candidates for the year 2013. The study sampled 114 head teachers, 124 standard eight class teachers and 360 standard eight pupils by employing stratified and simple random sampling techniques. The data was analyzed using statistical package for social science (SPSS) in determining the correlation and multiple regressions, then presented in tables and charts for easy interpretation and drawing conclusion. The study found low competence among majority of the head teachers in financial management such as budgeting, procurement and preparation of books of accounts, management of school learning resources, low competence in management of time for instruction and management the school human resource hence generally affecting pupils academic performance at various variances. Pupils' academic performance in KCPE is strongly and positively correlated with Management of school finances at a correlation coefficient of 0.571. Management of learning resources was also positively correlated with Pupils' academic performance in KCPE at a coefficient of 0.682. The correlation matrix further indicates that Management of time for instruction is strongly and positively correlated with Pupils' academic performance in KCPE at a coefficient of 0.611. Finally, management of human resources is strongly and positively correlated with Pupils' academic performance in KCPE as indicated by a coefficient of 0.613. It was recommended that the head teachers should be trained on school resource management especially on financial and human resource management in order to realize pupils' academic performance in public primary schools. Further studies are also recommended to investigate the factors influencing teachers' perception of head teachers management style on school academic performance in public primary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, education is one of the basic human rights. It is a form of investment that is perceived to contribute to the development of both individual and society (World Bank, 2005). Therefore, the main goal of education is to prepare individuals for the job markets by transmitting the knowledge, skills, attitudes and cultural norms of the adult world to the younger world. According to the World Conference on Education for All EFA, 2000 held in Dakar, Senegal, it was noted that despite efforts made by governments to ensure quality performance by all, the targets set by Jomtein 1990 had not been fully met. Education performance in most developing countries was still riddled with a crisis of high dropout and low performance (UNESCO, 2001).

Quality and performance in education are affected by management of both human and material resources by those entrusted with the task of providing education. A report on world conference on Education for All (EFA) held in Jomtein, Thailand in 1990 indicated that head teachers carry prime responsibility for creating an effective educational environment in schools and this includes management of human and material resources. The head teacher has to enhance teachers and pupils' welfare, develop and implement educational programmes, provide proper instructions, school community relations, discipline and proper record keeping, (Okumbe, 1999).

The head teacher, working with others is responsible for evaluating the schools performance to identify the priorities for continuous improvement and raising standards; ensuring that resource are effectively and efficiently used to achieve the schools aims and objectives. In Catalonia, Spain, a head teacher must have a certificate in school management issued by the Ministry of Education, similarly in Slovenia, Europe, teachers have to follow a special course to become head teachers while in Estonia Eastern Europe, at least five years of teaching experience was required coupled with training in leadership (Burns, 2005).

There was a move to develop management competence for managers in industry and commerce in the 1970s in United States of America based on the distinguishing determinants of managers who demonstrated superior performance of work (Stephen, 2004). As a result of this movement, attempts were made to develop competencies for school principals such as the initiative taken by the National Association for Secondary School Principals (NASSP) to establish a set of generic competences for school principals for use in assessment centers. These centre provided information for selection development purposes. The National Association for Secondary school principals (NSSP) approach extended to Australia, Canada, Netherlands, and the United Kingdom. The United States government took initiative to identify the competence of superior performances based on academic qualification, exposure to management, training skills and behavior of school managers (Stephen, 2004).

World Bank (2008) shows that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa. In South Africa, leadership training for secondary school heads was to improve quality of Education. Senegal's Improvement Plans (SIP) created in 1996, encourage entrepreneurial skills of head teachers to find funding for school projects that enhance educational quality. In Kenya, all head teachers are currently undergoing a management course at the Kenya Management Institute (KEMI) to improve on their management skills (Republic of Kenya, 2012)

In Kenya, education management entails prudent utilization of personnel, funds and equipment to enhance efficiency in delivery of quality education. Education is the most costly service in the nation and unaffordable to many Kenyans (Republic of Kenya, 2003). According to the report of the Presidential Working party on Education and Manpower, Training for the Next Decade and Beyond head teachers are central to successful management. The report further recommended that all heads of educational institutions be trained on financial management and update their skills on a regular basis (Republic of Kenya, 1988).

The responsibility of the collection and expenditure of the funds is bestowed upon the head teachers. In a study done by Onyango (2001) on the competence of head teachers in the area of management of school finances and business, the researcher found out that the head teachers did not possess adequate proficiency in the following areas of competence; preparation of financial estimates or budgets; management and control of school finances; raising funds for development projects; generating funds within the school and tendering.

The Commission of Enquiry into the Education System of Kenya (The Koech Report, 2000) argued that a head teacher must have appropriate academic and professional qualification experience, ability, competence, integrity and initiative. They must have undergone a course on institutional and financial management. Head teachers need to be properly prepared and equipped with necessary skills to manage schools more effectively and efficiently. The report further noted the need for regular in-service training programmes for managers and administrators, teachers and curriculum implementers (Republic of Kenya, 1999)

According to Olembo (2002) head teachers are overall in charge of all matters pertaining to budgeting and accounting of school funds, record –keeping and maintenance of the school facilities. The head teachers have to make the school budget and keep all the financial records as well as presenting the books of account for audit every end of the year (Mohanty, 2002)A budget is an educational programme which is expressed in financial terms it has an educational plan with an estimate of the amount of money to be

received and the amount of money to be spent in order to achieve the educational objectives. A well formulated school budget should consist of an education plan, an expenditure plan and a revenue plan (Okumbe,1998).

Ndiomu (2002) stressed that the indices or measuring national growth development hinged on the conditions of the human resources that such a nation possesses. However, poor staffing has been a recurring feature in the country's educational system. Oguusaju (2000) asserted that adequate qualified staff must be employed and properly monitoring system for developing these human resources must be put in place to ensure effectiveness. The success of any type of organization be it social, political, religious or economic depends to a large extent on the human beings that make up the organization. Human beings take decisions, which provides the knowledge, energy and the cooperation through which organizational objectives are achieved.

Poor working conditions cripple secondary schools teachers in Uganda, no incentives and career structure, only grade V upgrade and attended refresher courses since 1993 (Ward, Penny, & Read 2006, Bitamazire 2005, Colby, Witt and Associates June 2000, Nsubuga 2003). Mulkeen et al (2005) confirmed that 15% are unqualified, and 28% have a 13 bachelor's degree. However, Nsubuga (2003), argued that there was improvement in secondary school teachers qualification and experience profile but some schools are ineffectively managed others have poor working conditions resulting in decline in overall quality of teaching in many secondary schools.

Poor time management behaviors such as improper allocation of time or last –minute preparation for examinations, have been frequently been discussed as one of the prime source of poor academic performance (Gall, 2008; Longman & Atkinson, 2008). It is quite a common practice that students become overcome with feelings that there is not sufficient time to perform their all tasks adequately. It is mostly because of inefficiency in time management. According to Campbell and Svenson (2002), time management refers to the way students manage their time in order to have better academic performance which is invaluable for academic success. Thus, it is important for students to know the first step of time management i.e. giving priority to the important matters, and should remain focused on issues essential for success,(James& Chilvers2001).

In line with these notions, Gloe (2009) argued that the techniques of time management are the best ways to manage course materials successfully. These includes group discussion, exchanging ideas and sharing views on key points, which ultimately help students to perform better in the examination leads to superior academic performance. Other researchers have described time management as the way by which an individual more efficiently accomplishes asks and goals (Devadoss,& Foltz 2006).; having balance, flexibility, and control over time (Juvonen & Wentzel 2006). setting priorities and scheduling tasks (Emmett & McGee 2010). Recently, Kaushar (2013) found that time management plays a vital role in students’ academic performance. The researcher also argued that lack of time management skills act as the barrier to better academic performance.

According to Sansgiry, Kawatkar, Dutta, & Bhosle (2004), the basic time management skills begin with prioritizing, placing more emphasis on important tasks, being able to say 'no' to less important issue, and being able to stop and start immediately specific activities at pre-set schedules. They have also argued that implementing such strategy related to time management, one must engage in a "to do" list and need discipline to stay focused with the list in order to have better management of one's available time. Thus, students may avoid the last-minute aggressive study options before examination. According to Sansgiry et al. (2004), one such technique of time management is forming study groups (originally cited in the study of Gloe, 2009). An ideal group consists of about 3 or 4 students who study together and have discussions on a particular topic of interest. This is one of the constructive ways of sharing knowledge to each other, and remains refreshed with different views exposed by group members on same topic of interest. Other important issues related to time management which includes developing effective study habits, critically analyzing problems and assignments, knowing one's peak hour of concentration, learning effective memorization techniques, thinking aloud and most importantly, avoid procrastination (Sansgiry S .S, Kaawatkar,A.A Dutta A.P *et al.*, 2004)

An Australian scale of time management contained six factors, these being Propensity to Plan, Coping with Temporal Flow, Sense of Purpose, Meeting Deadlines, Mechanics of Time Management and Effective Organisation (Covic, Adamson, Lincoln & Kench, 2003).Some universities are implementing time management skills as generic skills that students learn during their course (Covic, Adamson, Lincoln, & Kench, 2003).Grades in

university often depend on the completion of a range of tasks, including those with various deadlines, lengths and priorities. These multiple tasks, and then grades are determined by the quality of effort put in. Thus, grade point average would be expected to be influenced by time management skills (Britton & Tesser). Therefore, as increasing demands are placed on students, students levels of competence to manage time and stress becomes an essential component for academic success.

UK studies that have made some attempt to address endogeneity have generally found small but statistically significant positive effects from school resource variables on educational outcomes (Dearden, 2001; Dolton & Vignoles, 2000; Dustmann, 2003; Iacovou, 2002). Endogeneity issues are not the only methodological difficulty in this literature. For example, much of the work on resourcing has had to rely on quite aggregated data, rather than data at the level of the individual pupil. Aggregation bias is therefore a problem for some of the studies in this field (Hanushek, 2004). In Nigeria, a lot of studies have been conducted by various researchers on the relationship between educational resources and students' academic performance. In Kenya the learning resources are managed by the school management instructional materials selection committee (SMSC) which is made up of parents and teachers. The members of SIMSC are of great help to the head teacher since an effective SIMSC has an important part to play in the management of teaching and learning materials and in keeping all parents and the community informed of key issues and the committees decision (MOEST 2004). The local communities are expected to create a learning friendly environment for children by promoting and supporting free primary education. They also participate in school

management through selected school management committees and parents association. Further they are expected to participate in decision making and implementing policies on physical facilities and procurement of teaching and learning materials as well as evaluating the quality of education in their schools through the report forms (MOEST 2003).

In Kenya a number of studies have been conducted to assess the level of availability and adequacy of teaching and learning facilities in the schools. The school infrastructure which includes: buildings, science laboratories, play grounds, and school compound were found to play an important role in facilitating academic achievement in schools. An evaluation which was conducted by KIE in the year 2007 to investigate how much prepared schools were for the new curriculum showed most of the sampled schools had inadequate infrastructure for teaching and learning. Other important resources in teaching and learning were found to be textbooks, charts, posters, library and computers. The most commonly used resource was found to be the textbooks some of which, according to a monitoring report, have shallow content, contradictory information, and too much unnecessary content and factual errors.

The Ministry of Education Science and Technology (2003) Technical working group recognizes that, the availability of educational materials has a major bearing on educational outcomes. These materials include textbooks, equipment, furniture, library facilities and student writing materials. A survey carried out in Kenya by the Southern Africa Consortium for monitoring Education Quality (SACMEQ) revealed that there was

a critical shortage of text books, equipment and learning resources (MOEST, 2003). According to academic performance report in Marigat and Koibatek Sub-County offices, public schools have been performing below average in KCPE examination since 2008. There was no pupil neither ranked in top 100 candidates nor scored over 400 marks in the last five years. There are six sub-counties in Baringo County and Marigat has always been ranked the last followed by Koibatek Sub –County. Table 1.1 shows pupils academic analysis in Marigat Sub-County.

Table 1.1: KCPE results analysis, Marigat-Sub- County 2008 – 2012

| Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|--------|--------|--------|--------|--------|
| M/S | 252.92 | 251.47 | 248.41 | 243.94 | 253.73 |

Source: (DEO's office Marigat, 2013)

Table 1.2: KCPE results analysis, Koibatek Sub- County 2008 - 2012

| Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|------|--------|--------|--------|--------|--------|
| M/S | 259.23 | 255.29 | 263.47 | 265.55 | 262.25 |

(Source: DEO's office Koibatek, 2013)

The data above reveals that KCPE performance in the district is below average. The performance depicts a fluctuating trend. This study therefore sought to establish head teachers’ levels of competence management of school resources and pupils

academic performance in public primary schools in Marigat and Koibatek Sub-Counties, Baringo, Kenya.

1.2 Statement of the Problem

Head teachers of public primary schools in Kenya are appointed to their position of management without any prior training other than the one they received at teacher training college (Republic of Kenya, 1999). Some acquire some training from the Kenya educational management institute (KEMI) on managerial skills especially on school resource management (Ministry of Education, 2007). The Head teachers managerial skills ensure there is a clearly articulated school mission through which staff shares an understanding of and commitment to institutional goals and priorities (Lozotte, 1991). Public primary schools in Kenya receive substantial amount of money in form of free primary education (FPE) funding as provided in education sector reform. The Kenyan government has been providing Ksh.1,020 per child per year since 2003 (Republic of Kenya, 2004). Reports from the quality assurance and standards office from Marigat and Koibatek indicate that there are adequate teaching staff, learning and teaching facilities as well as time for institutional (Marigat DEO's office report 2013).

Despite the provision of these resources there is an outcry by the stakeholders on dismal performance posted by the pupils in KCPE examination. Educational stakeholders more often blame the school administrators for this dismal performance. Performance in KCPE examination in public primary schools in Marigat and Koibatek sub-counties had been low for a long time. This was according to the tables 1.1 and 1.2 of KCPE results

analysis. There has been no candidate neither ranked among top 100 nationally nor scored over 400 marks in KCPE examinations. The best candidate in Marigat sub county scored 381 marks in 2013 KCPE examination (Marigat DEO's Office report, 2014). It was also reported that over 18 head teachers have been demoted due to the poor academic performance in their schools (Marigat DEO's office report 2014). All this happening despite of some schools having adequate teaching and learning resources. The study therefore sought to establish Influence of head teachers' competence in resources management on pupils' academic achievement in Marigat and Koibatek Sub-Counties, Baringo County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to investigate influence of head teachers' competence in management of school resources on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo County, Kenya

1.4 Objectives of the Study

The study was guided by the following objectives:

- (i) To establish the influence of head teachers' competence in management of finances on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo County, Kenya.

- (ii) To determine the influence of Head teachers' competence in management of learning resources on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Kenya.
- (iii) To establish the influence of head teachers' competence in management of instruction on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Kenya.
- (iv) To establish the influence of head teachers' competence in management of human resources on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo County, Kenya.

1.5 Research Questions

The study was guided by the following research questions.

- (i) What is the influence of head teachers' competence in financial management on pupils' academic performance in Kenya certificate of primary education in Marigat Sub-Counties?
- (ii) What is the influence of head teachers' competence in management of learning resources on pupils' academic performance in Kenya certificate of primary education in Marigat and Koibatek Sub-Counties?

- (iii) What is the influence of head teachers' competence in management of time for instructions on pupils' academic performance in Kenya certificate of primary education in Marigat and Koibatek Sub-Counties?
- (iv) What is the influence of head teachers' competence in management of human resources on pupils' academic performances in Kenya certificate of primary education in Marigat and Koibatek Sub-Counties?

1.6 Significance of the Study

The study would be of great value to head teachers, school managers, parents and school owners in enhancing Head teachers' effectiveness in managing school resources with the ultimate goal of improving pupils' academic performance. County and sub county education office can utilize the research findings to intensify school based in-service training for the head teachers at the Sub- County level on various ways of ensuring effective management of school resources especially finances. It is also hoped that the findings will be used by the County Director of Education in formulation of policies which would focus on effective management of financial resources in public primary schools in Kenya with the ultimate goal of improving academic performance in their respective Counties.

1.7 Limitations of the Study

The head teachers experience in management, government policies on staffing and the mission and vision of each institution could not be controlled by the researcher and therefore could affect the research findings.

1.8 Delimitations of the Study

According to Orodho (2005), a delimitation of the study refers to the boundaries of study. The study investigated head teachers' management of school resources specifically finances, learning resources, time and human resources. One hundred and sixty public primary schools which had done Kenya Certificate of Primary Education examination between the years 2008-2012 in Marigat and Koibatek Sub-Counties were involved targeting head teachers, standard eight teachers and standard eight pupils.

