EFFECT OF SCHOOL RESOURCE MANAGEMENT ON KENYA CERTIFICATE OF PRIMARY EDUCATION PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN KAKAMEGA EAST SUB-COUNTY

Dr. Christopher Omusula Bwamoni*
Masinde Muliro University of Science and Technology ,P.O. Box 190-50100 Kakamega
Emily Kageha
Mount Kenya University P.O Box 342-01000

ABSTRACT
There is a steadily growing body of research correlating Resource Management and Schools Academic Performance. Most studies have addressed the correlation between time, finance and human resource management and academic performance. No study has correlated the sole effect of time on academic performance in KCPE in Kakamega East sub-county. Yet there has been a decline in KCPE performance in public primary schools in the Sub-county. It is within this context that the study sought to determine the effect of school resource management on KCPE Performance. The study determined the effect of time management on KCPE performance in public primary schools in Kakamega East Sub County. It targeted 81 head teachers, 1215 teachers, 81 BOM chairpersons and three education officers. Resource management and education function theories were used to explore how prudent or mismanagement of resources of schools can affect the academic performance of learners. Simple random sampling was used to sample 22 head teachers, three education officials, 121 teachers and 22 BOM Chairmen. The researcher utilized correlational design to gather, analyze and summarize Data. Questionnaires and interview schedules were used to collect data. Qualitative data was presented in frequency tables while data from interview schedules was transcribed and reported verbatim. Pearson Correlation Coefficients determined the effect of time management on performance. The study found out that time management was positively correlating to performance by 52.2% (r =.522, p .05). The findings implied that mismanagement of Time affected KCPE performance by 52.2%. The study concluded that time mismanagement significantly influenced performance. it recommended that schools need to seek ways of managing learners' time prudently. These findings could be of help to school administrators in managing time well to improve performance in Public Primary schools.

Key Words: School Resource; Management; Kenya Certificate of Primary Education.

1. INTRODUCTION
Scholars allege that management of resources placed in education sector is an impetus to ensuring that the goals of education are achieved (Benavote & Ridlle, 2008; Borden, 2008; Dohoharly, 2007; Gatheru, 2008; Achoka and Maiyo 2008). Education plays a critical role in socio-economic development of a country (World Bank 2011). It improves human capabilities and accelerates economic growth through the knowledge and skills development. Education makes individuals confident, aware and active. It is considered as an economic good. Everyone

has the right to education hence should be made equally accessible to all on the basis of capacity by every appropriate means (UNESCO 2010). Bell and Rhodes (2010) indicate that in the developed world this recognition has led to huge financial commitments in major initiatives that bring about improvement in schools resource management

Literature documents that management of resources in public primary schools has remained a concern to stakeholders (Asago, 2006; *et al.*), Research evidence has shown that there is a relationship between resource management and schools academic performance (Fabunmi, 2008; Abagi, 2006). In Kenya however, studies have addressed the correlation between time, finance and human resource management and academic performance. No study has correlated the net effect of time, finance, human and physical resources with academic performance in KCPE in Kakamega East sub-county. Yet there has been a decline in KCPE performance in public primary schools in the Sub-county. It is within this context that the study sought to determine the influence of school resource management on KCPE Performance.

2. STATEMENT OF THE PROBLEM
The government of Kenya, individuals and private organization have invested many resources in the education sector with an objective of achieving the goals of education. The expected performance for a candidate to be considered successful in KCPE examinations is a minimum of 250 marks in order to qualify for a secondary school education. However, in Kakamega East sub-county, students' academic performance has been declining despite the fact that Public Primary Schools in the state are assumed to have adequate and well trained teachers, well qualified pupils from ECDE schools and fairly efficient supervisory system. Thus the factor(s) responsible for the declining students' academic performance cannot be detected without focused investigation. The issue of declining academic performance in examinations signifies a critical impediment in any country since education is a major contributor to economic growth. Thus, various factors were hypothesized for this declining performance. Among them was time management, which is an important input to students' academic performance. This factor has been neglected in most of the studies carried out on the factors influencing academic performance. The study therefore sought to determine the effect of time management on KCPE performance in public primary schools in Kakamega East Sub County.

