

**ORGANIZATIONAL RESOURCES AND PERFORMANCE OF PUBLIC  
SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA.**

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## DECLARATION

## **DEDICATION**

I dedicate this project to my supervisor Dr. Anne Muchemi for guiding me when writing this proposal. Much love and thanks to my parents Mr and Mrs Christopher Chebiegon for finances and devotion.

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## OPERATIONAL DEFINITION OF TERMS

**Access:** This refers to making education and educational facilities affordable and available to the students with ease.

**Institutional factor:** Refers to the school-based attributes which affect the quality of the students' performance in Kenya Certificate of Secondary Education

**Performance:** Achievement of school vision and mission regarding employee satisfaction, consumer satisfaction, efficiency, innovativeness and adapting to changing environmental and financial environment.

**Organization:** A group where members work together to achieve a shared goal.

**Organizational Resources:** These are assets available by corporation or institution for the success in service delivery.

**Financial Resource:** Organization funds or monetary assets are a very significant resource. It determines the institutional procurement, utilization, and maintenance of other resources.

**Physical Resource:** The physical infrastructure and other tangible resources

**Human Resource:** All the personnel working in an organization collectively influence and achieve the objectives of the institution.

**Administrative Resource:** Include all the resources that support administrative operations including accounting, finance, designing, development, quality assurance, among others.

**Public Secondary School:** An elementary or secondary school that is state-owned, fully supported, or with most of its funding supported by the state or government.

## ABBREVIATIONS AND ACRONYMS

<b>ASAL</b>	: Arid and Semi-arid Lands
<b>BSC</b>	: Balanced Score Card
<b>CAT</b>	: Continuous Assessment Test
<b>CIDP</b>	: County Integrated Development Plan
<b>DEA</b>	: Data Envelopment Analysis
<b>FGD</b>	: Focus Group Discussion
<b>FSDE</b>	: Free Day Secondary Education
<b>GER</b>	: Gross Enrolment Ratio
<b>GOK</b>	: Government of Kenya
<b>ICT</b>	: Information Communication and Technology
<b>KCSE</b>	: Kenya Certificate of Secondary Education
<b>KICD</b>	: Kenya Institute of Curriculum Development
<b>KPIs</b>	: Key Performance Indicators
<b>MOE</b>	: Ministry of Education
<b>NEMIS</b>	: The National Education Management Information System
<b>SHRM</b>	: Strategic Human Resource Management
<b>TLR</b>	: Teaching and Learning Resources
<b>TMT</b>	: Top Management Team

## ABSTRACT

Kenya's education system is devoted to providing all Kenyans with high-quality education, training, science, and technology. The education sector has been experiencing problems leading to poor performance. The purpose of the study was to establish the effect of organizational resources on the performance of public secondary schools in Baringo County, Kenya. The specific objective of the study were to ascertain the effect of financial resources, physical resources, human resources and administrative resources on the performance of public secondary schools in Baringo County. The study was grounded on Resource-Based View, Balanced scorecard model and institutional theory. Descriptive study design was applied. The population was 160 secondary schools, 160 principals and 1992 teachers. Stratified sampling technique was used. Content validity was bonded by supervisors' expert judgement and reliability was tested by Cronbach Alpha formula. Quantitative data was investigated by descriptive statistics. Results were given out in tables, charts and graphs. Regression analysis was employed. Analysis of Qualitative data by content analysis and presentation in themes and narratives. Semi-structured questionnaire were conducted for quantitative data. 26 teachers from 20 schools were randomly selected to participate in piloting while 2 principals were purposively selected. The study was of value to Baringo County education sector and researchers. The findings and recommendations that was made would be positive linking organizational resources and performance. Privacy of the respondents was assured and was required to sign an informed consent before participating in the study. Approval from the County director of education was contacted from the County headquarters before carrying out the study. Kenyatta University's graduate school provided permission to conduct the research. The outcome of multiple regressions indicated that financial resources had a significant relationship ( $p = 0.000$ ), physical resources had no significant relationship ( $p = 0.470$ ) human resources had a significant relationship ( $p = 0.005$ ), administrative resources had a significant relationship ( $p = 0.000$ ) at 5% confidence with performance. The study concluded that on financial resources secondary schools approach to the right utilization of funds by the school management has led to improved performance, physical resources that are meant to influence performance in schools, human resources employed are qualified for positions of work and school management participates in planning to achieve higher performance. The study recommended that financial resource on The exchequer ought to guarantee secondary schools receive sufficient financial resources supporting all their teaching and learning activities, school management should have development plans that govern and prioritize development of physical resources in the school, Teachers service commission should play a key role with equipping schools with the right, competent and sufficient teachers to support teaching and learning and school management in collaboration with other school stakeholders should be keen to develop strategic plans that will govern how schools manage their activities in relation to available resources.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

Nové (2002), performance consists of achieving goals given in the convergence of enterprise orientation. It further postulates that performance is not a mere finding of the result of the outcome but a comparison between the objectives and outcome. Performance is future-oriented, and it is designed to reflect the organizational goals while linking other components and products. It may include but is not limited to products, consequences, and impact and it is determined by complex performance. Santos, J.B. & Brintos, A.I.A (2012) performance of organizations has received much inquiry and exploration by strategic management scholars with the aim of increasing organizational competitiveness and achievement of customer satisfaction. A critical indicator for measuring organization performance is dependent on its ability to satisfy its consumers (Mackie, 2008). Due to increasing demand for customer satisfaction, most academic institutions are developing initiatives and methods that will improve students' performance.

Developed countries have quality organisational resources and highly skilled human resources, access to good and stable network systems, e-learning facilities, physical structures, reading materials, and library systems including other institutional resources (Docampo, 2017). In India, the positive performance seen in secondary school is greatly determined by teachers' professionalism, skills and abilities contributing to positive performance in secondary schools. Other facilities that influenced the performance include library services, laboratory, instructional strategies, and appropriate teaching-learning processes and usage of technology as drivers to positive performance (Kapur, 2018). In Nigeria, Tijani (2020) reported the good performance in Nigeria could be attributed to participatory decision making which gives room for educational stakeholders in

decision making. This allows the mobilization of resources thus guarantees the sustainability of secondary school performance.