1.9 Basic assumption of the Study

The study upholds the following assumptions.

- i. That head teachers were academically and professionally qualified to manage school resources especially the school finances
- ii. The head teachers' were trained on financial management.

1.10 Definitions of Significant Terms

The following terms are defined within the context of this study.

- Financial management** – refers to day -to-day Management of finances at primary school level which entails budgeting, funds mobilization and collection , book keeping and use of funds.
- Financial resources** – refers to funds or monies that a Primary school is able to collect and use categorized under different vote heads.
- Teaching /learning resources** – refer to all those materials that are used to enhance the delivery of the lesson content such as books, laboratories, resource center, library, teachers, classrooms, desks, excessive books, learning tools and machinery etc
- Management Practices** – refers to the administrative activities the head teacher is required to execute in the school for the attainment of the school goals and objectives which include human resource management, financial resource management and teaching/learning resources.
- Performance** – refers to the pupil or schools' academic level of achievement in KCPE examinations expressed in terms of mean scores obtained where the highest is 500 marks.
- Public primary school** – refers to an elementary institution institutions of learning offering education to grades one to eight.
-

- Stakeholders** – refer to individuals with special interest in school resources and organization of the school such as parents, teachers and community.
- Time management** – Is the management of hours scheduled for teaching and learning in the school programme including the arrival and departure time by the teaching staff, evaluation time, and periods for syllabus coverage.
- School resources** – Include laboratories, resource center, library, classrooms, machinery, playing fields, buildings, buses, van etc

1.11 Organization of the Study

Chapter one discusses the background of the study, the statement of the problem, purpose of the study, objectives, research questions, significance, limitation and delimitation, basic assumptions and the definition of significant terms and the organization of the study. Chapter two focuses on the following themes; The concept of competency, Head teachers' Management Practices education, Management of Primary School Finances and Academic Performance, Learning Resources and Academic Performance in Public Schools, Time Management and Academic Performance, Management of Human Resources and Pupils Academic Performance, effect of staff development (training) on the academic performance , summary of literature review, theoretical framework and conceptual framework guiding the study.

Chapter three focuses on the methods of carrying out the study; it discussed on the research design, target population, sample size and sampling procedures, research instruments, validity and reliability, data collection procedures, data analysis techniques and ethical consideration. Chapter four presents data analysis, presentation, and interpretation and chapter five presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discusses available literature related to the study from contribution of various scholars based on the following themes: Head teachers' Management Practices, Teaching resources and academic performance in public primary schools, Management and education personnel and students' performance, Resource management and academic achievement, summary of literature review, theoretical framework and conceptual framework guiding the study.

2.2 The concept of competence in management

Competence is the general competence in resource management.

The concept of competency originated in the United States. It was followed by the separate development in the United Kingdom of the competence concept (Armstrong, 2003). The US approach was made by McClelland in 1973. He advocated for the use of criterion referenced assessment. Criterion referencing or validation is the process of analysing the key aspects of behavior that contributes to effective and less effective performance (Armstrong, 2003). The person who did most to popularize the concept of competency was Boyatzis, with his book "The competent Manager". Boyatzis defines competency as "A capacity that exists in a person that leads to behaviour that meets the job demands within the parameters of the organizational environment and that, in turn, brings about desired results." (Boyatzis, 1982,33pg) as asserted in Armstrong (2003)

In other words Boyatzis put forward a person's behaviour, that is crucial regarding managers' competencies, especially when this is compared to modern management. According to Armstrong (2003) the terms "competency" and "competence" are often used interchangeably, which can cause confusion. However, they can be differentiated as in the following:

2.3 Head teachers' Management Practices

According to Holmes (2000), in a school set up, management practices refer to the way a school head teachers uses the human resources and other resources and promotes best value and the way the school works with its governing body. They also refer to methods or techniques found to be the best effective and practical means in achieving an objective while making the optimum use of its firm's resources. The central question addressed is to what extent does the principals' management practices play in student's academic achievement. The traditions and beliefs about leadership in schools are no different from those regarding leadership in other institutions. The principal is considered to be vital to the successful functioning of many aspects of a school. Management has been perceived by several scholars and researchers as the process of designing and maintaining any setting in which people work in groups (Adeyemi, 2012; Waweru & Orodho, 2014).

In recent years, quality management has become a vehicle for organizations to achieve competitive advantage in the local and global arena (Waweru & Orodho, 2014). Thus, it is arguable that quality management is the process that the organization must

utilize to produce products and services of the highest possible quality (Birimana & Orodho, 2014). This argument borrows from the last century writings in which there has been a growing interest in the issue of quality management in organizational theory and practice (Carr & Littman, 2006). The research literature agrees that proper implementation of a quality and excellence based management system can drastically affect company performance. Two important studies recently focused on the relationship between quality and excellence based management systems and performance (Hendricks & Singhal, 2001). In both studies, quality appears to make a central and important contribution to long term organizational performance. This leads to the suggestion that implementing a performance management system based on quality and excellence is a long term process requiring the support of management and the organizational culture at both Government and institutional levels (Waweru & Orodho, 2014).

Head teachers are responsible for introducing useful changes aimed at improving the quality of schools instructional programmes. Studies on exemplary schools have described effective head teachers as task oriented, action oriented, well organized, skilled in work, and delegation in getting things done Edmonds (2009). Andrews study as reported by Brandt (2007) found that high performing schools were characterized by high educational standards. Effective head teachers exert pressure on teachers and students for high academic achievement. Brookover (2009) in Michigan found that successful elementary head teachers frequently visited classroom, presented innovative programs and techniques to the staff to discuss books relating to school effectiveness.

They met with small groups of teachers to discuss their students' achievement and organized teachers' effectiveness training programmes.

Brookover (2009) in his studies further noted that the highest level of school management specializes on students' achievement and their well being. Head teachers in high achieving schools use various means such as interpersonal relations, administrative and other managerial behaviour that provide the central focus of other styles of leadership in order to achieve the schools' objectives. The head teachers' management practices are therefore a key player in establishing the school's wide instructional goals, practices and in developing the schools' curriculum. One of the roles of the head teacher is to carry out internal supervision of curriculum implementation in his/her school. This involves physical observation of teachers lessons in progress. Regular class supervision promotes curriculum goals and failure to do so may lead to poor performance in national examinations Edmonds (2000).

According studies conducted by Kent (2009) head teachers should supervise teaching and learning in the school by: ensuring that early lesson planning is always done, ensuring that lessons are structured with an interesting beginning, revision of previous lesson, teacher voice variations and summary of major points are done, that there is use of backups (teaching aids by teachers) properly and that there is good relationship between teachers, students and that teachers follow up curriculum strictly. Edmonds (2009) further noted that students' progress should be frequently monitored and that in high performing schools head teachers establish a system of

evaluating the students frequently through tests and examinations. Those who perform unsatisfactory are forced to repeat the work by teachers. It is communicated to class teachers by the head teachers that their students' progress is a concern for the whole school.

2.4 Management of Primary School Finances and Academic Performance

School finances are one of the vital resources which are of great importance as far as pupils academic performance is concern. Finances are used to purchase teaching and learning materials, physical facilities and motivation of the human resources. Education is one of the effective instruments a nation has at its disposal for promoting sustainable social and economic development (Republic of Kenya 1999). The growing demand for education has led to increased expenditure on education (world bank, 2003) estimated that the proportion of gross national production (GNP) devoted to education in the developing countries, particularly in Africa, Latin America and Africa rose on average from 2.3% in 1989 to 4.5% in 1984. For most free primary education (FPE) programmes to succeed large sums of money are required to cater for instructional materials and for the general purposes (Mondoh, 2004).

Under performance of head teachers in financial management may result from employing less qualified accounting staff that maintain poor records and who fail to adhere to accounting procedures (MOE 2007).It is important for the school administration to realize that business management goes beyond allocating cash items, but has to look at the school as an investment which would eventually pay dividends to the government

(Alomba 2003). Reeder (2008) maintained that educational investment should be well handled to ensure maximum production from it and that the little funds available be well expended to ensure careful financial planning, control and administration in order to have maximum production in the institution in terms of academic achievement.

Opondo (2003) explained that the head teachers had financial constraints especially in keeping the cash books. They found out that there was shortage of accounting personnel and that a head teacher who lacks proper financial management skills was not able to carry out the work effectively. Onyango (2001) observes that head teachers must ensure the budget is properly administered especially when incurring different form of expenditure. He argues that the head teacher is held responsible for financial accounting and auditing. This accounting is useful in order to control the already approved budget. It is his/her responsibility to ensure proper documentation of all financial transaction in the different books of accounts e.g. the ledger, journal, inventories and cashbooks. The author also continues to say that, with the assistance of the bursar or the accounts clerk, the head teacher should ensure internal auditing of school accounts is done. The condition of the expenditure and receipts should be clearly shown.

According to Olembo, Wanga & Koragu (2001), head teachers are vested with the responsibilities of managing and controlling finance. As a financial controller, the head teachers must ensure proper budgeting and accounting is done with the school bursar and accounts clerk. He is accountable for all the expenditure and must ensure that books of accounts are kept up to date and be audited professionally. Financial constraints are

experience by both government aided and private schools. Finances are needed for capital development and recurrent costs such as for constructions and staff salaries. Troy (2002) reported that most successful schools in Mukono put more emphasis on teachers and financial resources that can be used for meeting all the capital and recurrent expenditures and enhance performance.

Ward *et al* (2005) revealed that government financial support for aided secondary schools in form of salaries, maintenance grants and development grants was merely 30% of the annual operational budget. Parents fund most of the operational and development costs in aided and private schools as the fee levels are similar. Adjumani being a rural district, parents' contributions are limited; fee defaulters are common so most schools prioritize their budgets for tuition costs and boarding, excluding textbooks and libraries. Nsubuga (2003) affirms that textbooks account for less than two percentage of total expenditure for most secondary schools.

Inadequate finances need to be properly managed for effective performance. Itaaga (2005) stated there are many variations in the nature of financial management in grant aided secondary schools such that set plans cannot be implemented because of inflation, inadequate funds, and inefficiency of budgetary control agents that result into most secondary schools running in financial deficits at the end of the year. Higwira (2003) concurs with Itaaga (2005) that most head teachers operate within tight budgetary controls, which influence the pattern of delegation, participation and accountability by heads of departments. Higwira (2003) further advocated for a clear system for reaching

decisions over priorities, methods of distribution, responsibility for ordering, the keeping of stock records and the justification of expenditure. This brings about transparency and accountability that enhances good performance.

Management by educational personnel, instructional materials, facilities are related to students' academic performance (Musaazi 2002). For instance, good academic performance required inputs to undergo a process of management like teacher pupil interaction in class management and control, daily time on task with the class, regularity and punctuality of teachers for instructional activities, head teachers supervising school activities. Few head teachers and teachers seem inadequately trained thus negatively affecting head teachers supervisory roles of promoting teacher performance, competence, quality, conditions of service, and knowledge of subject. Study also showed that provision of and maintenance of facilities and proper management of inadequate funds should be done by making clear decisions over priorities, method of distribution, delegation, responsibility for ordering, keeping stock records, justification of expenditure without using the system to defraud accounts are being compromised.

2.5 Learning Resources and Academic Performance in Public Schools.

There is a large and controversial literature analyzing the relationship between school resource levels and pupils' achievement, dating back to the pioneering work by Coleman (2001). Early work on this issue using US data suggested a weak and somewhat inconsistent relationship between school resources and pupils' achievement (Burtless, 2003 & Hanushek (2001). International research confirms this view (Wosmann, 2003).

However, this view was disputed by some, including Laine,(2004 Card and Krueger (2000) & Krueger (2003). A recent and comprehensive summary of a range of evidence on the effect of sizes of class is Averett & McLennan (2004). They found the evidence base to be mixed, in terms of methodologies and results, and could not reach a definite conclusion about the effect of smaller classes on pupils' achievement. In the UK, schools with higher concentrations of lower attaining pupils receive more funding per pupil. If this feature of the allocation of resources is ignored, a true positive effect of increasing resources will be understated. It is fair to say, however, that the vast majority of school resource effect studies have not been able to address the endogeneity problem. This is certainly so in the UK (Levačič & Vignoles, 2002).

Facilities below approved standard could also lead to reduction in quality of teaching and learning in schools resulting to poor pupils' academic performance (Uwheraka, 2005).The school environment affects academic achievement of pupils. Facilities such as, desks, seats, chalkboard, teaching aids, and cupboard are ingredients for effective teaching and learning. In the same vein the Nigeria Education Research Council of 1998 also emphasized that, for a good education policy or programmed to guarantee quality outputs, it must be adequately supplied with necessary facilities and equipment.

According to Earthman (2004), Wall, Woolner, and McCaughey (2005) and Schneider (2002) high educational achievement is associated with a number of comfort factors such as; air conditioning, less noisy external environments, less graffiti and where classroom furniture are in good repair. More recent reviews have consistently found relationships

between building quality and academic outcomes. Studies have also found that design criteria and building conditions related to human comfort, indoor air quality, lighting, acoustical control, and secondary science laboratories have demonstrable impact on student achievement. The above findings could be true since school environment influence the concentration and motivation level of the students.

The quality of school buildings has also been related to student behavior, including vandalism, absenteeism, suspensions, disciplinary incidents, violence, and smoking (Schneider, 2002). Thus, reviews of research on various aspects of the physical environment tend to conclude that adequate student capacity and appropriate acoustical conditions are important factors in a school environment (Fisher, 2001; Schneider, 2002; Earthman, 2004). Students are not the only ones affected by poor quality buildings. Teacher attitudes and behaviors have also been found to be related to the quality of school facilities. Teacher retention/attrition decisions were significantly related to the quality of school facilities, even when controlling for a host of factors (Buckley, Schneider, & Shang, 2004). Factors that most directly affected the quality of teacher work life also included indoor air quality, thermal controls, noise level and acoustics, adequate classroom lighting, and the amount of natural daylight. Teachers who perceived a detrimental effect on their health due to building conditions, or who were stressed by high noise levels, poor acoustics, and lack of thermal controls were more likely to seek employment elsewhere.

According to Lyons (2002) learning is a complex activity that puts students' motivation and physical condition to the test. It has been a long-held assumption that curriculum and teaching are the only major parameters that have an impact on learning. However, it is becoming more apparent that the physical conditions in schools indeed influence student achievement. Pearls (2008) observe that design features and components of school buildings have been proven to have a measurable influence upon student learning. Among the influential features and components are those impacting temperature, lighting, acoustics and age. Mulwa (2004) studied the factors influencing pupils' academic performance in KCPE and stressed that unavailability of important resources like reference books and revision books hinders pupils from doing well. The head teacher in managing school finance is concerned with understanding the sources of revenues for the school, preparation of the school budget, monitoring expenditure, management of services of non-certified personnel and staff development (Baraza, 2004).

According to a Task Force Report (February, 2009) by Thika District Education Board on "Causes of Poor KCPE Academic Performance in Thika District and Municipality," some of the causes of poor performance were: lack of teachers commitment in class; lack of parental care and advice; lack of teacher supervision by head-teachers; lack of regular pupils' supervision by teachers; negative attitude by teachers and other stakeholders; lack of teamwork amongst teachers; high rates of school drop-outs; absenteeism and lack of commitment by pupils; insufficient learning materials; poor management of schools; low teacher-pupil ratio; lack of the spirit of competition amongst pupils and schools; external and political

influence of appointment and transfer of head-teachers; inadequate syllabus coverage; overcrowded classrooms due to Free Primary Education. In a study, “Elusive Search for Quality Education: The Case of Quality Assurance and Teacher Accountability in Kenya”, Odhiambo faults the Government for incompetence and unfocused approach to education. He notes that the underlying cause of poor quality education in Kenyan schools is not the performance of teachers per se, but deeply rooted management practices and Government policies which will have to change if this dream is to be realized.

Empirical studies done in relation to resource utilization in education have revealed that essential facilities are not always available in schools. This inadequacy of teaching resources has been of serious concern to educators. Lyons (2002), states that learning is a complex activity that involves interplay of students motivation, learning resources, teaching resources, skills of teaching and curriculum demands. The process of managing and organizing resources is called resource utilization. The utilization of resources in education brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them. A common way to examine the utilization of education resources is to analyze school spending. School expenditures are important to examine because they generally constitute the bulk of all resources devoted to schooling and they are tractable instruments of educational resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students.