3. LITERATURE REVIEW
The concept of time management attracts various researchers to look at the link between managing time and performance in any given field. Time management has been perceived from different angles by different organizations and research bodies. It is one of the practices that measures how accurate the set goals can be achieved (Victoria, 2005). He notes that the significance of time management attracts a number of researchers to study on the relevant topic and summarizes the results regarding effective time management strategies for school. The paper revealed that, prioritization of tasks and on-going control of paperwork, contribute to effective and more professional performance at school. However, he notes that there is no clear study on the relationship between time management and academic performance and therefore it is a point of interest to researchers.

Amuli (2008) carried out a study on Time Management in Tanzania Secondary Schools, in Lindi Rural District and found out that more attention was put on facilities, finance and human resources at the expense of time as a resource. He notes that the school heads, teachers and students were less sensitive to recovering lost learners time in their daily performance of school activities. This meant that there was high wastage of school time among the students, teachers and the school heads. He found that in many secondary school subjects' syllabi were not covered per time stipulated by the Ministry of Education. The study recommended that firstly, the school management, teachers and students should recognize time as the basic resource in teaching-learning process so as to accomplish school activities within stipulated time. This study revealed the shortfalls encountered in time management at secondary schools but failed to address whether there was a relationship between time management and academic performance in particular. Furthermore, even though the study dealt with time management at school level, such findings may not fit the primary school scope as in the present area of study at Kakamega East Sub-county.

Brophy (2010) in reviewing the research on effective math instruction among 50 form four students in Kenya reported that students achieved more in classes where they spend most of their time being taught or supervised by their teacher rather than working on their own or not working at all. Therefore, this means that, those teachers spending most of their time teaching and supervising their students, have a big chance to experience better results of their performance. This study was however based on teacher's perception using interview schedule and did not contain any empirical aspect in its conclusion.

Borg (2009) in his summary of the research on the relationship between time and school learning in college and technical institutions in South Africa noted a consistent finding. He found that the amount of time that students were engaged in relevant reading and mathematics tasks was positively associated with their academic achievement. This study was however based on higher level of study whose structure and level of studies were different. The system of exams is also very different from that of the primary schools in Kenya and therefore such studies could not be generalized for the current study location.

Kiggundu (2009) conducted a research aiming to establish how time management influences students' academic performance at selected private secondary schools in Wakiso District in Uganda. He used 5 private secondary schools with a total population 3200 students and 240 teachers. Purposive sampling was used to select respondents who had more knowledge on schools matters thus resulting to a sample size of 300 students and teachers. The study used questionnaire to collect data and was cross-sectional in nature. The major findings of the study were; all schools have written rules and regulations on time but they did not understand them fully. Some rules and regulations require modifications and others lack consistence in their implementation. Also time was poorly managed in school where the designed timetables were not respected. The study did not however establish the relationship between time management and academic performance. This led to the present study more interesting since it sought to establish relationship between time management and academic performance using strong statistical tools.

Rwegoshora (2012) in the study on 'Work Deadlines and Time Management process in Galileo, Tanzania' established that there is a link between time management and job performance. A failure to comply with nature of business which demands a quick response to clients' needs contribute to the failure to meet work deadlines. The study recommends that, there should be an improvement in managing time of and for employees. the study showed that there is a need to employ effective time management skills to cover the problem of meeting work deadlines at work places. Again, teachers are more satisfied and plan to stay longer in schools that have a positive working environment. Teacher's use of time on discipline has important consequence to the academic performance of the students. These imply that in the training program, the teachers should be given a sound and coherent instructional philosophy which puts the students at the centre stage of the educational program. They should be given training in classroom management techniques so that time is not wasted on discipline. School administrators need to develop, within the schools, a sound and coherent educational philosophy which puts students and learning at the centre of the school program. They should give more classroom supervision to the teachers so that a proper balance in the use of time in teaching and on discipline can be attained (Ming,2014).

Lay and Schouwenburg (2013) studied the relation between trait procrastination and time management in private secondary schools in Kenya. The study adopted a cross-sectional survey research design with a total of 156 students from the schools. Questionnaires were used to collect data from the students. The findings revealed that students who are high on trait procrastination exhibited a greater likelihood of being behind schedule on their personal projects. They are to study for an examination for fewer hours than intended. They may have a low score on feeling of control of time, setting goals and priorities. They may also use less time management techniques.