The study also emphasized significance of teacher participating in key decision-making processes and school-based management policies. The results agree with the Uthman (2016) reveals important connection amongst teachers' involvement in making decisions and secondary schools performance. In Botswana, the good performance of secondary schools is significantly better on academic tests. This is attributed to adequate facilities such as classrooms, desks, and books (Tsayang, 2020). In Uganda, according to Oketcho (2020), Tororo District moderate performance of secondary schools was attributed to head teachers' management style and teachers' job performance. Other significant factors included unfavourable government policies, insufficient infrastructure, poor welfare contribute to the reported performance. In 2012, the majority of secondary school students in Uganda recorded poor performance, especially in mathematics and sciences. The poor results were associated with limited secondary school infrastructure including physical and human resources. In Kenya, the performance of secondary schools is moderately consistent with the majority of studies of different authors regionally. According to Ndambuki (2020), the Kenya Certificate of Secondary School performance can only be enhanced by ensuring the adequacy of physical and teaching facilities.

The poor performance in some regions in Kenya is due to organizational resources and their utilization. Routledge (2014) study reported that poor performance in Kenyan secondary school is due to an imbalance in the allocation and utilization of resources. Okoth, Ogeta, Otieno & John (2018) study reported that physics teachers and inappropriate laboratory equipment led to poor performance in the subject. According to Oduol (2018) the study analysed those poor methods in science leads to a negative attitude, adverse home background, absentees who are persistent caused

by lack of school fees, weak students enrolled in form one, insufficient instructional material and physical structure affects science subject performance.

### **1.1.1 Organizational Performance**

Performance encompasses firm results on financial performance which include profits, returns on asset, return on investment, product and shareholder performance. Performance in an institution is compared to laid goals and objectives. Outputs in an organization is determined by organizational resources being effective (Cho, 2010). Javier (2002) organizational performance corresponds to Economy, Efficiency and Effectiveness. Daft (2000) argues that to achieve goals, resources have to be employed efficiently and effectively. Ricardo (2001) also supports this argument. Effectiveness of an individual human resource determines accomplishment of goals and objectives. Employee performance and management styles influences organizational performance.

Output oriented model is used to factors weights which range from one school to another that limits factor weight to be fair for all schools. The model identifies the worst and best performing schools (Portela, 2009). The Kenyan education system has different levels of Student performance assessment from national level examination and cascaded down to school levels. According to Buhere (2010), Kenya's secondary schools are characterized by too much assessment of learners in schools and limited assessment of the performance of other institutional resources that influence students' performance. Other indicators include the change to higher education or graduation rate, the number and students sub-groups who access effective and highly effective facilitators, teacher satisfactory rate, and attendance rate among other indicators (National Research Council, 1999).

According to Collaborative for Academic (2010), a standardized test has become an important indicator of school performance in public schools across the US for many years now. This test measures student's performance at a given point in time considering student background. Measuring



their growth allows comparison of scores of students' from previous results while showing progress made by all the students and teachers. The graduation and transition rates in schools are mandatory in states and have been adopted internationally. Schools employ performance metrics to assess their students' progress. Some reports compute how local secondary schools perform on a national standardized test. Formal students' report cards can also provide an assortment of student's performance.

Lack of standard indicators is presents in assessing performance (Santos, J.B. & Brintos, A.I.A, 2012). Balance scorecard explores financial indicators and non-financial indicators measures like indicators for measuring consumer satisfaction, efficiency of organizational resources innovation and inventions among others (Kaplan & Norton, 1996). Financial performance, customer results, innovation, inventions, and internal processes are all part of the balanced scorecard. Secondary education in most countries determines career success as an important indicator in measuring the performance of the school. In the USA, the graduation is computed by the total number of students (cohort) graduating within four years of secondary education. Academic and non-academic excellence, land infrastructure, stakeholder satisfaction, financial stability, school and discipline must all be measured in schools. In Portuguese secondary schools performance is measured by Data Envelopment Analysis (DEA). Depending on the point of view analysis may be different. Schools promotes student performance in academic and interpersonal capabilities. Educational perspective views schools as modifying a set of resources into student performance (Portela, M., 2009). According to Meyer (1993), level indicators have been adopted to assess the school's performance. Edwards (2005) argued that KPIs compiled information that measures and assesses performance. Numerous researchers have adopted different measures of firm performance in the education sector this study will focus on Balance score card model which shows financial and non- financial

indicators. This study analysed attendance rate, discipline, teacher satisfaction and mean score as indicators of performance.

### **1.1.2 Organizational Resources**

According to Duff, V (2016), organizational resources are the organizational building blocks which influence its competitive advantage and include human, physical, financial and intangible resources. Other management scholars argues that organizational resources only do not translate to better performance. Controlling and coordinating these resources leads to better performance. Organizational resources are assets that an institution has availed to employ in the production process. Organizational resources can be divided into four categories. Human resources, machines, and funds are among them. The product is made from raw resources. Organizational resources results to finished products (Albrecht, 2018). Education is the act of acquiring, receiving and giving systematic instruction on a subject matter like structures systems at schools or universities. Strategic management practices comprises of strategy formulation, implementation, evaluation and control (Wheelen & Hunger, 2008).

Different scholars have advanced different types of organizational resources. According to Elias (2018) organizational resources encompass physical, information technology, financial and human resources. World Bank (2010) physical, material, financial, and human resources influence both qualities of education provided in the institution and the teacher-pupil motivation. All these translate to better educational performance. The performance of schools is thus dependent on school resources. According to Glazebrook (2013), theories and priorities for education in modern China, faces slow economic growth and the absence of qualified human capital due to poor performance associated with the education system. Organizational resources are materials, human resources and Information technologies, capital, and entrepreneurship owned by an organization which facilitates

day to day operation of the organization. Organizational resources can be classified into transformed resources which include material available and transforming resources such as types of equipment, physical structures as well employees which are crucial participants in the process of change.