Maicibi (2003) observed that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. According to Raw (2003) appropriate utilization of resources in schools controls dropout rates, maintains student discipline and makes students remain motivated for longer a period. School resources including classrooms, desks, chairs, computers, textbooks, teachers, principals, school operating expenses and other instructional equipment/materials are critical in making teaching-learning more effective. They help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process.

2.6 Time Management and Academic Performance

Time management plays a vital role in improving student's academic performance and achievements. Each and every student should have time management ability which includes setting goals & priorities, using time management mechanism and being organized in using time. Here time management is only possible through self-motivation; performance, ability and motivation (Brigitte, Claessens, Eerde, & Rutte, 2005). These are the few activities performed by today's university students, which act as a barrier between them and their academic performance. Due to miss management of time they gap behind. This study will help to analyze the positive or negative impact of time management on academic performance of students. It will also help to make some decision about changes we would like to make to use our time more

effectively (Noftle, Robins & Richard, 2007). There is no one right way to manage our time; however; it is important to get to know our self, so we can make good decisions about how to use our time. Likewise, in the process of providing educational services this issue has been a subject of interest discussed and emphasized in several platforms and an attempt has been initiated to assess and analyze time and the time management attitudes and behaviors of students in educational institutes (Denlinger, 2009).

In developing countries where students have a lot of issues during academic journey have a new story for the researcher to dig out much more interesting results. Time management practices have an impact on the results of students as empirical studies done by past researchers. In spite of knowing about the impact of time on academic achievement, this relationship is not given importance by the students (Sevari & Kandy, 2011). At higher education level the study schedule must properly planned, implemented and controlled for better results.

Emphasizing time also helps to develop cost effective educational policies by the authorities especially at higher education level (Kaushar, 2013). Ongoing problem of scarcity of knowledge in connection with time management and academic outputs is due to lack of easiness and of costly ways of collecting data. Driven by this fact, particular emphasis has been paid in the modern education system to time management issues by evaluating students' attitudes and behaviors related to time and its management (Karim & Mitra 2015).

The time management construct is of interest under the neo-liberal ideology (Adibi & George, Dixon, Stansal, Gelb, and Pheri (2008) found that time management significantly predicted academic success. Britton and Tesser (2002) found that self-reported time management predicted academic achievement and, in particular, it was short-term planning that predicted grade point average. Similarly, George et al. (2008) found time management to be the strongest sole predictor of cumulative GPA in their study of 231 university students and the factors related to academic and personal success. Misra and McKean (2000) found a negative correlation between time management behaviours and perceived academic stress.

Hess, Sherman, and Goodman, (2000) found that eveningness significantly predicted academic procrastination and that together with neuroticism, eveningness accounted for 28 percent of total variance in academic procrastination. 30 percent to 60 percent of undergraduate university students were found to regularly postpone academic tasks (Rabin, Fogel, & Nutter-Upham, 2011). Cramming and “pulling all nighters” before an academic task is due are common occurrences amongst university students (Seo, 2012). Macan, Shahani, Dipboye, and Phillips (2002) identified a four-factor model of time management among university students in the United States. The four factors were Setting Goals and Priorities, Planning and Scheduling, Perceived Control over Time, and Preference for Disorganization. Of the four factors, Perceived Control over Time had the strongest contribution to students’ academic and emotional adjustment. Higher levels of perceived control over time were related to higher academic and emotional adjustment.

Britton and Tesser (2002) and Macan, Shahani, Dipboye, & Phillips, (2002) report that a students' levels of competence to manage their time successfully and productively is explicitly related to academic performance the better a student's time management, the better their grades and the less stress they experience in regards to their academic life, generally. There has been somewhat of a dearth in information in regards to university students and time management (Britton & Tesser, 1991; Macan et al., 2002), the majority of research that has looked at time management has analysed it with other variables, such as self-judgment and self-monitoring, and not by itself (Britton & Tesser).

Britton and Tesser (2002) examined the effects of time management skills on the academic performance of university students and concluded that the skills accounted for 36 per cent of the variance among grade point averages. Macan et al. (2002) reported that students in their study who perceived themselves to have control over their time reported more satisfaction with university than did those who did not perceive themselves as having control over their time.

According to Abagi and Odipo (2002), Institute of policy Analysis and Research (IPAR) did a study in 1997 on efficiency. The findings were that teaching learning time is not utilized efficiently in some schools. The Ministry of Education stipulates that the implementation of 8.4.4 academic programme requires that each teacher should teach about 35 lessons per week. Failure to meet this requirement implies that the affected school may not be able to complete the syllabus in time. Some schools waste a lot of time

during the first week of the term making the timetable while others open late and close earlier than the schedule (Owiti, 2009).

2.7 Management of Human Resources and Pupils Academic Performance

The Human Resources (HR) of an organization. Instructional materials have been defined differently by various authors. Obanya (2009) viewed them as didactic material things which are supposed to make learning and teaching possible. Isola (2010) referred to instructional materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. According to Nicholls (2000) exclusively oral teaching cannot be the key to successful pedagogy. To make the teaching learning process interesting the teacher has to use instructional aids. Several studies have been conducted on the impact of instructional materials on education. Momoh (2010) conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations (WASCE). He correlated material resources with academic achievements of students in ten subjects. Data were collected from the subject teachers in relation to the resources employed in the teaching.

Oyeniran (2003) observes that students learn best if they are given the opportunity to see and to make observations of what they are taught. He said a good instructional material might be a substitute for real life objects in the classroom as against the use of exploratory methods. Many research reports abound on the inevitability of instructional materials and resources on educational outcomes (Hassan, 2000). When instructional materials and resources are lacking or are inadequate education is compromised and this

inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals consist of all staff (teaching, managerial, and technical/support staff) engaged in any of the organization's activities. Akiba (2004) asserts that it is well-recognized that the human resources of any school are its most valuable asset. This is particularly true in learning institutions, where the people required to do the core work of the organization are highly trained individuals. In this study the focus will be on the teaching staff, with no less regard to the role played by the sub-ordinate staff in ensuring good academic performance of students such as preparing their meals in time, transporting them during academic performance enhancing tours, typing and producing their assessment tests, arranging their laboratories and libraries, and the list is endless.

Management of human resource is an organizational function specifically concerned with the management of employees (Nzuve, 2010). He further asserts that the manager must have authority over all the human resource functions. This can be made possible by well developed and written personnel policies covering all the areas. Khanka, S.S. (2003:1) states that it is the human resource that makes use of non-human resources. Hence people are the most significant resource in an organization. It is man who makes all the difference in organizations. Human resources are heterogeneous in the sense that they differ in personality, inconsistent and unpredictable hence a head teacher needs to be proactive, tactful and innovative. This is because better educated, more skilled, better aware of their interest and rights are some of distinguishing features of modern human resources.

According to Akiba (2004), a highly qualified teacher is defined as fully certified, possessing a bachelor's degree, and demonstrating competence in subject knowledge and teaching. Many states still face difficulties in fully meeting these requirements (U.S. Department of Education, 2006), and data from the Council of Chief State School Officers (Blank, 2003) shows large state differences in the numbers of certified teachers providing instruction in subjects such as mathematics. Many empirical studies have been conducted in the United States to identify the characteristics of teacher quality that are associated with higher student achievement. Several syntheses of these studies have identified teacher certification, subject matter knowledge, pedagogical knowledge, and teaching experience as significantly associated with higher student achievement or greater achievement gains (Darling-Hammond & Youngs, 2002; Rice, 2003; Wayne & Youngs, 2003; Wilson, Floden, & Ferrini-Mundy, 2001, 2002).

Studies have found that students taught by teachers holding subject-specific certification achieve better. Empirical studies have revealed that students taught by teachers certified in mathematics score higher in both general mathematics and algebra than do students taught by teachers certified in other subjects. Contrary to these studies, Rowan, Correnti, and Miller (2002) found that subject-specific certification had no significant impact on elementary school students' achievement growth in mathematics or reading. These empirical studies seem to suggest that teacher certification matters in secondary schools but not in elementary schools (Rice, 2003).

In Africa, as in many other regions, the educational systems are confronted with challenges which directly or indirectly affect the teaching Profession (Oplatka, 2007). In Nigeria, for example, Ogbodo (1995) argues that the quality of education depends to a large extent, on the quality of teachers. The quality of education and learning achievements of students depend heavily on the quality, competence, personality and dedication of teachers. Also a good number of studies have shown that students' achievement has a positive relationship with the quality of teachers. The training which a teacher receives has been proved to be important to students' Academic performance. (Idiagbe, 2004).

In Kenya, stepping in most classrooms one is confronted with an authoritarian teaching style focusing on memorization and discipline, a legacy of the days of British rule in Kenya. Since the most important condition for quality is the professional development of teachers, teacher enrichment through quality development will be the answer to these outdated teaching styles. According to Odhiambo (2003) in the current climate, teacher redistribution, re deployment and retraining are essential. His research clearly showed that a greater percentage of secondary school teachers in Kenya felt that they did not have opportunities for teacher professional development programmes and despite the concerns raised by the educational administrators that teachers needed to upgrade their teaching skills constantly and that quality of teaching was crucial to the education system in general and school development in particular, there is still no firm policy on teacher continuous development.

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikman & Unterhalter, 2005). Since education is an investment, there is a significant positive correlation between education and economic-social productivity approaches. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000). Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 2009).

Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. They further support this by arguing that good leadership commits to doing less

and being more. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

2.8 Effect of Teachers Development on the Academic Performance

Orora (2008), observed that many teachers perceive staff development programmes as an instrument for enhancing their effectiveness in instructional duties. In management studies, staff development is an essential personnel function for managers, and head teachers included. Financing staff development programmes present insurmountable challenges to teachers and local educational managers. On the other hand, head teachers as instructional leaders are often absent from their schools either on official duties or on personal business. Besides, the local quality assurance personnel (formerly called the inspectorate) is hardly equipped to mount relevant courses (Clotfelter, Ladd & Vigdor 2006b).

Clotfelter (2006) also found out that effective teacher management practices including staff development programmes related positively with pupil academic achievement. Staff development programmes aimed at improving teachers' knowledge on human resource management will therefore impact on pupils' academic achievement. Mastery of content matter of any subject enhances teachers' effectiveness on cognitive aspects of education. The mastery of content area facilitates effective teaching and therefore enhances pupils academic achievement (Downes, 2003).

Staff development programmes will therefore impact on teachers' effectiveness if they enable teachers to master relevant content areas on which national examinations are based. Seeking more knowledge on teaching as a profession motivates teachers' into taking their roles seriously. Motivation of teachers on the other hand impacts on teachers' effectiveness. It has been found that for effective learning to take place, choice of appropriate teaching methods must be made depending on the topics. Atsenga (2002) agree that effective teaching methods impacts positively on learning. Staff development programmes, which promote knowledge on choice and use of effective teaching methods, impact on teachers role effectiveness

Guidance and counseling services have gained popularity in the recent times as a tool for re-orientating students on goal setting and goal achievement. Proper guidance and counseling must be carried out to focus students on goal achievement. 50 per cent of the teachers responded that they take staff development programmes to gain more knowledge on guidance and counseling. Moreover, many schools have set up guidance and counseling departments. For the simple reason that teachers enhance their role effectiveness, they have embraced staff development programmes on guidance and counseling (GoK, 2008).

According to Duflo,(2005),For professional development to achieve its goal of improving teacher preparedness for classroom requirements, teachers need to spend more than a day of training in a relevant content area (Duflo, 2005). Career advancement refers to the process by which employees progress through a series of stages, each characterized by a

different set of developmental tasks, activities and relationships. Lack of promotion and recognition for work performed as well as lack of chances for advancement among teachers caused dissatisfaction among some of them to resign. Arnold argues that the frustrations of having reached ones career ceiling or having been over promoted can result n extreme stress. On the other hand, individuals suffering from “career stress” often show high job dissatisfaction, job mobility, burn out, poor work performance, less effective interpersonal relationships at work and so on. Teachers are therefore faced with situations in which more efficient and effective school management requires new and improved skills, knowledge and attitudes to cope with a wide range of new demands and changes. It is thus necessary to provide the school managers with the necessary skills, knowledge and attitudes through teacher training programmes. Another way to improve job satisfaction is by varying tasks assigned to employees. Repetitive tasks make satisfaction difficult. Therefore, employees need independence to be fully satisfied within their jobs (Duflo, 2005).

2.9 Management of Educational Personnel and Students’ Performance

Management is a process of working with and through people to achieve organizational goals. It involves planning activities to achieve set objectives. It describes what managers do, which involves organizing, supervising, and controlling (Hanagan,2002). Many scholars found that among other factors that enhance pupils good academic performance in schools, effort exerted by head teachers, teachers, and parents are a major contributing factor (Nambuba, 2005). According to Musaaazi (2006), educational personnel are administrators, teachers and support staff. However, the roles of a head teacher have

direct influence on managing teaching and learning process. According to Nambuba(2005), the roles are; being custodian of good education standard in his or her school, aiming at high educational standards and ensuring observation of punctuality for teachers, pupils and others. These roles were stipulated mainly for primary school head teachers but they also apply to secondary school heads. To exhibit these roles a head teacher should have been adequately trained in educational planning, management and administration. Unfortunately Mulkeen (2005), Colby and Witt (2000), and Mafabi, (1993) concur that in developing countries, Uganda in particular; few head teachers have been trained. They may lack academic and instructional leadership, time management, school vision and mission, tradition of performance, teaching environment and school and community relations (Ankomah, 2005). This could render the head teacher ineffective in exercising

Wanda (2005) affirms that if management was equipped with skills, the work of administering and guiding the decision makers of the school on how to achieve an optimal mix of inputs would be smooth; because management motivates both staff and students to work (Nsubuga (2003) reported that most head teachers work hard in Adjumani area in Uganda, with average working week of over 65 hours, less than 20% received any induction management training, efforts have been made to train all head teachers in management and administrative skills and all newly appointed head teachers get induction in management training. Despite training efforts, the researcher wonders why performance in some schools especially Adjumani remain low. The researcher disagrees with Nsubuga (2003) that induction in management training does not make a

person professional in management; it is inadequate. Therefore, the researcher believes that besides induction, head teachers need training and should practically apply managerial skills acquired that will effect on performance. Mulkeen, (2005) indicated that school head teachers are one of the main determinants of overall quality and effectiveness of schools .However, many head teachers neglect instructional supervision and support of staff (Colby, Witt & Associates June 2000, Nsubuga 2003).

Mulkeens (2005) further observes that there is positive correlation between teachers knowledge of their subject and impact in the classroom. Some teachers may have little knowledge of the subject content to be taught thus practice remote teaching whereby they write notes on the board or use a class prefect to readout of a textbook while absent and this impedes good teaching. Nsubuga (2003) confirmed that teachers are not regularly appraised and schools are not adequately inspected. School head teachers do not supervise their teachers in class. Thus, teachers may become reluctant in teaching. If teachers are reluctant in teaching what should make a school healthy, alive and a positive place of learning? According to the researcher, the most critical issues for a vibrant place of learning have to do with spirit, commitment, the challenge of being a teacher, reverence and awe for the privilege of being called to teach. If teachers do not love what they do, how they hand on excitement about learning? Teachers cannot pass on joy about learning unless they possess it. No one can give what he or she does not have. It should be noted that review above offered literature on role of head teachers, training, and supervision. About teachers, it reviewed teacher competence, qualification, time and knowledge.

2.10 Summary of Literature Review

Maicibi (2003) contends that, without a proper leadership style, effective performance cannot be realized in schools. According to the ministry of education heads are supposed to ensure efficient and effective management of school finances to provide and promote educational service (Olembo2005). Orlosky (2004) asserted that, financial management determines the way the school is managed and whether or not the school is bound to meet its objectives. According to MOEST (2004), Text books and other instructional materials play a very important role in a child's learning. They help ensure pupil receive a balanced and relevant curriculum to which they are entitled. However, the teacher has responsibility to ensure that the text books and other learning materials are utilized properly to the benefits of the child. Instructional materials influenced teachers in instructional abilities since they act as reference materials and a basis of assisting pupils. Mulwa (2004) studied the factors influencing pupils' academic performance in KCPE and stressed that unavailability of important resources like reference books and revision books hinders pupils from doing well.

According to Odhiambo (2003) in the current climate, teacher redistribution, re deployment and retraining are essential. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement

characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

In Uganda and Zambia, World Bank (2004), reported teacher absenteeism rate at 26% and 17% respectively. Similarly, Mulkeen (2005), & Nsubuga (2003) affirm that this reduces teaching hours, which are low in Sub Saharan Africa by international standards. Thus reduce performance due to unscheduled school closing and teacher and student absences, less classroom time and irregular homework, (Aganze 2008), because real quality improvement depends on what happens in the classroom (De Grauwe & Naidoo 2004).