The above sampled studies show that, there are a number of challenges in management of time in both public and private institutions. Some of the studies reveal that, it is vital for schools to manage their available time because time management affects academic performance. it was therefore necessary to review management of time in schools for comparison of the documented scholarly results.

4. MATERIALS AND METHODOLOGY
The study employed a Mixed Methods Approach to collect both qualitative and quantitative data. It targeted four categories of respondents namely; 81head teachers, 1215 teachers, 81 BOM chairpersons and three education officers in public Primary Schools in Kakamega East Sub County. Simple random and purposive sampling were used to sample 22 head teachers, three education officials, 121 teachers and 22 BOM Chairmen. The study utilized closed ended questionnaires and interview schedules to collect data and analyzed it using Frequency Counts & Pearson Correlation coefficients.

5. FINDINGS AND RECOMMENDATIONS
This study determined the effect of time management on performance in primary schools. This was achieved by seeking views from the teachers and head teachers of the schools on various items. Among the items of opinions were:- utilization of school time table, supervision routine,

whether workload of teachers on leave was assigned to other teachers or not soon afterwards, time taken on assembly. Others were regularity and durations of the meetings in schools and time taken to cover syllabuses. The results were presented as shown in Table 1

Table 1 Time management

Variables		1	2	3	4	5	Mean	SD
TM1	T	35 29.9%	44 37.6%	14 12.0%	16 13.7%	8 6.8%	2.30	1.22
	HT	14 63.6%	6 27.3%	0 0.0%	2 9.1%	0 0.0%	1.55	.91
TM2	T	15 12.8%	62 53.0%	12 10.3%	14 12.0%	14 12.0%	2.57	1.21
	HT	7 31.8%	10 45.5%	1 4.5%	1 4.5%	3 13.6%	2.23	1.34
TM3	T	22 18.8%	53 45.3%	6 5.1%	22 18.8%	14 12.0%	2.60	1.31
	HT	0 0.0%	4 18.2%	8 36.4%	5 22.7%	5 22.7%	2.95	1.53
TM4	T	39 33.3%	46 39.3%	13 11.1%	13 11.1%	6 5.1%	2.15	1.16
	HT	13 59.1%	7 31.8%	2 9.1%	0 0.0%	0 0.0%	1.50	.67
TM5	T	30 25.6%	49 25.6%	13 11.1%	22 18.8%	3 2.6%	2.31	1.13
	HT	0 0.0%	10 45.5%	8 36.4%	2 9.1%	2 9.1%	1.82	.96
TM6	T	7 6.0%	22 18.8%	10 8.5%	35 29.9%	43 36.8%	3.73	1.30
	HT	12 54.5%	4 18.2%	2 9.1%	2 9.1%	2 9.1%	2.00	1.38
TM7	T	17 14.5%	35 29.9%	21 17.9%	31 26.5%	13 11.1%	2.90	1.26
	HT	3 13.6%	8 36.4%	3 13.6%	5 22.7%	3 13.6%	2.86	1.32
TM8	T	20 17.1%	43 36.8%	20 17.1%	30 25.6%	4 3.4%	2.62	1.14
	HT	8 36.4%	9 40.9%	2 9.1%	3 13.8%	0 0.0%	2.00	1.02
TM9	T	29 24.8%	47 40.2%	8 6.8%	28 23.9%	5 4.3%	2.43	1.22
	HT	2 9.1%	14 63.6%	2 9.1%	4 18.2%	0 0.0%	2.36	.90
TM10	T	37 31.6%	54	14	6	6	2.06	1.05

			46.2%	12.0%	5.1%	5.1%		
	HT	14	7	0	1	0	1.45	.74
		63.6%	31.8%	0.0%	4.5%	0.0%		
OVERALL	T						2.66	1.21
	HT						2.48	1.16

Source: Field Data, 2017

Legend: 1-Strongly Disagree; 2- Disagree; 1-Undecided; 4: Agree; 4-Strongly Agree

TM1: There is a timetable in school which is strictly adhered to

TM2: There is supervision of Time in school by Deputy Head teacher

TM3: Workload for teachers on leave is assigned to other teachers soon afterwards