Physical resources include physical infrastructure and other tangible resources. The school physical resources include the classrooms, staff offices, school health units, library and laboratory, dormitory, school vehicles. The school workshop tools, and equipment and machines are also part of physical resources. They facilitate institutional operations and they either directly or indirectly contribute to the performance of other schools. Muda (2014) explains that physical resource plays a critical role and has great implications on human resources effectiveness and influences the process of resource allocation. The findings show priority and goal setting as very important in effective time management. The school system can assist the human resource in the institution by setting goals and ensuring that all the work and duties are completed promptly. The study focuses on Financial, Human, physical and administrative resources since they are the most relevant in this research. Financial resources are usually organization funds or monetary assets and a very significant resource. Financial resources determine the institutional procurement, utilization, and maintenance of other resources. The mechanism through which financial resources in secondary schools are managed, governed and distributed plays is important in the overall performance of other school resources. Financial resources in schools facilitate the procurement of facilities, equipment, electronics, payments of salaries, and even communication needed for effective and competitive performance. Schools can develop a financial management system to monitor and audit the finance properly. This also ensures accountability (Evans, 2007)

Human resource includes the personnel working in an organization. They all contribute to achieving the objectives in the institution. In secondary school, human resources include teachers, support

workers, students, parents, and members of the community. According to Noe (2018) argues the introduction of the Human resource management system in an institution translates to positive performance. The consequences of neglected employees and unsatisfied, heavy workload and sometimes pressure for results yet the environment is not conducive for working leading to poor performance and most cases close to the business. Human resource management strategies are the most valued asset and collective working contribute to achieving goals. Majority of the schools neglect human resource management practice being demonstrated by limited or no training and personal development, management style, performance management, among others.

To achieve competitive advantage, organizations should acquire well trained and motivated human resources and develop mechanisms of retaining its workforce. The institution needs to create secure capital through taking up best human resource management operation including continuous training and skill development, competitive reward scheme and conducive workplace (Bhat, 2013). According to Mastrangelo (2014), competencies of the top management influence the organizational resource. Collectively plays a cardinal role in achieving institutional goals, objectives to create a suitable working environment and influence human resource attitude, behaviour and motivation. This can only be achieved when all the organizational resources are adequate and appropriate to the organization. Administrative resources affect the performance of the schools either directly or indirectly. Mwangi (2015) reported that the process of recruiting, certifying, and teacher's promotion does not necessarily translate to academic performance. The administrative resources are developed and implemented at the high governing organ in the secondary schools. The administrative resource includes the systems for planning, organizing, staffing, and problem-solving mechanisms. Effective administrative systems are more likely to set high academic performance in the schools, the development and advancement of other institutional resources.

Studies reveal that frequent monitoring of teacher and performance of students leads to improvement in academic results.

### **1.1.3 Public Secondary Schools in Baringo County**

Baringo county has 160 registered public secondary schools all distributed across the six sub-counties. Majority of public secondary schools in Baringo County perform poorly with few schools managing to compete effectively with other national schools.. Private secondary schools are performing better than their counterparts, for example: Sacho High school was ranked 1<sup>st</sup> in the county and 61 nationally. In 2022 KCSE Ossen high school had a mean of 9.2 Ruth Kiptui girls with a mean of 8.87, Tabagon high school with a mean of 8.4, Baringo High School had a 8.3 mean while Sacho High school had a 8.23 mean. Student academic performance at KCSE has been poor over the years with barely 25% of the students scoring at least C+. The financial performance varies in secondary schools. In 2019, Kenya Certificate of Secondary Education results, Baringo High School was ranked 2<sup>nd</sup> in the county and 78 nationally.

Financial management also depends on the school's human resource qualification and skills. The process of budget development relies on school management and being carried by the Head of departments, bursars, and approval from the Board of school. There is little engagement from the government (Kahavizakiriza, 2015). The financial resources in most public secondary schools are not doing better. Many schools have not fully exploited the financial raising avenues and largely depend on the government and parents. This has affected the performance of other school resources resulting in poor academic achievements.

According to O.F (2008), the utilization of resources in the learning institutions is associated with good performance. Further, the realization of the school's target squarely is determined by institutional resources being available and utilized. According to Kiptum (2018) an increase in the

facilitator's instructional leadership improves secondary school students' academic performance in Baringo County's public schools. Schools utilizes human resource management practices were able to inculcate instructional leadership abilities to their teaching staff which translated to better performance. In urban located schools such as Kabarnet High School at Kabarnet town, Baringo high school, and Uzalendo secondary school in Eldama Ravine, there is adequate availability of financial resources compared to rural mixed day secondary school with insufficient finances. With the financial muscle, they are equipped with modern and technical science laboratories, teaching and learning materials, engagement in and out of school academic activities, and overall school environment conditions making them compete effectively.

The technological advancement and use of Information Technology Communication disadvantages low financial resource in public secondary schools in Baringo County. Studies show that access and utilization of technology and stable internet significantly contributes to performance of students and institutional resources. Schools having access to technology can make use of e-books, articles, and other reading materials from the internet. This was seen during the Covid-19 pandemic where schools were forced to adopt E-Learning to ensure the continuation of learning. Top leading public secondary schools in Baringo County, taking advantage of financial capabilities, were able to employ human resource management strategies by sending their staff to short-term refresher training. Most of the training lasted from 1 week to 1 month. Some skills trained included computer skills, communication skills among other professional training. According to Gideon (2014) the process of BOM and PTA teachers staffing contributes to more than a third of human resources in public secondary schools. The staffing process thus becomes a more important factor to achieve the school's goals. Non-teaching staffing in public secondary schools includes recruitment, placement, monitoring, and development is done at the school level. There are no human resource performance

appraisals in most public secondary schools especially on non-teaching staff making it difficult to evaluate individual contributions. This affects their performance considering the quality of the selection activity.

## **1.2 Statement of the Problem**

Education sector in a country is critical to national development. The World Bank (2005) elaborates secondary school as an important linkage between primary and tertiary education. Secondary education level, had a steady increase in enrolment, with 2.78 million and 3.26 million in 2017 and 2019 respectively. Public schools account for the largest share of enrolment in basic education, with 93% at secondary school level this is because of key government programs like Free Day Secondary Education and Transitioning from primary to secondary school is seamless.