2. 11. Theoretical Framework

This study was guided by the systems theory by Ludwing Von Bertalanffy (1960) Systems thinking has been more heavily influenced by the work of the biologist Ludwig von Bertalanffy and later adaptations by the social psychologist Uri Bronfenbrenner, who examined human biological systems within an ecological environment. Von Bertalanffy believed that all things, living and non living, could be regarded as systems and that systems have properties that are capable of being studied, (Anderson *et al* 2009). A *system* is defined as “an organized whole made up of components that interact in a way distinct from their interaction with other entities and which endures over some period of time” (Anderson *et al* 2009). Systems theory is a way of elaborating increasingly complex systems across a continuum that encompasses the person-in environment, (Anderson, Carter, & Lowe, 1999). Systems theory also enables us to understand the

components and dynamics of client systems in order to interpret problems and develop balanced intervention strategies, with the goal of enhancing the “goodness of fit” between individuals and their environments.

While reflecting on systems theory Mullins (2000), stipulates that an organism is an integrated system of interdependent structures and functions. A system is a set of related parts that work together to achieve an objective. The set of interdependent parts could be referred to as subsystem. A system can be open in that it interacts with the environment or closed. Any system must have boundaries. He further noted that attention should be focused on; Total work organization; Interrelationships of structure and behavior; the range of variables within the organization.

Organization refers to the grouping and arrangement of parts to form a whole to put the system in working conditions. According to Mullins (2000), to achieve the objectives of any organization and to satisfy its goals, input is taken from the environment. Through a series of activities, these inputs are transformed into outputs which are returned to the environment as inputs to other systems. The organization operates through dynamic setting hence success in achieving its goals will be influenced by the multiplicity of interactions with the environment.

In the academic institution, a variety of interacting components influence academic achievement. These include head teachers’ competence in management of school finance , learning resources, time for instruction and human resources. This theory justifies the

adoption of proper management and administrative skills among Head teachers in primary schools in that pupils' behavior and output is directly influence by the head teachers' competence in management school resources .A well-managed school system in terms of finances, time for instructions, learning resources and human resources leads to improved learning outcome.

2.10 Conceptual Framework

The study was guided by the following conceptual framework.

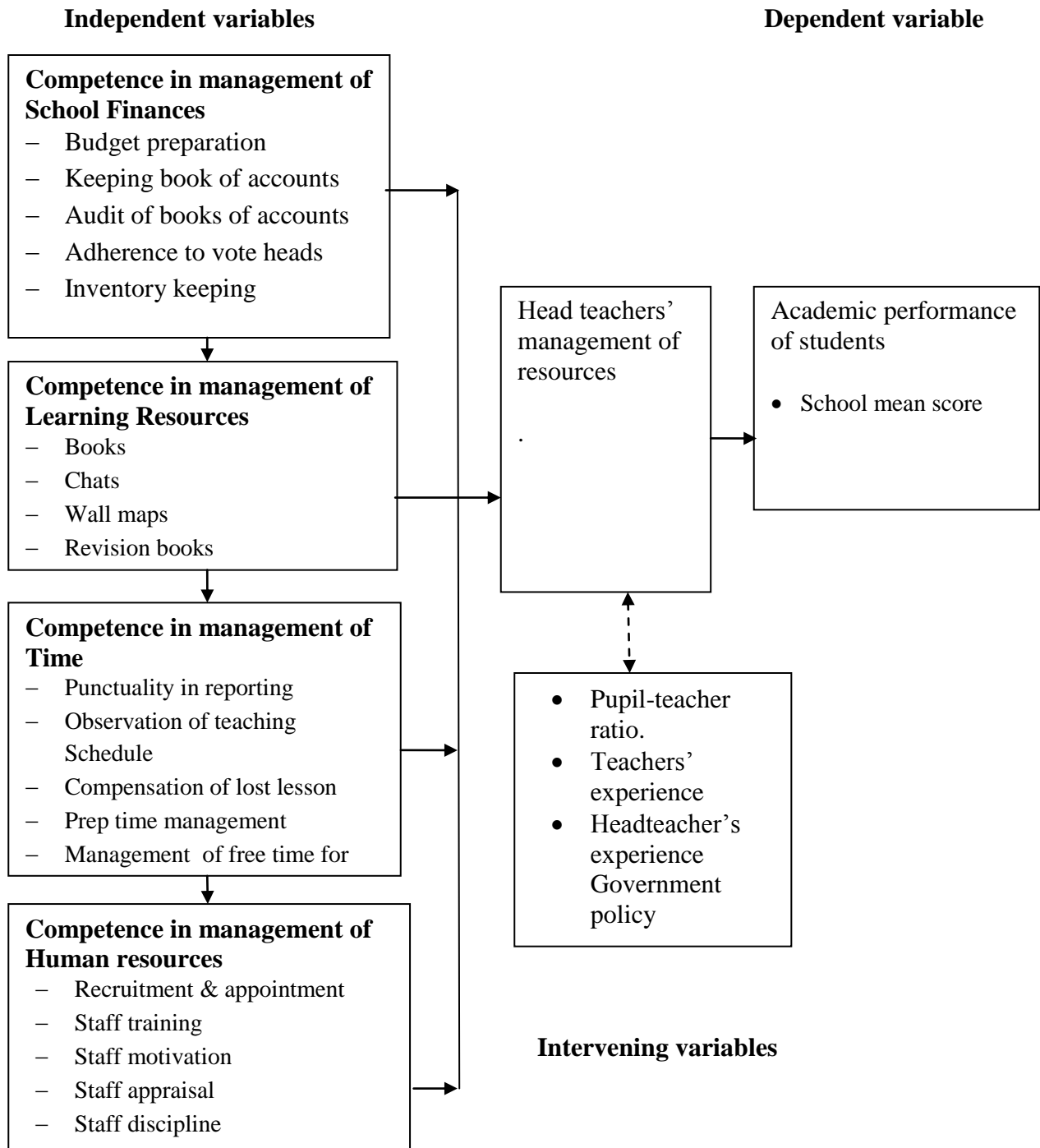


Figure 2.1 Conceptual framework

The study is based on a conceptual framework between independent variables in this case school financial management (indicated by budget preparation ,bank reputation, keeping book of accounts, audit of books of accounts ,adherence to vote heads and inventory keeping) learning resources management (indicated by Books, Charts, Lab Chemicals and Revision books) time management (indicated by punctuality in reporting, observation of teaching schedule, compensation of lost lesson, prep time management and management of free time for learners) and human resource management (indicated by recruitment and appointment, staff training, staff motivation, staff appraisal and staff discipline) and the dependent variable Academic performance of students (indicated by Number of quality grades obtained, School mean score and number of waste grades obtained) .There are however other factors which intervene in this relationship. These comprise of the intervening variables Head teachers' management styles, Government policy and Head teachers' special abilities. Influence of the interplay between the independent and the intervening variables on the dependent variable could be established through checking the number of students obtaining quality grades, number of wastage grades, and mean score of the school in the KCSE examinations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains how the research was carried out. It discusses on research design, target population, sample size and sampling procedures, research instruments, Validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

A research design, according to (Kothari, 2004), constitutes the blueprint for the collection, measurement and analysis of data. According to Mugenda and Mugenda (2009), research design is a systematic inquiry into which the researcher does not have direct control of the independent variable because their manifestation has already occurred. This research study considered gathering of consistent and accurate data, as such, the study adopted a descriptive survey design. According to Merriam (1998) descriptive research is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables. The descriptive design is a useful tool for collecting information regarding people's attitudes, opinions, habits, or any of the variety of education or social issues(Orodho 2002).. The design was been selected because it is suitable to capture the respondents feeling opinions and views of the Influence of head teachers' competence in resources management on pupils' academic achievement in Marigat and Koibatek Sub-Counties, Baringo County, Kenya.

The effect relationships of resource utilization cannot be manipulated by the researcher; there is no way in which some schools can be denied resources or teaching/learning facilities or restricted to utilize them in order to observe the effect on education, what can be done however is reconstruction by examining the different levels of resource adequacy and the extent to which schools were utilizing them and compare with their respective performances. The independent variables in this study were head teachers competence in resource management, while pupils' academic performance was the dependent variable. The study therefore gave an existing state of events in Marigat and Koibatek sub-counties.

3.3 Target population

The target population consisted of 160 public primary schools from Marigat and Koibatek Sub-Counties which had presented candidates for Kenya National Examination Council (KNEC) between 2008 and 2012. The study targeted 160 Head teachers, 180 standard eight class teachers and 3600 class eight pupils. Head teachers were targeted because they are the accounting officers and they facilitate the teaching and learning process in their schools and are in a better position to provide general information about their schools. A class teacher is always monitoring the class activities and therefore they were likely to be aware of the factors that influence pupils' academic performance in KCPE and could therefore provide more reliable information on the same (Marigat and Koibatek sub-counties Education offices, 2011).

3.3.1 Selection Criteria

Inclusion Criteria

- i. 160 Head teachers form primary schools from Marigat and Koibatek Sub-Counties
- ii. 180 standard eight class teachers form primary schools from Marigat and Koibatek Sub-Counties
- iii. The study will include all 3600 class eight pupils.

Exclusion Criteria

- i. The study will not include pupils from class seven and below.
- ii. The study will exclude all parents of pupils

3.4 Sample size and Sampling Procedures

The mathematical formula developed by Yamane (2008) was used to calculate the sample size as follows. $n = \frac{N}{1 + N(e)^2}$. Where n = total sample, N = total population, e = desired margin error i.e 0.05. Total primary schools=160 Therefore the sample $n = \frac{160}{1 + 160(0.05)^2}$. $n = \frac{160}{1.4} = 114$. Simple random sampling was used to ensure that each member of the target population has an equal and independent chance of being included in the sample. Therefore, the study sampled 114 head teachers, 124 standard eight class teachers and 360 standard eight pupils by employing stratified and simple random sampling techniques respectively. Stratified sampling technique was used to select the head teachers, standard eight class teachers and class eight pupils. Stratified

sampling techniques identify subgroups in the population and their proportions and selection from subgroup to form a sample (Sekaran, 2003; Gay, 2001).

3.5 Research Instruments

The study used four sets of self -designed questionnaires for the head teachers, (Appendix ii) Standard eight class teachers (Appendix iii) and class eight pupils (Appendix iv). Each questionnaire comprised of section A and B. Section A contained items aimed at obtaining general information about the respondents and schools, while section B consisted of specific questions related to the objectives of the study. The resultant information was to arrive at the conclusion on head teachers Management of school resources and pupils' academic performance in public primary schools in Marigat and Koibatek Sub-Counties, Baringo County, Kenya .Five point Likert scale was used in which data collected was rated as very high (5), high (4), fairly high (3), low (2) and very low(1). A score of 5, 4, and 3 was taken .

3.6 Instrument Validity

Validity determines whether the research tool truly measures that which it is intended to measure or how truthful the research results are (Borg & Gall,2007).Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Kothari (2004) pointed out that validity measures the accuracy of the instruments in obtaining the anticipated data which can meet the objectives of the study. According to Borg and Gall (2007), content validity of an instrument is improved through expert judgment. The researcher therefore sought the guidance of university

supervisors in ensuring content validity of the research instruments. Face validity is a measure of how representative a research project is 'at face value,' and whether it appears to be a good project.

3.7 Reliability of the Instruments

According to Mugenda and Mugenda (2003), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. After establishing the validity the researcher tested the reliability of the instrument. A pilot study was conducted in two Sub-Counties (Marigat and Koibatek Sub Counties) for the purpose of refining the research instruments. It was done to ensure that the subsequent data collected using the research instruments were accurate. Piloting helped in knowing whether there were ambiguities in any of the items and if the information received could meaningfully be analyzed in relation to started questions. Mugenda and Mugenda (1999) stated that a sample of 0.05% to 10% of the accessible population is usually sufficient to discover flaws in research instruments so as to facilitate its refinement. On the basis of this, the researcher examined 16 head teachers and 16 school management committee.

The researcher assumed that schools within the same division had similar experiences and therefore responses of respondents from the pilot schools would be reasonably similar to those of the sampled schools for the study. Respondents conducted during the piloting were deliberately excluded during the final administration of the research instrument. This was to control extraneous influence on the research findings due to their prior knowledge of the information required by the instruments. Grinnell (2003) observes

that reliability measures the degree of accuracy an instrument provides. It ensures that the instrument generates similar data when used by independent researchers. The Cronbach Alpha reliability test was performed on the piloted instruments to determine their Alpha strengths. Kathuri and Pals (2003) recommends a Cronbach Alpha test score of 0.7. Cronbach Alpha appropriateness is because of its ability to handle multiple responses of the items. The researcher ensured that the questionnaire meets the threshold for acceptable reliability of $\alpha = 0.65$.

3.8 Data Collection Procedures

The researcher sought permission from the National Commission for Science, Technology and innovation (NACOSTI), then, visited the Sub-county Director of Education and Deputy County Commissioner for the sampled Sub-counties for the same. The researcher then sent letters of introduction to all the respondents of the selected primary schools in Marigat and Koibatek Sub-Counties, Baringo County. After two weeks the researcher made a follow up by visiting the institutions as per the set schedule. An introductory meeting was held with the respondents at the schools visited in order to create a rapport, confidence and to remove any suspicion. Respondents were assured of confidentiality of their identity. After the briefing session, the questionnaires were distributed to the head teacher, school management committee treasurer and after filling the questionnaires, and then proceed to see the Sub-county auditors and the quality assurance and standards officers at their offices for the same.

3.9 Data Analysis Techniques

The data was summarized using the means, modes, medians, frequencies and percentages to establish the level of competence of the Head teachers in financial management in public primary schools. Tables were used to present the results into comprehensive information. Data was analyzed using descriptive statistics, scaling method; particularly the use of a five point Likert scale was used to determine the weight of the perception of the respondents rated as very high (5), high (4), fairly high (3), low (2) and very low(1). A score of 5, 4, and 3 was taken to indicate competency in head teachers' management of school resources therefore taken as a positive indicator. Low and very low was taken as negative indicator.

To evaluate the relationships between the dependent and independent variables, person product moment correlation analysis was done . Multiple regression models were used to determine the importance of each variable with respect to Pupils' academic performance in KCPE in Marigat and Koibatek Sub-Counties, Baringo County, Kenya.

A linear regression model was used to determine the relationship as shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon. \text{ Where; } \beta_4 = 0 \dots \dots \dots \text{Equation 1}$$

Where:

Y=the dependent variable.

β_0 =constant term.

X1 = Head teachers' management of school finances

X2 = Head teachers' management of learning resources

X3= Head teachers' management of time for instruction

X4= Head teachers' management of human resources

é. =error term.

This model determined the magnitude and significance of each independent variable on the dependent variable.

3.10 Ethical Considerations

This researcher took into account several ethical issues. The researcher obtained an introductory letter from University of Nairobi and used it to get permit and letter of research authorization to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). These documents were used to seek permission from the sub county Commissioner and Sub-County Education Officers for Marigat and Koibatek Sub-counties to conduct the study in their areas of jurisdiction. A letter of introduction was sent to the targeted teachers within Marigat and Koibatek Sub-Counties. Although the questionnaires that were used entailed personal information, privacy and confidentiality of the respondents and information obtained from them was treated as confidential. No information was allowed into the public domain without the consent of respondents other than the generalized report on the analysis of data.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

4.1 Introduction

This chapter presents the findings of the study under the following Sub-sections: Questionnaire return rate, demographic characteristics of respondents, management and academic performance of pupils, learning resources and academic performance of pupils, time management and academic performance of pupils, human resources and academic performance of pupils, and strategies that can be used to improve academic performance of pupils.

4.2 Questionnaire Return Rate

560 questionnaires were collected back out of 598 questionnaires issues by the researcher in person with the aid of the research assistant. This return rate was tabulated as shown in table 4.1.

Table 4.1: Questionnaire Return Rate

| Respondents | Target | Sampled | Questions Returned | Percent return |
|----------------------|--------|---------|--------------------|----------------|
| Head teachers | 160 | 114 | 100 | 90 |
| Class eight teachers | 180 | 124 | 100 | 80 |
| Class eight pupils | 3600 | 360 | 360 | 100 |
| | 3940 | 598 | 560 | 93.6 |

The pattern in the return rate was due to the fact that the researcher personally visited the schools and collected the questionnaires immediately after filling by the respondents. All complex terms and purpose of the research was explained to the respondents hence the high cooperation and return rate. According to Kathuri (2007), 55% return rate is adequate for a study. Mugenda and Mugenda (1999), Indicated that a response rate of 50% is enough for analysis and coming up with conclusions; a rate of 60% is good and a response rate of 70% and over is excellent. Based on the above percentages the response the total return rate of 93.6% respondents is representative enough for the study. was considered to be excellent.