TM4: Teachers engage in teaching immediately after assemblies

TM5: There are regular meetings of subject performers' results in school by exams reports

TM6: There are regular staff meetings/briefs for appropriation of issues emerging /emergency issues

TM7: Teaching starts immediately schools opens

TM8: There is adequate time for coverage syllabus in schools early enough to allow revision

TM9: There is incomplete syllabus coverage in schools due to limited time

TM10: Games /sports are enough time in schools

The findings in Table1 indicated that the school timetable available in most of the schools was not adhered to as revealed by majority of the teachers, 44(37.6%) who disagreed and 35(29.9%) who strongly disagreed. The same findings were indicated by majority, 14(63.6%) of the head teachers who strongly perceived that the timetables were not strictly adhered to in schools. This showed that the school timetables could have been put in place for formality but poorly managed. A mean of 2.30 for the teachers and 1.55 for head teachers affirmed that there was poor timetable adherence by schools. The other aspect of time management was the supervision of time in schools by the deputy teachers. Majority, 62(53.0%) of the teachers and 10(45.5%) of the head teachers were also of the perception that this was poorly managed, this was also supported by low means of 2.57 and 2.23 respectively. The findings further indicated that there was no urgency on assignment of workload for teachers on leave to other teachers. This was indicated by majority of the teachers, 53(45.3%) who revealed this although majority of the head teachers, 8(36.4%) were neutral. Concerning class engagement after assembly, the findings indicated that teachers rarely kept time, as revealed by majority, 46(39.3%) of the teachers and 13(59.1%) of the head teachers. The means for this were 2.15 and 1.50 respectively, supporting their views.

The results also revealed that teaching does not start immediately after school opens, as revealed by 35(2.9%) of the teachers and 8(36.4%) of the head teachers with means of 2.90 and 2.86 respectively. School syllabus being one of the indicators of time management, seemed not to be well managed in schools as revealed from the findings by majority 43(36.8%) of the teachers, and head teachers, 9(40.9%) who indicated that there is no adequate coverage of syllabus in schools early enough to allow revisions. Games and sports were not timely allowed in schools as revealed by majority, 54(46.2%) of the teachers and 14(63.6%) of the head teachers. The overall mean on time management for the teachers was 2.66 and for the head teachers, 2.48 meaning that

there was poor time management in schools. There seemed to be a situation whereby teachers and school managers were giving priority to other issues in school at the expense of time meant for learners in the schools. The findings concurred with those of Amuli (2008) who found out that in secondary schools, more efforts were put on facilities, finances and human at the expense of time as a resource.

In order to determine the relationship between time management and academic performance in primary schools in Kakamega East Sub-county, Pearson correlation was carried out. The means for respondent's statements on time management that rated on a five point Likert scale were correlated with the means on performance. The findings were presented in Table 2.

Table 2 Correlation between Time Management and Performance

		Performance	Time management
Performance	Pearson product moment coefficient	1	.522**
	Sig. (2-tailed)		.000
	N	139	139
Time management	Pearson Correlation	.522**	1
	Sig. (2-tailed)	.000	
	N	139	139
Correlation is significant at the 0.01 level (2-tailed).			

The findings as shown in table1indicated that there is a moderate significant correlation between time management and Performance in KCPE results .This implied that performance in KCPE was highly associated with time management in schools and therefore it could be inferred that time management affected performance in primary schools in Kakamega East Sub-county. In addition to these findings, the study carried out an interview with both BOM chairpersons and Education officials. In one of the interviews, one of the BOM was asked to share his view on time management in school. He noted,

"The school is trying to manage their time well, but there is still a problem. Whenever I come, I find students everywhere even when it's not time for tea break. I think the school management should help learners and cultivate their time well so that learners get a clear direction on what they should do"

The observation of the respondents indicated that learners' time was not well utilized. Similar findings were documented from BOM chairpersons and the education officials. Students are sometimes out of class unnecessarily. Poor time management leads into delays and eventually inability to meet school goals as reflected in low performance. The current poor performance could therefore be linked to poor time management in schools. From these results, the study concluded that time management had a significant influence on academic performance of learners in Kakamega east sub county. Therefore the researcher recommended that school management and all the education stakeholders should seek strategies that can improve management of school time to maximise learners' academic performance.

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