In the last two academic years, fewer than 20% of the students took the KCSE examination received a C+ or higher, qualifying them for university studies. According to Denis, Frederick, & Naluwemba (2020) results revealed that average attendance rate would enhance student academic performance in that particular course and there is a significant effect of attendance marks on academic scores. Nicholas O., John O., & Eric K., (2016) findings was that discipline accounted for 23% variance in the students' academic performance and truancy was identified as the common form of indiscipline. Arya (2022) presented higher levels of work satisfaction were often reported by female teachers, instructors with more years of professional development, and teachers who were more effective. Asif, Fakhra, Tahir, & Sabbir (2016) showed that student's performance showed no significant correlation with teacher satisfaction. Organizational resources and performance have been studied in the past. However, these studies present various gaps. Elias (2018) focused on strategic resources and performance of public health institutions in Embu County, Kenya, which was carried out in public health institutions. According to Walter, Vincent & Machuki (2018) majored on influence of organizational resources on performance of Kenyan state corporations that

was conducted in Kenyan state corporations. Mukabi T., Maureen O & Julius Gogo (2020) on influence of resources on implementation of strategic plans in public secondary schools in Kakamega County, Kenya descriptive survey design was employed. Performance is therefore influenced by the discipline of students, grades, attendance rate and teacher satisfaction.

These goal was to figure out the effect of organizational resources on performance of public secondary schools in Baringo County, Kenya. It is vital in resolving the issue in order to fulfill the mission of Kenya's 2010 constitution, which states that a basic entitlement to a good education and that every kid has the right to equal access to high level of education.

### **1.3 Objectives of the Study**

The following were my study objectives:

#### **1.3.1 General Objectives**

The general objective of the study was to establish the effect of organizational resources on the performance of public secondary schools in Baringo County, Kenya

#### **1.3.2 Specific Objectives**

The following are the discussed Specific Objectives

- i. To find out the effect of financial resources on the performance of public secondary schools in Baringo County.
- ii. To establish the impact of physical resources on the performance of public secondary schools in Baringo County.
- iii. To find out the effect of human resources on the performance of public secondary schools in Baringo County.
- iv. To investigate the impact of administrative resources on the performance of public secondary schools in Baringo County.



## **1.4 Research Hypotheses**

Main hypotheses of the study are discussed below:

**H<sub>01</sub>** : Financial resources have no significant effect on the performance of public secondary schools in Baringo County.

**H<sub>02</sub>** : Physical resources have no significant effect on the performance of public secondary schools in Baringo County.

**H<sub>03</sub>** : Human resources have no significant effect on the performance of public secondary schools in Baringo County.

**H<sub>04</sub>** : Administrative resources have no significant effect on the performance of public secondary schools in Baringo County.

## **1.5 Significance of the Study**

The goal of the research was to learn more about how organizational resources affect the performance of public secondary schools in Baringo County. The conclusions would be critical to the education sector of the Baringo County Government, as well as the rest of the country. The results would reveal specific inequalities that directly impacts school performance and thus require more prioritization to address. The county government of Baringo has laid out methods that provide a great foundation to education in public, private, and special needs schools, according to the Baringo County integrated development plan 2018-2022. Baringo County government has established methods that provide a strong foundation for education in public, private, and special needs schools. The findings will be utilized in founding future research and contribute scientific knowledge on the subject. The researchers will obtain a sense of the empirical evidence on the organizational resources and performance of Baringo County's public secondary schools. Furthermore, this research will come up with theory development by demonstrating the impact of organizational resources on public secondary school performance in Baringo County.

## **1.6 Scope of the Study**

The goal of the research was to probe the effect of organizational resources on the performance of public secondary schools in Baringo County. In particular, this research evaluated the effect of financial resources, physical resources, human resources and administrative resources on performance of public secondary schools in Baringo County between the September 2022 to date, the duration was vital for the study for adequate background information of the respondents be collected. This study took place in public secondary schools in Baringo County, Kenya. Baringo County holds 160 registered public secondary schools, 45.3% is the net enrolment rate of Secondary school (NCPD, 2017). The County has six (6) sub-counties namely: Marigat, Baringo North, Baringo central, Mogotio, Tiaty, and Koibatek. Participating public secondary schools was selected from the six (6) subcounties in Baringo County the 2152 respondents being principals and teachers from the various schools in Baringo County. The study was administered between September 2021 and March 2023 with much cognizance of covid-19 protocols and measure aimed at reducing transmission.

## **1.7 Limitation of the Study**

Baringo County is a vast county associated with a poor road network, climatic conditions that are harsh like in the lower part of the county that lacks security but the researcher liased with the security officers in the area during the period of data collection. The respondents took time in filing in the questionnaires this made the study to take a long duration therefore making the researcher to work tirelessly in compiling the data. The study was only conducted in public secondary schools in areas where there was at the time harmonious cohabitation. The research emphasized on public secondary school resources that directly influence the performance of the school. Other extraneous factors such as community resources and government education policy that influences the performance of schools were not studied. The generalizability of results was a limitation given that the study was

based in Baringo County only considering its unique characteristics compared to other counties in Kenya.

### **1.8 Organization of the Study**

The study is organized into five chapters. The first chapter has the background, with sub-headings on organizational performance, organizational resources, and public secondary school performance. Statement of the problem, objectives, study's significance, scope and limitations that may be encountered during the study's implementation are included in this chapter. The literature reviews were presented in the second chapter. The literature review was divided into three sections: theoretical, empirical, and summary literature and research gaps. The empirical review is carried out heeding the study's objectives. The study methodology was detailed in the third chapter. This includes study variables, study location, target population, sampling, sampling techniques, research instruments, pre-test, and techniques on collecting data, data analysis, presentation and ethical considerations. Chapter four included: analysis, interpretation plus discussion of the data and chapter five comprised summary of findings, conclusion and recommendations.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The chapter evaluates theoretical as well as empirical literature in light of the research aims. The theoretical literature explores into the major theories that are necessary for a better understanding of research and its goals. Empirical review examines the link between various study factors while focusing on the study's unique aims. Financial resources, physical resources, human resources, and administrative resources all have an impact on performance, according to empirical literature. The chapter includes empirical literature review, research gaps and conceptual framework demonstrating connection of study variables.

### **2.2 Theoretical Literature Review**

Foundations of the study is rooted on Resource-Based View, Balanced scorecard model and institutional theory.