4.3 General information of respondents

While the study did not aim at investigating the effect of the respondent's demographic characteristics on management of school resources and pupils' academic performance in public primary schools in Marigat and Koibatek Sub-Counties, Baringo County, Kenya it

was critical to get this information for having profiles of the respondents responses .The responds were as shown below:

4.3.1 Professional qualifications of Head Teachers

The professional qualification of head teachers determines their ability to adapt to modern or scientific methods of management in a school. It was therefore necessary to assess the academic level of the sampled head teachers. The results are shown in Table 4.2.

Table 4.2: Professional qualifications of Head Teachers

| Qualification | Frequency | Percentage |
|-----------------------|------------|------------|
| P1 | 13 | 13 |
| Diploma Holders | 66 | 66 |
| Bachelor of Education | 20 | 20 |
| Masters | 1 | 1 |
| Total | 100 | 100 |

The study reveals that, a majority of the head teachers 66(66%) had attained Diploma level of qualification, 20 per cent had a Bachelor’s degree, 13 per cent had P1 qualifications while the minority (1%) had a masters qualification. This implied that they could have the requisite level of knowledge and competence to manage school resources. The small number of head teachers who had attained primary teachers certificates (P1) is an indication of changing trends in education where even primary school teachers are

pursuing higher degrees and other related qualifications in Kenya and other parts of the world. Initially, P1 Teachers used to be posted by the Teachers Service Commission (TSC) to the primary schools but data obtained from the research shows that a high percentage of this professionals are seeking higher qualification, such as diploma and degree qualifications, (Table 4.1). The study shows that the time spent by these teachers in seeking higher training may have a negative effect in KCPE performance because of the balance they must strike between their studies and classroom or lesson preparation. However, after completion of their studies, the skills and knowledge acquired can be used to improve the academic performance of their schools. The finding deviates from the argument advanced by Ogbodo (2005) who argued that the quality of education depends on a large extent, on the quality of teachers. It also deviates from the study from Idiagbe (2004), who argued that the training which a teacher receives is important to students' academic success

4.3.2 Years of Employment as a Head Teacher

The study also examined the number of years head teacher has served in his position. The length of service determines a head teacher's ability to provide significant information on the subject matter. It was necessary to examine the number of years the head teacher had served since the study examined the academic performance of the school in the past few years in relation to the head teacher competence in managing school resources. The findings are shown in table 4.3

Table 4.3 Distribution of head teachers' experience

| Years Worked as a Head Teacher | Frequency | Percentage |
|--------------------------------|-----------|------------|
| 1-5 | 31 | 31 |
| 6-10 | 39 | 39 |
| 11-15 | 18 | 18 |
| 16-20 | 9 | 9 |
| 21-25 | 2 | 2 |
| 26-30 | 1 | 1 |
| Total | 100 | 100 |

The study reveals that 70 percent of the head teachers in Marigat and Koibatek Sub counties, Baringo County, Kenya have between 1-10 years of management experience. 39 per cent had served between 6-10 years ,followed by 1-5 years at 31 per cent and 11-20 years at 18 per cent .The least majority were between 16-20years at 9 per cent ,21-25years at 2 per cent and 26-30 years at 1 per cent . This shows that majority of the head teachers had enough experience in school management to give credible information with regard to the effect of human resource factors on performance in relation to pupils' academic performance. The findings deviate from the studies done by Darling-Hammond and Youngs (2002) that head teacher service experience is significantly associated with higher student achievement.

4.3.3 Years of Employment as a Head Teacher

The study also examined the number of years a head teacher had served in his current school. This would indicate the head teacher's ability grasp of the management issue affecting their station. The findings are as shown in Table 4.4

Table 4.4: Number of Years Worked as a Head Teacher in Current School

| Years Worked in the Current School | Frequency | Percent |
|------------------------------------|-----------|---------|
| 1-5 | 66 | 66 |
| 6-10 | 27 | 27 |
| 11-15 | 4.0 | 4 |
| 16-20 | 2.0 | 2 |
| 21-25 | 1.0 | 1 |
| Total | 100.0 | 100 |

Data presented in Table 4.3 shows that majority of the head teachers had worked in their current stations for less than five (5) years at 66%. This could be due a massive transfers that had been effected within the county in the past year. This information shows that the respondents were knowledgeable enough and could give valid and reliable information based on their high level of experience.

4.4 Head teachers Management of School Finances

The study first sought to establish the extent to which head teachers' management of school finance influence pupils' academic performance. To achieve this objective, head teachers were asked to rate themselves on their levels of competence in management of school finances especially proper book keeping, adherence to procurement policies,

competency in preparing the school budget, competency in preparing books for auditing and the adherence to vote heads. The responses were as presented in table 4.5

Table 4.5: Head Teachers, self-rating on competence in management of finance

| Variables | Rating | Years mean marks | | | | | | |
|-------------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| account | Low | 96 | 96 | 253.56 | 255.53 | 258.92 | 257.54 | 264.19 |
| | High | 4 | 4 | 269.26 | 271.04 | 277.25 | 273.88 | 285.58 |
| Procurement | Low | 98 | 98 | 253.71 | 255.85 | 259.38 | 257.99 | 265.00 |
| | High | 2 | 2 | 277.95 | 271.02 | 272.99 | 267.98 | 267.09 |
| Budget | Low | 96 | 96 | 253.20 | 255.65 | 258.61 | 257.49 | 264.02 |
| | High | 4 | 4 | 277.88 | 268.27 | 284.66 | 274.91 | 289.66 |
| Audit | Low | 99 | 99 | 253.99 | 256.05 | 259.54 | 257.94 | 264.77 |
| | High | 1 | 1 | 274.15 | 266.73 | 270.33 | 283.02 | 292.05 |
| Vote heads | Low | 85 | 85 | 252.40 | 255.12 | 258.35 | 257.16 | 263.99 |
| | High | 15 | 15 | 264.36 | 261.99 | 267.03 | 264.02 | 271.02 |

The researcher wanted to determine whether management of school finances had any bearing on pupils' academic performance as advocated by Orlosky (2004) who asserts that, financial management determines the way the school is managed and whether or not the school is bound to meet its objectives.

The findings indicate that 96 percent of the head teachers had low competence in financial record keeping. Only four (4) percent were able to keep proper financial

records. This may imply that they could not account well on financial expenses. The finding also reveals a gradual increase in mean scores from 2008 to 2009. Head teachers who had kept books of accounts were able to post higher mean scores as compared to those who had low competence in record keeping. Poor record keeping may be due to lack of knowledge on managerial skills. Therefore head teachers were not able to account for all the monies allocated to them hence could be a loophole for misappropriation of school finances leading to minimal mean scores in pupil's academic performance as a result of insufficient teaching and learning resources. Table 4.5 suggests that KCPE mean scores of primary schools whose head teachers kept proper books of accounts posted high mean scores while those with low means scores in Kenya certificate of primary examinations had low levels of competence in keeping proper books of accounts (Table 4.5) Opondo (2003) and Inyenga (2001) explained that the head teachers had financial constraints especially in keeping the cash books. They found out that there was shortage of accounting personnel and that a head teacher who lacks proper financial management skills was not able to carry out the work effectively. Lack of financial management may leads to poor financial planning which may affect the normal running of school programmes and purchase of adequate learning resources. School becomes incapacitated and students are send home due to fees arrears leading to class interruption and subsequent declined performance.

The study also revealed that 98 percent of the head teachers had low levels of competence in adherence to procurement policies. This may imply that they were involved in financial embezzlement leading to insufficient learning resources hence poor

academic performance. The results reveals that head teachers whose responds were low and very low in adherence to procurement policy had a mean {cores of 253.56 in Kenya certificate of primary examination for the last five years while those whose responds were high had a mean scores of 269.26 in Kenya certificate of primary examination.

The finding reveals that 96 percent of the head teachers were not able to prepare a comprehensive budget for their school's management committee for endorsement. They reported that they once attended a two day seminar when free primary education programme started way back in 2003 and they were not well equipped with financial skills and therefore they needed more training on how to prepare and present a school budget. Four per cent of the head teachers reported to have been marking their school budget.

The study further reveals that head teachers who drew budgets for their expenditures had their school performance improve as shown in table 4.5 above. In the years 2008-2012, schools with low mean scores demonstrates that head teachers had little emphasis on making school budgets. The findings concludes that failure to prepare school budgets by head teachers have a negative influence on academic performance of the school through poor management of finances. This is because the head teachers are not in a position to estimate well all the learning resources required and may not be in a position to purchase them due to poor financial management.

The findings also show that 99 percent of the head teachers were not able to present their books for audit to the sub-county auditor. One percent of the head teacher made an attempt of presenting their books of accounts for audit. They argue that they had no competence of preparing them and therefore they were fearing victimization if their case was not valid. It was also reported that over 10 head teachers had been demoted and disciplined for not adhering to the financial policies. Lack of financial audit leads to financial impropriation which compromise the school purchase priorities and subsequently lack of learning resources which influence school academic performance

The study found out that most head teachers, who did not audit their school finances, had their school performance in national exams at all-time low. This may be have been related. Except for the year 2012, all preceding years had a lower mean score of below 260. From table 4.5, this confirms that auditing of school finances would positively improves academic performance. According to table 4:5, head teachers who were rated low in adherence to vote heads procedures had low mean scores in their academic performance between the year 2008 and 2012 ,while those who were rated fairly high and high in adherence to vote heads had high mean scores in academic performance. The implication is that proper adherence to the vote heads by the head teachers means that there was high chances by the head teachers to purchase the learning resources as per the amount allocated by the ministry of education and therefore no items will be left even though they may be in small quantities. Availability of the learning resource has positive impact to academic performance.

In comparing this variable with the results of table 4.5, the low performance in national examinations is observable in schools where the head teachers themselves did not keep proper books of account. The schools which rated low and very low in financial records keeping had also posted low mean score in their academic performance between the years 2008 and 2012. The implication of this objective was that head teachers who had high levels of competence in financial management were able to utilize finances well and could be able to buy all the necessary resources for teaching and learning .They could spend some money to purchase enough course books for teaching and learning construct enough classrooms, creating a conducive learning environment for both teachers and pupils saving some coins to spend for resource persons invited to guide the students as well as having enough money for motivation. This could lead to high academic achievements by the students.

Table 4.6 Teachers rating on head teacher’s competence on management of Finances

| Variables | Rating | Years mean marks | | | | | | |
|-------------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| account | Low | 65 | | 254.21 | 253.78 | 257.20 | 256.20 | 265.18 |
| | High | 35 | | 256.33 | 253.48 | 258.47 | 255.77 | 266.42 |
| Procurement | Low | 68 | | 245.34 | 244.31 | 262.30 | 262.00 | 269.76 |
| | High | 32 | | 254.56 | 256.65 | 259.54 | 258.03 | 264.85 |
| Budget | Low | 81 | | 253.24 | 255.96 | 259.67 | 258.76 | 264.98 |
| | High | 19 | | 258.25 | 256.96 | 259.58 | 255.76 | 265.31 |
| Audit | Low | 89 | | 253.95 | 256.33 | 260.00 | 258.36 | 264.93 |
| | High | 11 | | 256.17 | 254.69 | 256.81 | 256.79 | 265.95 |
| Vote heads | Low | | 84 | 254.92 | 256.68 | 259.60 | 258.13 | 265.35 |
| | High | | 16 | 254.11 | 252.86 | 323.86 | 260.10 | 268.90 |

Table 4.6 above indicates that a majority (65%) of the teachers found the head teachers' competence on management of accounts to be low. Another majority (68%) found the head teachers' competence on management procurement to also be low. Similarly, 81% of the teachers felt that the head teachers' competence in management budget to be low. More significantly, 89 per cent and 84 per cent of the teachers found that the head teacher's competences in audit and vote head respectively to be low. These in competences are seen to be consistent with poor academic mean score spread through the academic year 2008 to 2012.

Table 4.7 Teachers comments on head teachers' competence in financial management

| Rating | Freq | Percent | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------|------|---------|--------|--------|--------|--------|--------|
| low | 94 | 94.80 | 252.33 | 253.41 | 259.75 | 258.69 | 266.04 |
| high | 5 | 5.20 | 255.88 | 254.93 | 271.65 | 257.29 | 266.29 |

The data results show a poor attitude of teachers to their fellow head teacher in handling finances. The teachers do not seem to have synchrony and acceptance to the way finances are handled, and this reflects in the students' performance in the overhaul. This observation can explain why teachers may decide to abscond classes and disregard lesson preparation as well as adherence to class conduct. The study further sought to establish the Head teachers' levels of competence in management of learning resources

4.5 Head teachers' and Teachers responses of Management of Learning Resources

The second objective of this study was to determine the influence of Head teachers' management of learning resources on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo, County Kenya. To achieve this objective, student and teacher were asked to rate their head teachers' level competency in provision of adequate classrooms, pupils desks, teachers chairs, teachers tables and pupils toilets. The findings are presented as shown in the tables 4.8

Table 4.8: Head teachers self-rating in management of learning resources

| Variables | Rating | Years mean marks | | | | | | |
|-----------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| Class | Low | 35 | 35 | 255.09 | 258.22 | 257.05 | 264.22 | 258.22 |
| | High | 65 | 65 | 268.33 | 276.10 | 271.25 | 274.46 | 276.10 |
| Desks | Low | 48 | 48 | 255.91 | 259.35 | 257.91 | 264.68 | 259.35 |
| | High | 52 | 52 | 268.02 | 274.28 | 271.68 | 282.58 | 274.28 |
| Chairs | Low | 53 | 53 | 256.15 | 259.65 | 258.19 | 265.04 | 259.65 |
| | High | 47 | 47 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Tables | Low | 60 | 60 | 256.19 | 259.65 | 258.29 | 264.92 | 259.65 |
| | High | 40 | 40 | 252.49 | 259.54 | 248.08 | 276.91 | 259.54 |
| Toilets | Low | 35 | 35 | 256.29 | 259.86 | 258.40 | 265.24 | 259.86 |
| | High | 65 | 65 | 242.12 | 239.20 | 237.30 | 245.36 | 239.20 |

The findings indicate that a majority (65%) of the head teachers had high levels of competence in provision of adequate classrooms for teaching and learning. Only 35 percent of the schools had insufficient classrooms .The unavailability of classrooms

would imply availability of a conducive learning environment. Schools with inadequate class rooms were found to performance poorly compared to those with adequate calls rooms in Baringo County.

From the table 4.8 it is clear that majority of the head teachers, 52 percent were not able to provide adequate desks and 48 percent were incompetent in provision of the desks for pupils. In some schools, pupils would squeeze themselves in one desk, hence affecting their physical comfort and concentration in class. This is evident as shown in table above where students in schools with adequate chairs and desks posted higher mean scores than their counterparts with inadequate facilities. Based on the findings the study posits that adequate desks and chairs accounts would improve academic performance as schools with adequate desks and chairs were found to perform better than those without. Majority of the head teachers were close to provide adequate learning resources.

The study reveals that 53 percent of the head teachers were unable to provide adequate chairs for their teachers while 47 percent were able. Furthermore, 60 percent of the head teachers rated low in provision of teachers' tables. Only 40 percent were able to provide adequate teacher's tables in class. The implication was that, insufficient teachers tables would mean that, teachers were not comfortable in the class and they were not even able to mark pupils work in class due to insufficient tables.

The finding finally indicates that 35 percent of the head teachers had low levels of competence in providing adequate pupils toilets in their schools. Inadequate pupils'

toilets may mean that pupils were wasting much time during break as they line up in the toilets. The ministry of education specify that, one toilet is supposed to be shared by 30 boys while 27 girls share one toilet.

Public health policy (2011) requires a ratio of 1:25 for boys, 1:30 for girls. The findings above fall short of these requirements with some schools observed to stretch to 1:100 boys and 1:120 girls which is significantly inadequate. The teachers were also asked to give their ratings on head teachers' management of learning resources. The findings are as shown in Table 4:9

Table 4:9 Teachers rating on head teacher's management of learning resources

| Variables | Rating | Years mean marks | | | | | | |
|-----------|--------|------------------|---|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| Class | Low | 27 | | 252.48 | 253.77 | 258.23 | 256.95 | 264.47 |
| | High | 73 | | 255.67 | 268.31 | 270.23 | 269.63 | 264.64 |
| Desks | Low | 48 | | 250.65 | 252.73 | 252.04 | 253.17 | 260.21 |
| | High | 52 | | 254.38 | 256.33 | 260.05 | 258.45 | 265.30 |
| Chairs | Low | 39 | | 253.91 | 255.71 | 259.53 | 257.86 | 264.66 |
| | High | 61 | | 257.02 | 260.60 | 260.88 | 261.50 | 268.94 |
| Tables | Low | 62 | | 254.23 | 256.39 | 260.04 | 258.65 | 265.02 |
| | High | 38 | | 253.04 | 248.42 | 247.01 | 243.33 | 265.66 |
| Toilets | Low | 41 | | 251.40 | 253.35 | 259.02 | 255.09 | 265.87 |
| | High | 59 | | 251.60 | 254.53 | 297.07 | 257.07 | 267.17 |

Table 4:9 above indicates that the lowest yearly mean mark was at 25.65 in year 2008 recorded in schools with few number of desks. Majority of the teachers (73%) of the teachers found the head teacher's management of classrooms high, 52% of desks

management high, 61% of chairs management low, 62% of Tables management low and 59% of toilets management high. The availability of spacious and adequate classrooms, desks, toilets, chairs, tables implies that pupils and teachers were comfortable in their class rooms and therefore they could concentrate in their learning hence could post high grades. Generally, the respondents reports that the low level of competency by head teachers in management of learning resources was the main cause of insufficient classrooms, desks, chairs, tables and toilets.

On the other hand, inadequacy of learning resources implies that the pupils and teachers could be learning in uncomfortable environment and therefore may not be able to achieve high academic performance due to the fact that pupils will be squeezing on one desk leading to poor handwriting and may be scrambling for few textbooks. School environment in essence encompasses ambience or atmosphere, security, safety and the quality of the buildings which should be appropriate, adequate and devoid of any risks to users. The quality of the physical environment of the school undoubtedly affects the quality of teaching and learning. Threats may be as a result of violence, harassment, armed conflicts and insecurity, inadequate healthcare and lack of care for special needs. Many of the students according to Chan and Watkins (1994) would prefer a school to be a friendlier place where both the learners and the teachers enjoy working together, executing a variety of interesting and challenging activities. Such an environment would encourage both the deeper level and more achievement Orientation learning strategies that learners would prefer.

A study by an international workshop in Dakar (UNESCO 2001) agreed that the student performance has been remained hampered because of the very paucity of the learning environment. In conclusion the finding portrayed that low levels of head teachers management of learning resources would automatically lead to poor academic achievement on pupils while high levels of competency in physical management by the head teachers would lead to high academic achievement.

Table 4:10 Summary Statistics on head teacher’s management abilities.

| Variables | Mean | Percent | N |
|--|------|---------|-----|
| Head teachers’ ability to provide adequate classrooms. | 2.70 | 54 | 100 |
| Head teachers ability to provide adequate teachers chairs. | 1.95 | 39 | 100 |
| Head teachers ability to provide adequate teachers tables. | 1.84 | 36.8 | 100 |
| Head teacher’s ability to provide adequate pupils toilets. | 2.58 | 51.6 | 100 |
| Head teacher’s ability to provide adequate pupils desks. | 2.47 | 49.4 | 100 |

The mean denotes the average of response, which was a categorical ordinal response from extreme low to extreme high. It can be observed that provision of classroom is fair because no school system can begin without classes, however inadequate. But schools are not able to provide tables and chairs in classes for teachers to use them during lessons for sake of teaching composure. Also, on average, toilets were available in schools, although not sufficient compared to the need of these toilets. Unavailability of pupils desks were a

major challenge that influence pupils academic performance, and that is why the students posted low results in their Kenya national examinations as shown in Table 4.10.

4.6 Head Teachers Management of Time and pupils Academic Achievement.

The third objective was to establish the effects of head teachers' management of time for curriculum implementation on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo County, Kenya. In order to achieve this, the respondents were asked to rate the levels of competence of the head teacher in provision of the structures for monitoring reporting and departure time by teachers, support staff and pupils as well as the lesson attendance, evaluation and syllabus coverage by the teachers. The findings are reflected in table 4.11.

Table 4.11: Head teachers self-rating on time management

| Variables | Rating | Years mean marks | | | | | | |
|-----------------------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| Arrival/depart | Low | 74 | 74 | 248.03 | 253.77 | 253.58 | 251.03 | 261.44 |
| | High | 26 | 26 | 254.89 | 255.53 | 264.04 | 257.84 | 266.60 |
| Lesson attendance. | Low | 36 | 36 | 241.69 | 248.79 | 252.51 | 250.24 | 267.80 |
| | High | 58 | 58 | 254.45 | 256.30 | 259.80 | 258.35 | 264.99 |
| Lesson evaluation. | Low | 44 | 44 | 247.16 | 252.09 | 256.50 | 255.30 | 259.62 |
| | High | 56 | 56 | 254.97 | 256.60 | 260.00 | 258.51 | 265.64 |
| Curriculum management | Low | 18 | 18 | 252.21 | 252.11 | 261.53 | 255.46 | 268.74 |
| | High | 82 | 82 | 254.63 | 257.04 | 259.24 | 258.79 | 264.23 |

The Table 4:11 indicates that majority (74%) of the head teachers felt that they were unable to manage the teachers arrival and departure time effectively. However, another 58% felt that they were able to manage lesson attendance effectively. Further assessment indicates that the majority (56%) of the head teacher also found their ability to manage lesson evaluation to be high while another 82% majority felt that they were effective in curriculum management. Average observations are as shown in table 4.12

Table 4:12 Teachers rating on Head teachers’ management of time.

| Rating | Freq | Percent | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------|-------|---------|--------|--------|--------|--------|--------|
| low | 43.00 | 43.00 | 248.75 | 252.33 | 257.16 | 254.79 | 265.09 |
| high | 55.50 | 55.50 | 254.4 | 256.37 | 260.77 | 258.37 | 265.37 |

Table 4.12 indicates that the majority (55%) of the head teachers rated their competence in time management to be high. The means scores of schools with high time management seemed higher than those with low time management. Findings from the teachers are indicated in the table 4.13. The study also examined the teachers’ rating on headteacher’s competence on time management. The findings are shown on Table 4.13.

Table 4:13 Teachers comments on Head teachers' management of time.

| | | | Years mean marks | | | | |
|-----------------------|------|----|------------------|--------|--------|--------|--------|
| Variables | | | 2008 | 2009 | 2010 | 2011 | 2012 |
| Arrival/ departure | Low | 89 | 248.35 | 253.34 | 261.66 | 259.02 | 265.33 |
| | High | 11 | 259.99 | 262.31 | 261.71 | 261.30 | 270.70 |
| Lesson attendance | Low | 73 | 253.53 | 256.07 | 259.42 | 257.18 | 264.55 |
| | High | 27 | 259.04 | 256.76 | 261.33 | 265.59 | 268.69 |
| Lesson evaluation | Low | 52 | 241.48 | 243.32 | 240.38 | 241.07 | 246.52 |
| | High | 48 | 254.58 | 256.55 | 260.25 | 258.72 | 265.61 |
| Curriculum management | Low | 37 | 250.15 | 244.25 | 242.14 | 235.85 | 260.38 |
| | High | 63 | 254.27 | 256.39 | 260.01 | 258.65 | 265.14 |

The table 4.13 above indicates that on average 73% of the teachers found head teachers ability to manage teachers' arrival and departure time, lesson attendance and lesson evaluation respectively to be low. On average the findings are as shown in table 4.14

Table 4.14 Teachers comments on head teachers management of time

| Rating | freq | perce | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|
| | | nt | 2008 | 2009 | 2010 | 2011 | 2012 |
| | | | 248.9 | 250.0 | 252.5 | 249.6 | 260.5 |
| low | 67.20 | 67.20 | 8 | 7 | 2 | 4 | 3 |
| | | | 255.9 | 257.3 | 268.0 | 260.2 | 267.4 |
| high | 32.80 | 32.80 | 0 | 1 | 7 | 7 | 6 |

The table 4.14 indicates that on average majority (67.2%) of the teachers found the head teachers management of time to be low. This could have an impact on the academic performance. George, Dixon, Stansal, Gelb, and Pheri (2008) found that time management significantly predicted academic success. Britton and Tesser (2002) found that self-reported time management predicted academic achievement and, in particular, it was short-term planning that predicted grade point average. Similarly, George *et al.* (2008) found time management to be the strongest sole predictor of cumulative GPA in their study of 231 university students and the factors related to academic and personal success. Misra and McKean (2000) found a negative correlation between time management behaviors and perceived academic stress. These findings are consistent with the findings in Baringo County as indicated in table 4.15.

Table 4.15 Mean scores as explained by arrival

| Arrivals | Frequency | 2008 | 2009 | 2010 | 2011 | 2012 | |
|-----------|-----------|------|---------|--------|--------|--------|--------|
| Departure | Low | 74 | 250.81 | 253.37 | 256.47 | 256.40 | 262.17 |
| | High | 26 | 254.889 | 255.53 | 264.04 | 257.84 | 266.60 |

However, the study found that most head teachers in Baringo County do not have such monitoring tools of teacher arrivals and departure (74% for very low and low). Table 2.15 above reveals that 74 percent of the head teachers were rated low in provision of structures for arrival and departure time. This was a negative response implying that there was poor time management for school activities by the head teachers affecting the academic performance. Only 11 percent of the head teachers were rated fairly high in

time arrival and departure. Schools which had a positive response had also high mean scores in academic performance while low or very low had low mean scores. Majority of the head teachers were not able to put in place monitoring tools for arrival and departure time and therefore most of the teachers could not be monitored and therefore most of the pupils' time for learning , revision and syllabus covering could be wasted and therefore pupils may not be able to cover the required content. Failure of Head teachers to ensure that teachers provide adequate teaching and learning could mean that pupils would not be in a position to perform well in their academics. The low percentage (26 %) of those who managed the time well for the school activities implies that no time is wasted and therefore teachers could get humble time to do revision after covering the syllabus on time hence preparing pupils well for examinations. Therefore, they are in a position to post positive academic results.

Table 4.16: Teachers rating of head teachers competence in management of lesson attendance

| | | | Mean marks | | | | |
|-------------------|------|-----------|------------|--------|--------|--------|--------|
| | | Frequency | 2008 | 2009 | 2010 | 2011 | 2012 |
| Lesson attendance | Low | 2 | 241.69 | 248.79 | 252.51 | 250.24 | 257.80 |
| | High | 98 | 254.27 | 256.16 | 259.76 | 258.18 | 264.98 |

The findings from the data reveal that 98 percent of the head teachers had high levels of competence in managing lesson attendance. Only 2 percent were report to have low levels of competence in management. Ineffective class attendance implies that, there was effective teaching and therefore effective performance. In 2012, the data shows defiance which is statistically insignificant since the schools without management of lessons were

just 2 percent, which could be an error of the data collected, or misinformed questionnaire.

This could imply that teachers may have been wasting much of the pupils' time for instructions hence may not have been in a position to complete the syllabus on time. Poor syllabus cover has a negative impact on pupils' performance. The respondents reported that 64 percent of the head teachers were not able to provide structures on arrival and departure and only 26 percent were rated as fairly high. This indicates that most teachers could not be monitored as far as class attendance was concerned and therefore most of the class time lessons were wasted. This may lead to the teachers not covering the syllabus adequately leading to poor performance.

The findings reveals that head teachers had high levels of competence in curriculum management .Effective curriculum management has a positive impact on academic performance. Despite high management of curriculum it could mean that other factors explain poor results posted by pupils during their examinations. Nevertheless high curriculum management shows favorable marks by the students, or the findings reveals that head teachers had high levels of competence in curriculum management .Effective curriculum management has a positive impact on academic performance.

The mean scores for the two Sub counties (Marigat and Koibatek) for the years 2008 and 2012 indicates that those head teachers who were rated fairly high in provision of structures on arrival and departure time had high mean scores while those rated low had

low mean scores as indicated .These findings agree with Britton and Tesser (2002) who examined the effects of time management skills on the academic performance of university students and concluded that the skills accounted for 36% of the variance among grade point averages. Macan et al. (2002) reported that students in their study who perceived themselves to have control over their time reported more satisfaction with university than did those who did not perceive themselves as having control over their time. Management of human resource was also a key determinant of school academic performance. The findings are discussed in the following sub-section

4.7 Head Teachers Management of Human Resource and Pupils Academic performance

The fourth objective was to establish the extent to which head teachers' management of human resource influences pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo County, Kenya. Akiba (2004) asserts that the human resources of any school are its most valuable asset which has a direct effect on school output. This is particularly true in learning institutions, where the people required to do the core work of the organization are highly trained individuals. To achieve this objective, respondents were asked to state the structures put in place by head teachers in order to manage the school human resources. They were asked to rate the levels of competence of the head teachers in facilitating the introduction of the school rules, appointing prefect body and whether the teachers, school workers and students body were trained on management skills, workshops and seminars

for teachers. The findings on Head teacher's competence in management of human resources shown in Table 4.17

Table 4.17: Teachers rating of Head teacher' competence in management of human resources.

| Variables | Rating | Years mean marks | | | | | | |
|-----------------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| Rules | Low | 12 | 12 | 249.94 | 251.75 | 256.09 | 251.76 | 264.32 |
| | High | 88 | 88 | 254.77 | 256.71 | 260.15 | 258.94 | 264.90 |
| Prefect body | Low | 18 | 18 | 257.39 | 264.31 | 260.46 | 256.36 | 269.00 |
| | High | 82 | 82 | 254.16 | 256.07 | 259.64 | 258.21 | 265.00 |
| Teachers | Low | 16 | 16 | 255.56 | 267.22 | 270.30 | 276.91 | 270.58 |
| | High | 84 | 84 | 254.16 | 255.93 | 259.43 | 257.81 | 264.93 |
| Registers | Low | 30 | 30 | 249.67 | 250.04 | 254.53 | 255.11 | 262.63 |
| | High | 70 | 70 | 256.13 | 258.77 | 261.85 | 259.51 | 266.08 |
| Seminars | Low | 93 | 93 | 253.59 | 255.87 | 258.34 | 257.52 | 263.58 |
| | High | 7 | 7 | 260.52 | 253.52 | 276.69 | 268.69 | 284.07 |

The finding indicates that head teachers had high levels of competence in the management of school rules by 88 percent. This implies that the schools were organized and therefore were able to run their academic affairs smoothly. Conducive learning environment is a spring board to achieving high academic performance. The analysis of the study reveals that the mean scores for all the school rated fairly high, high and very high were over 250 marks as indicated in the table below. The study revealed that most of

the head teachers have put in place school rules, prefects' body and ensured teachers' roles and responsibilities. They were rated fairly high, high and very high.

The study therefore argues that 88 percent of head teachers in Baringo County (teaching at the primary level) have put in place necessary school rules and regulations, and the presence of school prefect body to affect these rules. As school with governed on such guidelines, has on levels of competence to perform better and highly in national exams. However, as provided in tables 4.30, head teachers have to strive better in areas of training .This is because 97 percent of the head teachers were reported to have low levels of competence in planning for seminars and workshops.

4.7.1 Teachers rating head teachers' competence in managing Teachers roles

The table 4.17 reveals that 84 percent of the schools had delegated duties to their teachers making it easier in running academic programmes in their schools. The table 4.28 show that a high percentage of head teachers in Baringo County allocated roles to their staff (84%). The creation of responsibilities and appointing of teachers to head such responsibilities in the school provides a strategic direction to the school in managing events, activities, academics and therefore propelling the school to academic success.

4.7.2 Teachers rating head teachers' competence in management of Prefect body

The table 4.17 clearly indicates that head teachers had high levels of management of student leadership body. The finding shows that 82 percent of the schools had the pupil's body lead by their prefects (student representatives). The findings as shown in table 4.28

indicate that 82 percent of head teachers in Baringo County have prefect body put in place. With such leadership, the school performance is high compared to those schools that did not have a strong prefect body.

The study argues that the presence of leaders at such education level, is a necessary factors in enhancing positive academic excellence as the mean scores of such schools remain high compared to those without strong prefect body. Generally, the management of human resource indicates that majority of the head teachers had put in place all the mechanism for school personnel management such as duty rosters, teachers' roles, and prefect body and school rules, workshops and seminars for teachers. It implies that teachers and pupils were allocated responsibilities and therefore every teacher was working towards achievement in their area of jurisdiction. The collective responsibilities imply that there was a team among the staff which geared towards good academic performance in their schools. The purpose of staff development is to help the teacher to perform his/her tasks effectively so that the quality of the work may be improved (Awiti ,2009) Caldwell (2003) explained that the successful transformation of schools calls for a “new professionalism” in which the teachers work is increasingly research based, outcome oriented data driven and team focused.