#### **2.2.1 Resource Based View**

Penrose, E. T. (1959) established this theory, which emphasized a firm's internal resources through the theory of firm growth, which elaborates that growing of a firm is dictated by its resources and constrained by management resources. Resources and products, according to Wennerfelt (1984), are two sides of the same coin. A company's resources lead to a competitive edge (Barney 1986, 1991; Conner 1991; Peteraf 1993 & Wennerfelt 1984). Organizational resources, according to Barney (2001) has an important impact on performance. Making use of organizational resources has an impact on a company's capacity to build and retain a competitive edge over other companies that provide similar services or goods. Peteraf (1993) and Barney (2003), in order for a company to be competitive, it must be: heterogeneous, rarity, non- substitutable and inimitability. Barney (1991) organizations gain a competitive advantage by having acquired, developed, assembled, and distributed physical resources, human resources and organizational resources that are unique, of

value and difficult to imitate by competitors. By acquiring or owning distinctive or difficult to replicate bundles of resources as well as dynamic skills that integrate, expand, and rearrange internal and external abilities to deal with rapidly changing environments, businesses can gain a competitive edge (Barney, 2001).

Employee and managerial skills are some of the most enduring and challenging for rivals to mimic firm-level resources. According to Zott (2003), dynamic capabilities may be comparable among organizations, but depending on how and when they are deployed, there may be performance disparities. The link between internal resources, strategy, and organizational success is the focus of the RBV. Instead of only integrating human resources with current strategic objectives, it emphasizes furthering a sustainable competitive advantage through the growth of human capital (Torrington, 2005). According to Peteraf and Barney's (2003), resources have varying intrinsic degrees of efficiency, which helps to explain why different organizations operate differently and provide various results.

The claim that an organization's internal resources may provide it a competitive edge marks a departure from past theories of strategy, which put more emphasis on the external environment and variables like consumers, the market, and competition (Miles and Snow 2004; Porter 2005). It solves the problem of identifying resources' strengths and weaknesses, namely, resources that give sources with essential capabilities of SCA (Pearce & Robinson, 2005). According to O'Sullivan (2011), firms should employ all available tools to your advantage creating distinctive blueprint that may produce consumer value.

RBV considers organization as comprising physical, administrative, financial, and human resources which affects performance of the organization. The theory underpins this study for better

understanding on organizational resources which should be of value, scarce, rare, and non-substitutable to positively influence the performance and thus competitive advantage over academic institutions.

### **2.2.2 Balanced Score Card Model**

Kaplan and Norton are the proponents of this model. According to Kaplan and Norton (2015), Balanced Score Card creates a link to vision, purpose, and strategic objectives. The balanced scorecard model is made up of three parts: The measuring system, strategic management and communication system (Bremser & Barsky, 2004). Supporters of BSC claim that non-financial measures must be done first in order to achieve success in financial assessment (Davis & Albright, 2004). The balanced scorecard system divides a company's strategy into distinct objectives, KPIs, targets, and projects categorized as related to finances, customers, business processes, people, and learning (Kassahun, 2010). The Balanced Scorecard expresses this through four separate perspectives: finance, corporate internal processes, learning and development. The foundations of Balance Scorecards enables a link between the business's short and long-term objectives (Kaplan Norton, 1996). Indicating if the business strategy, implementation and execution serve to boost the bottom line (Kaplan & Norton, 1992&1996), financial perspective measures and tracks the financial requirements and performance of the business (Hannabarger, Buchman, & Economy, 2011).

According to scholars such as Chaudron (2003), BSC balances long and short term actions while driving a company's strategy. BSC embraces a specific approach structure and includes a success measuring system in order to generate profits for the company (Christesen, 2008). BSC may be described as a performance management tool allowing goals and tactics of a business to be translated into a concrete metrics set. The BSC places a strong focus on four key areas that may be used to evaluate an organization's success over the long and short terms. They include: customer

retention and happiness; innovations, which entails enhancing business operations by adopting the most effective commercial practices; human resource development, which entails learning and development; and employee satisfaction. Non-financial measures, according to Spraakman (2005), are important drivers of long-term shareholder value and businesses that fail to satisfy their consumers will be driven out of business.

Kaplan and Norton (1992) for BSC to be effective, it is advised that the company first determine its goals for time, quality, performance, and service before transforming these goals into precise metrics. The balanced scorecard encourages a company to work tirelessly toward shared goals and fosters a feeling of community among employees by allowing them to see their unique contributions to the accomplishment of the company's vision (Kaplan & Norton, 1996).

The BSC accepts the vision and strategy as given; the BSC is responsible for turning a business unit's purpose, plan to concrete goals also benchmarks. Management procedures accomplished by BSC's measurement focus: Clarifying, translating vision, strategy, communicating, uniting strategic goals, benchmark, planning, goal-setting, strategic activity coordination, enhancing feedback, and learning. The measures operate as a bridge between the plan's theoretical enactment and actual execution.

This theory would focus on the dependent variable in this study.

### **2.2.3 Institutional theory**

This notion was created by DiMaggio and Powell (1991). Supra-individual unit of analysis is considered and it cannot be minimised to aggregations by finding cognitive and cultural reasons of organizational and phenomena. According to Scott (1995) organisations must follow roles and belief system so as to thrive. Scott (2001) auditing disturbs the flow of information necessary for strategy execution, that in turn affects the process of carrying out an approach. The performance of

an organization is often driven by directives, schedule and mythos, which have an effect on institutional pressures, resource constraints, legal aspects, organizational practices, and traditions. The present body of strategic management literature illustrates that institutional theory motivates organizational behavior to act in a civilly answerable way toward public and a variety of partner (Brammer, Jackson & Matten, 2012).

Official rules, comprising procedures and policies, according to Jepperson (1991), dictate how information flows in an organization and how personnel responds in the event of a certain sort of occurrence. According to Zucker (1977), organizational structures produce anticipations among various stakeholders in the execution of strategy, which governs how activities are carried out and influences final results. This theory explains the impact of procedures and regulations, laws, and other internal organizational constraints. Borrás, S., and Seabrooke, L. (2015) revised institutional theory to imply intentional attempts by reform actors to systematically change institutions and processes to make them work better, more performance-oriented, create advantageous institutional positions, and create salience on political issues, with a prominent theme being the relationship between reform and performance.