Teachers need such technical assistance so that they can use whatever is learnt from the research and apply it to make their students and schools succeed, which is the reason head teachers should encourage teachers to consistently attend SMASE in the primary school sector to facilitate consistent performance in science related subjects (Cadwell

2003). Chabalala (2004) supports this view by saying “the only way to remain successful is by continually improving your way of doing things and surpassing your present goals and achievement” teachers professionalism demands continuous in-service growth. This means improving the competency of the teachers through on-the-job training. The head teacher should be involved in regular teaching and mentoring, supporting and facilitating educational workshops, seminars, induction courses and further studies which are meant to enhance the teachers’ knowledge and levels of competence to handle various aspects of their work. This makes them to stay current and relevant. The finding indicates that 74 percent of the head teachers marked teachers register. This was to enhance effective supervision and to ensure that each teacher worked for a common goal.

Table 4.18 Teacher’s rating of head teachers’ management of human resource

| Variables | Rating | Years mean marks | | | | | | |
|---------------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| Rules | Low | 24 | 24 | 255.23 | 256.32 | 255.80 | 255.42 | 260.23 |
| | High | 76 | 76 | 253.85 | 256.04 | 260.89 | 258.92 | 266.30 |
| Prefect body | Low | 29 | 29 | 251.66 | 255.91 | 260.31 | 257.04 | 264.24 |
| | High | 71 | 71 | 255.23 | 256.25 | 259.38 | 258.66 | 265.37 |
| Teacher roles | Low | 29 | 29 | 251.65 | 254.97 | 255.87 | 254.30 | 264.13 |
| | High | 71 | 71 | 255.23 | 256.63 | 261.20 | 259.78 | 265.42 |
| Registers | Low | 26 | 26 | 254.96 | 257.13 | 260.80 | 259.66 | 267.63 |
| | High | 74 | 74 | 253.92 | 255.81 | 259.25 | 257.67 | 264.13 |
| Seminars | Low | 75 | 75 | 254.26 | 256.91 | 260.31 | 258.35 | 265.90 |
| | High | 25 | 25 | 250.71 | 251.11 | 258.17 | 254.80 | 259.68 |

The table 4.18 reveals that although the head teachers had high levels of competence in management of human resource, the academic performance of the pupils was average. The findings depict that there is need to train the head teachers on various managerial skills because 75 percent of the responses reveals low levels in seminars and workshops. The students were also asked about their opinion on availability of course books. The findings are as shown in Table 4.20.

Table 4.19: Students responses on availability of course books

| Variables | Rating | Years mean marks | | | | | | |
|-----------|--------|------------------|----|--------|--------|--------|--------|--------|
| | | Freq | % | 2008 | 2009 | 2010 | 2011 | 2012 |
| English | Low | 31 | 31 | 253.73 | 257.91 | 261.29 | 256.50 | 264.80 |
| | High | 69 | 69 | 254.39 | 255.32 | 258.95 | 258.76 | 264.84 |
| Kiswahili | Low | 25 | 25 | 251.32 | 252.10 | 261.59 | 261.69 | 263.69 |
| | High | 75 | 75 | 255.15 | 257.50 | 259.00 | 257.02 | 265.49 |
| Math's | Low | 29 | 29 | 256.38 | 255.44 | 261.11 | 260.82 | 266.25 |
| | High | 71 | 71 | 254.41 | 255.99 | 257.74 | 256.68 | 263.93 |
| Science | Low | 27 | 27 | 253.58 | 253.26 | 259.40 | 259.87 | 265.09 |
| | High | 73 | 73 | 254.42 | 257.22 | 259.75 | 257.57 | 265.03 |
| Social | Low | 24 | 24 | 251.75 | 253.35 | 255.15 | 256.41 | 259.54 |
| | High | 76 | 76 | 255.28 | 258.28 | 261.45 | 259.37 | 265.57 |
| CRE | Low | 38 | 38 | 252.29 | 252.92 | 257.16 | 257.89 | 262.18 |
| | High | 62 | 62 | 255.36 | 258.13 | 261.18 | 258.37 | 266.80 |
| Charts | Low | 73 | 73 | 252.29 | 252.92 | 257.16 | 257.89 | 262.18 |
| | High | 27 | 27 | 255.36 | 258.13 | 261.18 | 258.37 | 266.80 |
| Wall maps | Low | 85 | 85 | 252.29 | 252.92 | 257.16 | 257.89 | 262.18 |
| | High | 15 | 15 | 255.36 | 258.13 | 261.18 | 258.37 | 266.80 |
| Atlases | Low | 86 | 86 | 255.36 | 258.13 | 261.18 | 258.37 | 266.80 |
| | High | 14 | 14 | 252.29 | 252.92 | 257.16 | 257.89 | 262.18 |

Table 4.19 indicates that the majority of the students found their school to have adequate English, Kiswahili, Mathematics, Science, Social studies and CRE course books each at 69%,75%,71%,73%76% and 62% respectively. On the other side majority of the students found their schools lacking Charts, Wall maps and Atlases at 73%,85% and 86% respectively. In average the findings are as shown in Table 4.21

Table 4.20, Average School material for learning

| Rating | Frequency | Percent | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------|-----------|---------|--------|--------|--------|--------|--------|
| low | 41.50 | 41.50 | 252.95 | 253.85 | 258.75 | 258.62 | 263.24 |
| high | 58.50 | 58.50 | 254.97 | 257.34 | 260.05 | 258.06 | 265.66 |

Table 4.20 shows that majority of schools in Marigat and Koibatek Sub Counties have adequate course books for study, posited by high remarks on the table, which were above 50 percent. This could be as a result of the government initiative through free primary education, where head teachers are being provided with funds to purchase school text books and stationeries. The study also reveals that wall maps, charts and atlases were rated as inadequate and unavailable. This may influence academic performance in the related subjects, especially social studies. As was found in Idiagbe, (2004) adequate learning tools such as course books and exercise books were determinants of assessing academic performance of students in secondary schools. The availability or non-availability of facilities in schools affects the academic performance of students in Delta State.

4.8 Inferential Statistics

To evaluate the relationships between the dependent and independent variables, person product moment correlation and multiple regression analysis was done and the findings presented in the following subsections.

4.8.1 Correlation Analysis of Independent dependent variables

In this sub section, a summary of the correlation and multiple regression analyses is presented. It seeks to first determine the degree of interdependence of the independent variables and show the degree of their association with the dependent variable separately. Correlation coefficients (r) can take on only values from -1 to $+1$. The sign out the front indicates whether there is a positive correlation (as one variable increases, so too does the other) or a negative correlation (as one variable increases, the other decreases). The size of the absolute value (ignoring the sign) provides an indication of the strength of the relationship. A perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value on the other variable. Correlation coefficient between $.1$ and $.29$ indicate low correlation, between 0.3 to 0.49 indicate medium correlation, and between 0.5 to 1 high correlations while correlation less than 0.1 signify no correlation between the variables (Kothari, 2007). The level of significance chosen for the study was set at 0.05 .

Table 4.21: Correlation Coefficients between, Head teachers' competence in management of school resources and pupils' academic performance in KCPE

| | | Pupils' academic performance in KCPE | Head teachers' competence in management of school resources |
|--|---------------------|---|--|
| Pupils' academic performance in KCPE | | | |
| | Pearson Correlation | 1 | -.161** |
| | Sig. (2-tailed) | | 0.004 |
| | N | 200 | 200 |
| Head teachers' competence in management of school resources | | | |
| | | - | |
| | Pearson Correlation | .161** | 1 |
| | Sig. (2-tailed) | 0.004 | |
| | N | 200 | 200 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The relationship between Pupils' academic performance in KCPE (measured using negative indicators of academic performance such as low school mean scores etc.) and Head teachers' competence in management of school resources (measured using positive indicators such high competence in management of school finances, learning resources, time for instruction and human resources and etc.) was found to be negative and significant ($r=-.161^{**}$, $n=200$, $p=0.004$). The interpretation of the results is that high levels of academic performance were associated with high levels of competence in management of school resources. This is so since the negative correlation indicates that

where Head teachers recorded low competence in management of school resources, the school would likely realize lower academic mean scores. Overall, the correlation was medium which might be explained by the fact the variables were used in aggregation. Some variables were certainly likely to rank higher than others in their effects of academic performances, however, in aggregate, the individual differences are not clear. It can then be concluded from the results that there is enough statistical evidence to reject the null hypothesis, thus accepting the alternative hypothesis that Head teachers' competence in management of school resources do indeed affect pupils' academic performance in KCPE

As was observed in Wanda (2005) if management was equipped with skills, the work of administering and guiding the decision makers of the school on how to achieve an optimal mix of inputs would be smooth; because management motivates both staff and students to work ,Further on Nsubuga (2003) reported that most head teachers work hard in Adjumani area in Uganda, with average working week of over 65 hours, less than 20% received any induction management training, efforts have been made to train all head teachers in management and administrative skills and all newly appointed head teachers get induction in management training.

Despite training efforts, the researcher wonders why performance in some schools especially Adjumani remain low. The finding disagreed with Nsubuga (2003) that induction in management training does not make a person professional in management; it is inadequate and that head teachers need training and should practically apply

managerial skills acquired that will effect on performance. Mulkeen, (2005) also indicated that school head teachers are one of the main determinants of overall quality and effectiveness of schools .However, many head teachers neglect instructional supervision and support of staff (Colby, Witt & Associates June 2000, Nsubuga 2003). Further correlation of variables was done and finding indicted in Table 2.22

Table 4.22: Correlation Coefficients between, Head teachers’ management of school finances , management of learning resources , management of time for instruction ,management of human resources and pupils’ academic performance in KCPE

| | Managemen t of school finances | Management of learning resources | Management of time for instruction | Management of human resources | Pupils’ academic performance in KCPE |
|---|--------------------------------------|--|--|-------------------------------------|---|
| Management of school finances | 1 | | | | |
| Management of learning resources | 0.562 | 1 | | | |
| Management of time for instruction | 0.435 | 0.624 | 1 | | |
| Management of human resources | 0.601 | 0.504 | 0.521 | 1 | |
| Pupils’ academic performance in KCPE | 0.571 | 0.682 | 0.611 | 0.613 | 1 |

Correlation is significant at the 0.05 level

Table 4.22 on the correlation matrix indicates that Pupils’ academic performance in KCPE is strongly and positively correlated with Management of school finances as

indicated by a correlation coefficient of 0.571 hence Management of school finances contributed $(0.571)^2$ of the variance in Pupils' academic performance. The matrix also indicated that Management of learning resources is also positively correlated with influence Pupils' academic performance in KCPE as indicated by a coefficient of 0.682. Hence leadership styles contributed $(0.682)^2$ of the variance in Pupils' academic performance. The correlation matrix further indicates that Management of time for instruction is strongly and positively correlated with Pupils' academic performance in KCPE as indicated by a coefficient of 0.611. Hence Management of time for instruction contributed $(0.611)^2$ of the variance in Pupils' academic performance. Finally, management of human resources is strongly and positively correlated with Pupils' academic performance in KCPE as indicated by a coefficient of 0.613. Hence Management of human resources contributed $(0.613)^2$ of the variance in Pupils' academic performance.

4.8.2 Regression Coefficients of head teachers' levels of competence in management of school resources and pupils academic performance in KCPE.

Regression analysis was utilized to investigate the relationship between the variables. These included an error term, whereby a dependent variable was expressed as a combination of independent variables. The unknown parameters in the model were estimated, using observed values of the dependent and independent variables. The following model is the regression equation representing the relationship between the mitigation of fraudulent practices as a linear function of the independent variables (Head teachers' management of school finances , management of learning resources ,

management of time for instruction ,management of human resource), with ϵ representing the error term.

Regression applications in which there are several independent variables, x_1, x_2, \dots, x_k .

Pupils' academic performance in KCPE = $\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$

Multiple regression models were used to determine the importance of each variable with respect to Pupils' academic performance in KCPE in Marigat and Koibatek Sub-Counties, Baringo County, Kenya.

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$. **Where; $\beta_4 = 0$Equation 1**

(Equation 1: Regression Equation)

Y=the dependent variable.

β_0 =constant term.

X1 = Head teachers' management of school finances

X2 = Head teachers' management of learning resources

X3= Head teachers' management of time for instruction

X4= Head teachers' management of human resources

ϵ . =error term.

Pupils' academic performance in KCPE in Marigat and Koibatek Sub-Counties, Baringo County, Kenya. = $\beta_0 + \beta_1 EE + \beta_2 TP + \beta_3 FC + \beta_4 RTA + \epsilon$.

Table 4.23: Regression Results

| | Unstandardize | | Standardize | t- | t- | Signific |
|---|----------------|------------|-------------|--------|----------|----------|
| | d Coefficients | | d | values | critical | ance |
| | Beta | Std. Error | Beta | | | |
| (Constant) | 4.481 | 5.30 | | 0.912 | 1.667 | 0.047 |
| Head teachers’ management of school finances | 1.421 | 1.222 | 0.97 | 1.467 | 1.667 | 0.037 |
| Head teachers’ management of learning resources | 1.752 | 1.324 | 0.68 | 1.226 | 1.667 | 0.041 |
| Head teachers’ management of time for instruction | 1.782 | 1.235 | 0.94 | 1.444 | 1.667 | 0.034 |
| Head teachers’ management of human resources | 1.741 | 1.311 | 0.81 | 1.511 | 1.667 | 0.036 |

NB: T-critical Value 1.667 (statistically significant if the t-value is less than 1.667: from table of t-values)

Incorporating the Beta values into equation 1 we have:

$$Y_i = 4.481 + 1.421 X_1 + 1.752 X_2 + 1.782 X_3 + 1.741 X_4 + \epsilon \dots \dots \dots \text{Equation}$$

2(Equation 2: Regression Equation with Beta Values). The β_i 's in the above equation represent the estimated parameters.

Table 4.23 provides estimates of the regression coefficients, standard errors of the estimates, t-tests that a coefficient takes the value zero and the related p values under the label significance. From the table, under the heading “Unstandardized Coefficients B” the predicted change in the dependent variable when the independent variable is increased by one unit conditional on all the other variables in the model remaining constant is provided. Thus, it is estimated that a unit improvement in Head teachers’ management of school finances will improve Pupils’ academic performance in KCPE in Marigat and Koibatek Sub-Counties by a factor of 1.421 ($\beta_1 = 1.421$, $p = 0.037$). Similarly, a unit improvement in Head teachers’ management of learning resources will improve Pupils’ academic performance in KCPE by a factor of 1.752 ($\beta_2 = 1.752$, $p = 0.041$); a unit improvement in Head teachers’ management of time for instruction will improve Pupils’ academic performance by a factor of 1.782 ($\beta_3 = 1.782$, $p = 0.034$) and a unit improvement in Head teachers’ management of human resources will improve Pupils’ academic performance in KCPE by a factor of 1.741 ($\beta_4 = 1.741$, $p = 0.036$).

Under the heading “Standardized Coefficients Beta”, coefficients are standardized so that they measure the change in the dependent variable in units of its standard deviation when the independent variable increases by one standard deviation. The set of beta-coefficients suggests that, after adjusting for the effects of other independent variables, Head teachers’ management of learning resources had the strongest effect on Pupils’ academic performance in KCPE. This is because even though Head teachers’ management of school finances had higher beta coefficient, the variable was not significant as shown by $p > 0.05$, and therefore can be excluded from the model there was no statistical proof that it

was related Pupils' academic performance in KCPE in Marigat and Koibatek Sub-Counties, Baringo County, Kenya This findings are consistent with the findings of Abdul (2014) where a correlation of time management and learners academic performance found the Beta value for time management is 0.515 at p-value equals to 0.000 showing significant and positive relationship with students' academic performance in university of Malaysia at a significant level of 0.000.

These findings agree with Maicibi (2003) observed that when the right quantity and quality of human resources is brought together, it can manipulate other resources towards realizing institutional goals and objectives. According to Raw (2003) appropriate utilization of resources in schools controls dropout rates, maintains student discipline and makes students remain motivated for longer a period. School resources including classrooms, desks, chairs, computers, textbooks, teachers, principals, school operating expenses and other instructional equipment/materials are critical in making teaching-learning more effective. They help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process.

4.9 Regression Model Summary

Table 4.24: Regression Model Summary

| Model Summary | | | | |
|----------------------|----------|-----------------|--------------------------|-----------------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | 0.863 | 0.7448 | 0.7011 | 0.7638 |

Predictors: (Constant), Head teachers' management of school finances, Head teachers' management of learning resources, Head teachers' management of time for instruction and Head teachers' management of human resources.

From the results shown in table 4.39, the model shows a goodness of fit as indicated by the coefficient of determination (r^2) with a value of 0.7448. This implies that the independent variables; Head teachers' management of school finances, Head teachers' management of learning resources, Head teachers' management of time for instruction and Head teachers' management of human resources explain seventy four percent (74%) of the variations of Pupils' academic performance in KCPE in Marigat and Koibatek Sub-Counties, Baringo County, Kenya with management of time for instruction at $p=0.034$, management of human resources at $p=0.036$,management of school finances at $p=0.037$, management of learning resources at $p=0.041$ respectively in order of highest significance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter highlighted the summary of the study conclusions and recommendations on the study. It also highlights areas that need further research in the light of the scope and conclusions of the study

5.2 Summary of the study

This study set out to assess Influence of head teachers' competence in resources management on pupils' academic achievement in Marigat and Koibatek Sub-Counties, Baringo County, Kenya. A global, regional and local background was laid upon which a problem statement, purpose, objectives, significance and limitations of the study was provided. The study sought to establish the influence of head teachers' competence in management of school finance, learning resources, time for instruction and human resources on pupils' academic performance in Kenya Certificate of Primary Education Examination in Marigat and Koibatek Sub-Counties, Baringo County. It was based on the System Theory. This study adopted a descriptive research design. The target population consisted of 160 public primary schools from Marigat and Koibatek Sub-Counties which had presented candidates for Kenya National Examination Council (KNEC) between 2008 and 2012. The study targeted 160 Head teachers, 160 standard eight class teachers and 360 class eight pupils. Data was presented using tables and graphs. Data analysis gave the following findings, which are summarized below as per the objectives

5.2.1 Head Teachers' Levels of competence in Management of School Finances and Pupils' Academic Performance

The study established that majority of the head teachers had low levels of competence in financial management despite their levels of experience in teaching and academic qualifications .the findings exposes that head teachers could not prepare the school budget to be approved by the school management committee and in other financial management practices such as the use of vote heads in their expenditures. correlation analysis indicated that Pupils' academic performance in KCPE is strongly and positively correlated with Management of school finances that influence Pupils' academic performance in KCPE as indicated by a correlation coefficient of 0.571 hence Management of school finances contributed $(0.571)^2$ of the variance in Pupils' academic performance.

The findings also indicates that over 68 percent of the schools studies were not following procurement policies and 89 percent were submitting their books for audit irregularly. This problem hinders good financial management practices resulting to negative influence in pupils' academic performance. It was also noted that some vote heads did not have adequate funds hence head teachers experienced hardship in managing the financial resources to the satisfaction of the pupils and the stakeholders at large. For effective management of school finances attention should be paid on the training of head teachers on preparation of school budget, executing and recording of transactions. Head teachers training on financial management is crucial because they are the accounting and supervising officers who are fully responsible for all financial transactions of all the financial statements of the schools as well as any irregular accounting which is in some

cases were not deliberately or otherwise brought to the notice of the auditors (republic of Kenya,2005).

5.2.2 Head teachers' levels of competence in management of learning resources and pupils' academic performance in Kenya

The study found that majority of the head teachers were able to provide adequate learning resources. The availability of classrooms, desks, tables, chairs and toilets imply that pupils and teachers were comfortable in their classrooms a The study found that Management of learning resources is also positively correlated with Pupils' academic performance in KCPE as indicated by a coefficient of 0.682. Hence leadership styles contributed $(0.682)^2$ of the variance in Pupils' academic performance. and therefore they could concentrate in their learning hence could post high mean score.

5.2.3 Head teachers' levels of competence in management of time for instruction and pupils' academic performance

On the third objective the study found that found out that 74 percent of the head teachers were not able to manage time for instructions. Poor time management implies that teachers were not in a position to clear teaching the school curriculum on time hence affecting pupils' academic performance in KCPE. Management of time for instruction was found to be strongly and positively correlated with Pupils' academic performance in KCPE as indicated by a coefficient of 0.611. Hence Management of time for instruction contributed $(0.611)^2$ of the variance in Pupils' academic performance.

5.2.4 Head teachers' levels of management of human resources and pupils' academic performance

The study finally found that majority of the head teachers, over 90 percent had high levels of competence in the management of human resources and this could imply that teamwork had been developed hence for a common goal. Mulkeen (2005) in his study found out the relationship between management by educational personnel and teacher quality. He noted that the better the teacher quality through management by educational personnel, better the students' academic performance. On inferential statistics Management of human resources was found be strongly and positively correlated with Pupils' academic performance in KCPE as indicated by a coefficient of 0.613. Hence Management of human resources contributed $(0.613)^2$ of the variance in Pupils' academic performance.

5.3 Conclusions

The study was successful in addressing its objectives. Given the foregoing, the study arrived at the following conclusions;

- i. The study concluded that head teachers found difficulties in executing certain competencies in financial management such as budgeting, procurement and preparation of books of accounts for audit. Low levels of competence in financial management indicates that head teachers had financial loopholes hence misappropriation and they could not be in a position to purchase adequate teaching and learning materials. This was found to affect the pupils' academic performance in some schools.

- ii. The study also concludes that the head teacher had low competence in management of school learning resources such as classrooms, desks, chairs and toilets. Most of these facilities either were few in number, broken down or just old and worn out rendering learning unconformable.
- iii. The study further concludes that the head teacher had low competence in management of time for instruction. There was low competence in management of school arrival and departure, lesson attendance effectively. Most head teachers however seemed capable of managing lesson evaluation and curriculum implementation.
- iv. Finally the study conclude that the head teacher lacked competencies in management the school human resource measured with their ability to manage Teachers roles, provision of Prefect body, Registers and management of seminars and workshops which were found to be wanting hence affecting pupils academic performance.

5.4 Recommendations

The following factors provides recommendations emanating from the analysis results and findings of the study,

- i. The study recommended that the head teachers should be trained by KEMI on school resource management especially on financial management in order to realize pupils' academic performance in public primary schools.

- ii. It is also recommended that the head teachers should practice delegated authority to the class teachers and school prefect to in ensure that school learning resources are in adequate and well maintained.
- iii. Time management can only be instilled into the school culture. This can be developed by the head teacher through equipping time keeper, ensure that time wastage is punishable while proper time management is rewarded. A proper attendance register should be used at the school key points such as the staff room and class rooms to ensure time accountability. It is also recommended that periodic lesson and curriculum coverage evaluation should be conducted by the school administration to ensure adequate use of school time.
- iv. Finally the study recommends improvement of human resource management through motivating teachers and student leadership body through incentives and recognition for achievements Additional training in human resource management by KEMI is also recommended to bring harmony in school operations.

5.5 Suggestions for Further Research

The study investigated the head teachers' levels of competence in management of school resources and pupils academic performance in Kenya Certificate of Primary Education examination (KCPE) in Marigat and Koibatek Sub-Counties, Baringo County, Kenya. Special emphasize was laid on head teacher management of school finances, learning

resources, time for instruction and human resources. Therefore the following areas were earmarked for further research

- i. It would be necessary to conduct a research to investigate the factors influencing teacher's perception of head teachers school management style and its effect on pupils academic performance.
- ii. Head teachers' management competence in management of school resources in private primary school
- iii. Influence of teachers attitude and academic performance in public primary schools in Kenya

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi
Box 30197 -00100
Nairobi
The Head teacher
Dear Sir/Madam,

RE: RESEARCH

I am a post graduate student at the University of Nairobi carrying out a research on **“Influence of head teachers’ competence in management of school resources on pupils’ academic performance in public primary schools in Marigat and Koibatek Sub-Counties, Baringo County, Kenya”**

Your school was selected for this study. I humbly request you to spare your time to complete the attached questionnaire. The research findings will be used only for the study and not anywhere else. Individual respondent to this questionnaire will not be identified in any manner nor will the questionnaire results from individual schools be identified. In order to ensure this, please do not write your name or the name of your institution anywhere in this questionnaire.

Yours Sincerely,
Reuben KoimaKenei
Cell Phone Number: 0720 388 896

APPENDIX II: HEAD TEACHERS' QUESTIONNAIRE

You are kindly asked to respond to the questions stated below. Please fill in the blank spaces or tick (✓) the appropriate response from among the ones given.

This questionnaire is meant for educational research purpose only.

Identity of respondents will be treated with confidentiality

1. Indicate the zone in which your school is located-----
2. Please indicate your gender Male () Female ()
3. What is your highest professional qualification?
 P2 () P1 () Diploma () B.Ed (Arts) () Masters ()
4. For how many years have you been a headteacher?.....
5. How long have you been a head teacher in this school?.....
6. What is the total number of pupils in your school?-----
7. How many teachers do you have in your school?-----
8. What is the total number of pupils in class eight in your school?-----

Section B

By means of a tick indicate the level of competence in head teachers' management of:

(a) School finance

| Head teachers competence in | Very High | High | Fairly high | Low | Very low |
|-------------------------------------|------------------|-------------|--------------------|------------|-----------------|
| Keeping proper books of accounts | | | | | |
| Adherence to procurement policy | | | | | |
| Making school budget | | | | | |
| Auditing school financial resources | | | | | |

| | | | | | |
|------------------------------------|--|--|--|--|--|
| Adherence to vote heads procedures | | | | | |
| Total | | | | | |

(b) Learning facilities

| Headteachers' Competence in provision of | Very High | High | Fairly high | Low | Very low |
|---|------------------|-------------|--------------------|------------|-----------------|
| Adequate classrooms | | | | | |
| Adequate pupils desks | | | | | |
| Adequate teachers chairs | | | | | |
| Adequate teachers tables | | | | | |
| Adequate pupils toilets | | | | | |
| Total | | | | | |

(c) Management of time

| Headteachers' Competence in provision of | Very High | High | Fairly high | Low | Very low |
|---|------------------|-------------|--------------------|------------|-----------------|
| Arrival and departure time | | | | | |
| Tools for monitoring lessons attendance | | | | | |
| Evaluate performance | | | | | |

| | | | | | |
|-------------------------------|--|--|--|--|--|
| Curriculum management records | | | | | |
| Total | | | | | |

(d) Head teachers' management of human resource

| Competency of headteacher to put in place | Very High | High | Fairly high | Low | Very low |
|--|------------------|-------------|--------------------|------------|-----------------|
| School rules | | | | | |
| Prefects body | | | | | |
| Teachers roles | | | | | |
| Teachers daily registers | | | | | |
| Seminars and workshops | | | | | |
| Total | | | | | |

Please indicate the trend of your school's performance in KCPE examination?

| Year | Mean score | Position in the Zone | Position in the District |
|------|------------|----------------------|--------------------------|
| | | | |
| 2008 | | | |
| 2009 | | | |
| 2010 | | | |
| 2011 | | | |
| 2012 | | | |

APPENDIX III : QUESTIONNAIRE FOR STANDARD EIGHT TEACHERS

Section A

Please indicate the correct option by ticking on one of the options given below each questions

1. Indicate the zone in which your school is located-----
2. Please indicate your gender Male () Female ()
3. What is your highest professional qualification?
 P2 () P1 () Diploma () Graduate () Masters ()
4. For how many years have you been a teacher? -----
5. How long have you been a teacher in this school? -----

Section B

By means of a tick indicate the levels of competence of your head teacher in the management of the following school resources.

(a) School finance

| Head teachers competence in | Very High | High | Fairly high | Low | Very low |
|----------------------------------|-----------|------|-------------|-----|-------------|
| Keeping proper books of accounts | | | | | |
| Adherence to procurement policy | | | | | |
| Making school budget | | | | | |
| Auditing school financial | | | | | |
| Adherence to vote heads | | | | | |

(b) Learning facilities

| competence of headteacher to provide | Very High | High | Fairly high | Low | Very low |
|---|------------------|-------------|--------------------|------------|-----------------|
| | | | | | |
| Adequate classrooms | | | | | |
| Adequate pupils desks | | | | | |
| Adequate teachers chairs | | | | | |
| Adequate teachers tables | | | | | |
| Adequate pupils toilets | | | | | |
| Total | | | | | |

(c) management of time

| competence of the head teacher to provide | Very High | High | Fairly high | Low | Very low |
|--|------------------|-------------|--------------------|------------|-----------------|
| Arrival and departure time | | | | | |
| Tools for monitoring lessons attendance | | | | | |
| Evaluate performance | | | | | |
| Curriculum management records | | | | | |
| Total | | | | | |

(d) Head teachers management of human resource

| competence of the Headteacher to put in place | Very High | High | Fairly high | Low | Very low |
|--|------------------|-------------|--------------------|------------|-----------------|
| School rules | | | | | |
| Prefects body | | | | | |
| Teachers roles | | | | | |
| Teachers daily registers | | | | | |
| Seminars and workshops | | | | | |
| Total | | | | | |

APPENDIX IV: QUESTIONNAIRE FOR STANDARD EIGHT PUPILS

SECTION A

Kindly respond to the following questions.

What is the name of your zone /district?

Please indicate you sex male () female ()

SECTION B

Below are some teaching and learning materials in your school. Please indicate its levels of competence by ticking (1) for very adequate (2) adequate

(3) Fairly adequate (4) inadequate (5) unavailable

a) Learning facilities

| Resources | 1 | 2 | 3 | 4 | 5 |
|-------------------------------|---|---|---|---|---|
| Pupils text books for: | | | | | |
| English | | | | | |
| Kiswahili | | | | | |
| Mathematics | | | | | |
| Science | | | | | |
| Social studies | | | | | |
| Christian Religious Education | | | | | |
| Charts | | | | | |
| Wall maps | | | | | |
| Atlases | | | | | |

APPENDIX V: RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. NCST/ROD/14/013/984

Date of issue: 7th June, 2013

Fee received: KSH. 2000


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

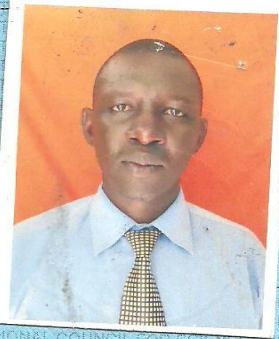
Location
Koibatek &
Marigat
Rift Valley

Districts
Province

on the topic: Headteachers' management of
school resources and pupils academic
performance in public primary schools in
Koibatek and Marigat Districts, Baringo
County, Kenya


for a period ending: 31st December, 2013.


Applicant's Signature


National Council for Science & Technology

CONDITIONS

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


REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

GPK6055t3m110/2011 (CONDITIONS—see back page)

APPENDIX VI: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/984**

Date: **7th June 2013**

Reuben Koima Kenei
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **3rd June, 2013** for authority to carry out research on "*Headteachers' management of school resources and pupils academic performance in public primary schools in Koibatek and Marigat Districts, Baringo County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Koibatek and Marigat Districts** for a period ending **31st December, 2013**.

You are advised to report to **the District Commissioners and District Education Officers, Koibatek and Marigat Districts** before embarking on the research project.

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


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

Copy to:
The District Commissioner
The District Education Officer

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

APPENDIX VII – RESEARCH AUTHORIZATION – SUB-COUNTY

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT



Telegrams "SUB-COUNTY Eldama Ravine
Email Address: dckoibatek@yahoo.com

DEPUTY COUNTY COMMISSIONER' OFFICE
KOIBATEK SUB-COUNTY
P.O. Box 6 – 20103
ELDAMA RAVINE

When replying please quote our ref and date.

Ref. ADM. 15/12/VOL. I/127
And date

11TH JULY, 2013

MR. REUBEN KOIMA KENEI
UNIVERSITY OF NAIROBI
P.O. BOX 92 -0902
KIKUYU

RE: RESEARCH AUTHORIZATION

Reference is made to your letter NCST/RCD/14/013/984 dated 7th June, 2013.

The above named person has been authorized by this office to conduct a research on "Headteachers' management of school resources and pupils academic performance in public primary schools in Koibatek in Baringo County".

The purpose of this letter is to ask All Assistant County Commissioner's Koibatek Sub County to give him necessary assistance he requires while conducting the said research, ending 31st December, 2013.


JOHN B. KICHWEN
FOR: DEPUTY COUNTY COMMISSIONER
KOIBATEK SUB-COUNTY

C.C.

ALL ASSISTANT COUNTY COMMISSIONER
KOIBATEK SUB-COUNTY

THE SUB COUNTY EDUCATION OFFICER
KOIBATEK