According to Meyer & Rowan (1977) and Powel (2007) many organizations, according to the idea's pioneers, reflect fictions, procedures, and standards that have developed over time and been supported by data from a variety of professions. The theory focuses on the mechanisms, causes, and effects of organizational behavior patterns. It differs from the view that these systems establish gendered normative expectations and are deeply ingrained and integrated into the social fabric of countries (Scott, 1995). Institutional theory emphasizes how human agency plays a role in institutional transformation as well as how individual actions are dependent on institutions (Greenwood, 2008). Greenwood, Oliver, Sahlin, and Suddaby (2008), institutional theory can be



separated into: old institutionalism, which emerged end of the 1940 and start 1950, new institutionalism end of 1970 and start of 1980 and types of methods which emerged since the 1990s. Iravo (2015) used institutional theory to look at impact of culture on employee performance in public secondary schools in Bungoma, Kenya and summarized; both leaders and employees must concentrate on the institution's leadership, its financial health, and the training and education of its staff if it is to improve its performance. These systems, which establish gendered normative expectations, are profoundly ingrained and integrated into the social fabric of societies (Scott, 1995).

This theory focused on the independent variable in the study.

### **2.3 Empirical Literature Review**

Empirical literature highlights various studies done on organizational resources and their effects on the performance. The sub-topic under review includes financial resources, physical resources, human resources, and administrative resources.

#### **2.3.1 Financial Resources and Performance**

Njagi, Muathe & Muchemi, (2018) studied financial resources, physical resources and performance of public health institutions in Embu County, Kenya. The data was examined using explanatory and descriptive study approaches, financial also physical resources is favorable and reliable impacting performance of public health facilities which in turn results in the improving the livelihoods of the citizens in a country. The prior investigation was done at public health institutes, but this study was undertaken in secondary schools. Mwangi (2018) on financial management practices on financial performance of companies listed at Nairobi securities exchange. Semi -structured questionnaires were administered to The Nairobi Securities Exchange has 65 businesses listed. The financial performance of Nairobi Securities Exchange-listed enterprises is influenced by financial

management techniques, the study was conducted in Nairobi securities exchange as for this study was conducted in Baringo County.

Esonga, Mwau, Roman, Sangoro & Mutsoli (2017) emphasized financial management practices, firm performance among micro and small enterprises in Busia town, Kenya. 712 small-scale traders were the study's target population, with 88 respondents chosen using simple random selection. Financial management approaches have an impact on MSE success in Busia town. The prior study employed inferential and descriptive design, but this study used descriptive design. Ali S., & Javed A. (2013) studied the determinants of financial performance of a firm: case of Pakistani stock market. SPSS was used containing descriptive statistics and explanatory factors. Corporate governance, risk management, and performance have a favorable relationship, but other variables have varied findings. This research took place in Pakistan, whereas this study was conducted in Kenya.

White, Maru & Boit R. (2015) majored on financial resource as drivers of performance in small and micro enterprises in service retail sector: a case of Eldoret municipality Uasin Gishu County, Kenya. This study employed an explanatory survey design. The conclusion is financial and capital resources are essential to the outcome of all firms. Because the previous study was conducted in small and micro businesses, and this study is being conducted in secondary schools, the results cannot be broadly applied.

According to Muguchia (2018) the effect of financial management practices on the financial performance of the companies listed at Nairobi securities exchange. Although there were 65 companies in the population, the research was acquired from 42 of them. The significance of the F statistic was 3.276, cash management methods was 0.878, insignificant, capital budget practices was -0.520, which was significant and the t-value for finance methods was 2.532, which was crucial. The first study took place in Nairobi County, but this one would take place in Baringo County.

### **2.3.2 Physical Resource and Performance**

A study by Murimi, Ombaka & Muchiri (2019) on influence of strategic physical resources on performance of small and medium manufacturing enterprises in Kenya. Researchers used descriptive statistics and regression analysis. The findings were limited in their generalizability focusing on manufacturing companies. The earlier study, which was conducted on manufacturing companies while this was in secondary schools. Bartocho (2016) majored on effect of physical and social capital resource capabilities on employee performance in courier companies in Kenya. Target population was 2800 people, and 339 people responded. Employee performance was most affected by physical capital while social capital had little impact. Simple random sampling was employed while this study applied stratified sampling.

Ongeti & Machuki (2018) majored on organizational resources and performance of Kenyan state corporations. 63 Kenyan state corporation was analysed. The findings backed the resource-based theory, shows how an organization's resources influence performance by depicting how resources lead to better performance. Aforementioned applied cross-sectional design while this study employed descriptive study design. Gakenia (2015) researched on organizational resource and performance of mobile phone companies in Kenya. Target population comprised 381 respondents and 170 respondents as the sample size. Human capital has a substantial beneficial on mobile phone company success. This study was done in mobile phone companies unlike this study which was in secondary school. Gitau, Abayo & Kibuine (2020) on influence of organizational resource allocation and strategy communication on organizational performance of selected supermarket in Nairobi County. Target respondents were 54. Strategic control and monitoring had an impact on organizational performance, which was communication of strategy, allocation of organizational resources, and senior management support This study analysed data using census in contrast to this

study, which utilized semi-structured questionnaires. Otulia, Mbeche, Wainaina & Njihia (2017) on influence of organisational resources on performance of organisations ISO certified in Kenya. Primary data was acquired utilizing questionnaires from 282 ISO certified organizations, and secondary data was collected from 27 ISO certified organizations. The findings revealed that having a lot of organizational resources hurts performance. Cross-sectional survey design employed, whereas this one used descriptive survey methodology.

### **2.3.3 Human Resources and Performance**

According to Mogeni (2017) an assessment of the effect of human resource management practices on employee performance: a case study of Wakenya pamoja sacco Ogembo branch, Kisii County. Random sampling and census techniques were adopted. The findings showed human resource management practices led to an improved employee performance. The study was done in Wakenya pamoja sacco but this study was in secondary schools. Kipkorir (2013) studied effects of human resource management practices on financial performance of selected agricultural firms in the sugar industry.

The sample size comprised of 134 respondents. The findings demonstrated a correlates human resource management techniques and financial success of a group of sugar industry agricultural businesses. Descriptive and inferential study employed while this study used descriptive study. Kiangoi (2015) majored on the impact of human resource practices on organizational performance: a case study of Tata chemicals Magadi limited in Kenya. Descriptive design. Employees believed reward procedure has a great contribution to their performance. The study is in Tata chemicals Magadi limited while this study was in secondary schools.

Mutua (2019) studied impact of human resource planning on organizational performance: a case of ministry of health headquarters, Nairobi (2005-2015). The data was analyzed using SPSS. During

the time period under consideration, there was no significant indication that the ministry of health engaged in efficient human resource planning. This study was in the field of health, but this one would be in the field of education. Akinyi (2014) studied the effects of human resource development on employee organizational commitment in commercial bank in Mombasa County, Kenya. Structured questionnaires was employed. Findings were human resource development programs are mostly intended for internal use inside banks, rather than for integrated development of employees as high-yielding members of society. This study utilized a descriptive and exploratory approach, whereas the previous study used a cross-sectional survey. Shrouf, Al- Qudah, Khawaldeh, Obelidat & Rawashdeh (2020) focused on the relationship between human resources and strategic performance: the mediating role of productivity. Data was collected from 371 respondents. The findings showed positive results on productivity and strategic performance in human resources. The study was based in Jordan as for this study which was in Kenya.

#### **2.3.4 Administrative Resources and Performance**

Jabbar, Hussin, Hashmi & Jafri (2020) on effect of administrative practices on job performance: an empirical study among public university employees in Pakistan. 180 respondents were selected through questionnaires were developed. The finding showed administrative practices on job performance of employees at university level as being positive. The research was in Pakistan while this one was in Kenya. Wilfred (2020) researched on role of leadership on employee career plateau in the telecommunications organizations in Kenya. 126 employees were purposively selected from 180 employee's population. Employee engagement and career plateau was positively associated. The study used correlational design unlike this study employed descriptive design. Ng'enh (2015) researched on human resource management review on public management and public administration research. 51 employees were sampled from the target population. The findings

confirmed employees prefer managers who motivate, communicate, cooperate and integrate teamwork. The study was done in EABL as for this study which was in secondary schools.

Weerakkody& Yasodara (2014) majored on administrative practices impact on job performance with references to public banks in Sri Lanka. Analysis was done by simple regression model using SPSS 15.0. Administrative practices have an impact on job performance, but it is not considerable. Cross sectional design was habituated while this study employed descriptive design. Muthoni (2017) focused on workforce diversity management and employee performance in national biosafety authority, Kenya. Population comprised 38 employees of national biosafety authority. Employee performance was affected by background of the education, diverse gender, marital status and age. The study was done in national biosafety authority while this study is in secondary schools. Mecheo (2016) studied the effect of employee cultural diversity on organizational performance: a case study of oil Lybia, Kenya. Questionnaires were presented to respondents. Positive cultural values were agreed on while negative cultural values were discouraged. The study focused on oil Lybia while this study was in public secondary schools.

## **2.4 Summary of Empirical Literature Review and Research Gaps**

The literature highlighted articles investigating the effects of financial, physical, human and administrative resources on the performance of the organization globally, regionally, and locally. Significant research has been conducted both internationally and domestically, despite most studies focusing on high-level corporations, industrial industries, and organizations. The footprint of organizational resources on the success of Kenya's public academic institutions has received little attention. This study analysed consequences of organizational resources on the performance of public secondary schools in order to help close the gap in academic institutions. The following are

some of the empirical reviews that were conducted as a component of the research on the effects of organizational resources on performance.

**Table 2.1 Summary of Empirical Literature Review and Research Gaps**

Author(s)	Study	Key findings	Research Gaps
Njagi , Muathe & Muchemi (2018)	Financial resources, physical resources and performance of public health institutions in Embu county, Kenya.	Financial and physical resources have favorable and statistically meaningful influence on functioning of public health institutions.	The prior study was conducted at public health institutes, but this study was undertaken in secondary schools.
Esonga, Mwau, Roman, Sangoro & Mutsoli (2017)	Financial management practices and firm performance among micro and small enterprises in Busia town, Kenya.	Financial management approaches have an impact on MSE success in Busia town.	The prior study employed descriptive and inferential , but this study applied descriptive design
Murimi, Ombaka & Muchiri (2019)	Influence of strategic physical resources on performance of small and medium manufacturing enterprises in Kenya.	Findings suffered from generalizability because the study majored on manufacturing firms.	The research emphasized on manufacturing enterprises while this study was in secondary schools.
Mogeni (2017)	Assessment of the effect of human resource management practices on employee performance: a case	Human resource management strategies enhanced employee performance.	The study was done in Wakenya pamoja sacco but this study was in secondary schools



	study of Wakenya		
	pamoja sacco Ogembo branch, Kisii County.		
Jabbar, Hussin, Hashmi & Jafri (2020)	Effect of administrative practices on job performance: an empirical study among public university employees in Pakistan.	Administrative practices on job performance of employees at university level as being positive.	The study was done in Pakistan while this study was in Kenya.
Weerakkody& Yasodara (2014)	Impact of administrative practices on job performance with references to public banks in Sri Lanka.	Administrative practices have an impact on job performance, but it is not considerable	Cross -sectional design was habituated while this one employed descriptive design.

(Source: Researcher 2023)

## 2.5 Conceptual Framework

Conceptual framework, is a diagram linking independent and dependent variables (Matten, 2005).

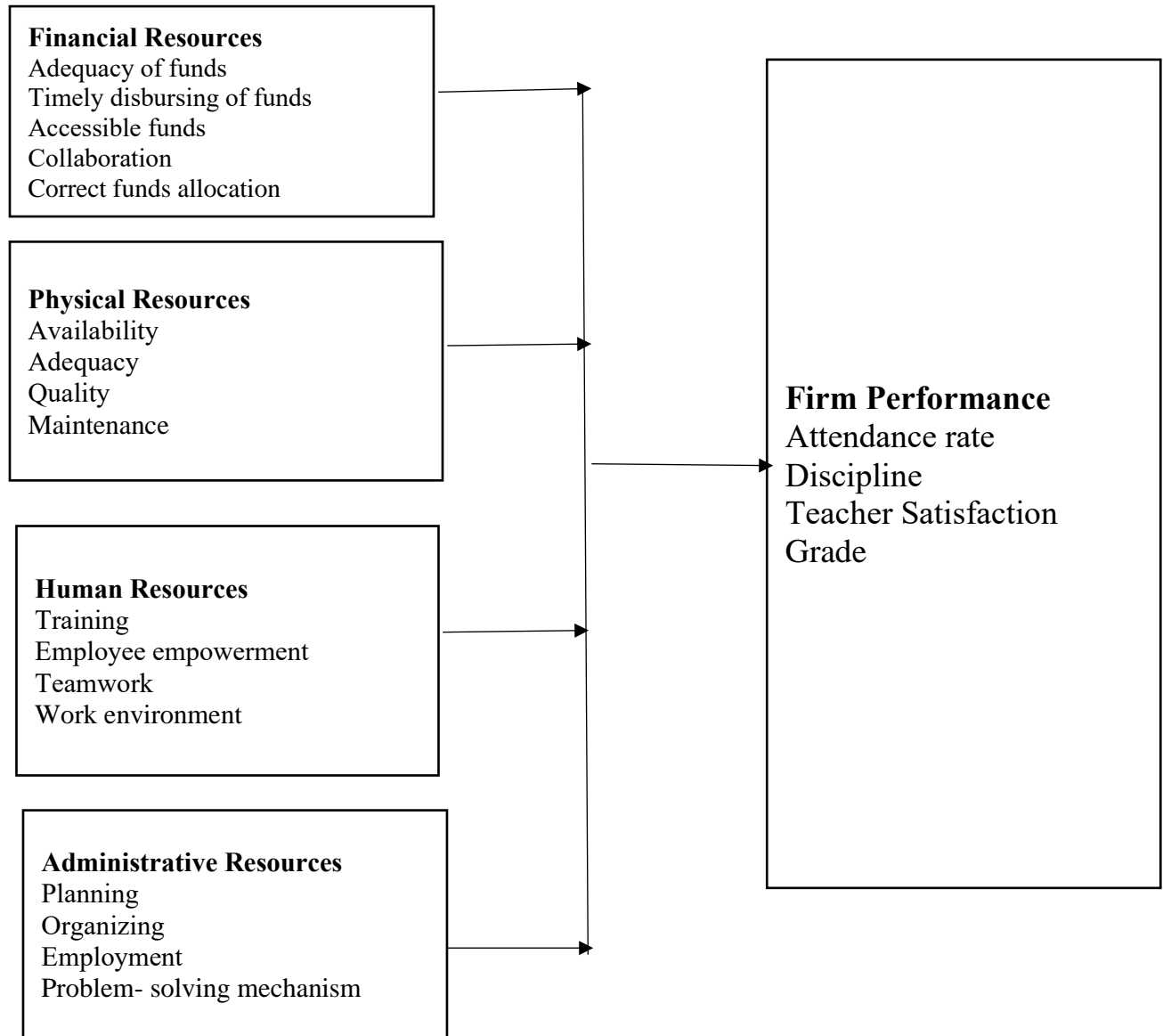
Human, physical, financial and administrative resources are all independent variables. The effects on organizational performance will be the dependent variable, depicted in figure 2.1 below. The literature review gave basis for conceptual framework.

**Independent Variable**

**Dependent Variable**

**ORGANIZATIONAL RESOURCES**

**PERFORMANCE**



**Figure 2.1: Conceptual Framework**

**(Source: Researcher 2023)**

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

Study methods and philosophy were illustrated in this chapter, emphasizing research topic, study objectives, and hypotheses presented in chapter one. Research design, empirical model, operationalization and measurement of variables, study target population, sampling procedure and sample size. Data collection instruments, validity and reliability, data collection procedure, data analysis, presentation and ethical considerations.

### **3.2 Research Design**

Descriptive research design was employed in the investigation. Information was gathered using qualitative and quantitative methods. Descriptive research entails gathering data to test hypotheses (Gay, 1992). Descriptive research paints a picture of a scenario, person, or event in its natural setting (Blumberg, Cooper & Schinder, 2005). According to Bougie & Sekaran (2017), descriptive study design allows researchers to record and evaluate population hypotheses. A descriptive research design enables the study to record and evaluate hypotheses about a population's features. Also, the researcher lacks the skills necessary to modify the variables in a way that prevents bias.

The study methodology aimed to provide participants trust that the results accurately reflect reality and possess high levels of validity and reliability. Grey (2014) points out that descriptive studies may ask "what" inquiries. Kothari (2004) a research design answers research questions including a plan, road map, and blue print.

### **3.3 Target population**

The population included principals and teachers from sampled secondary schools in Baringo County. All principals in participating schools were purposively sampled to provide necessary information regarding school management as well as the availability and utilization of the

institutional resources. The teachers are critical for the study in providing the true picture of adequacy, availability ratio between organizational resources, effectiveness, efficiency, employee satisfaction, Innovativeness, customer satisfaction (Student Development) and students that influence performance of the students.

Baringo County sums up to 160 public secondary schools. Therefore, the targeted population was 2152 Respondents which 160 was principals of (7.43%), 1992 was teachers of (92.56%) in 160 schools as Shown in table 3.1 below:

**Table 3.1: Target Population**

<b>Target population</b>	<b>Respondents</b>	<b>Percentage</b>
Principal	160	7.43 %
Teachers	1992	92.56%
<b>Total</b>	<b>2152</b>	<b>100%</b>

**(Source: Researcher 2023)**

### **3.4 Sampling Procedure and sample size**

All public schools in Baringo County registered and have participated in at least four national examinations, Kenya Certificate of Secondary Education. Swanborn (2010) claims that sampling groups according to their correct features decreases sample mistakes and assures sampling adequacy. A stratified sampling strategy was used by the researcher. Because of the heterogeneity in nature schools, the technique will be applied. National, county, extra-county, and sub-county schools were classified. Baringo County totaled 160 public secondary schools.

According to Kothari (2011), 10% of a target population for a study gives respondents who ensured reliability, efficiency, and representativeness. Simple random sampling was used in selecting schools. Principals were purposively recruited to respond to their respective questionnaires. Teachers were also selected through Simple random thus providing necessary information on the organizational resources and their effects on the performance of the school.

**Table 3.2: Sample Size**

<b>Respondents</b>	<b>Target Population</b>	<b>Sample Size</b>
National Schools	1	1
County	55	6
Extra- county	22	2
Sub- county	82	8
<b>Total</b>	<b>160</b>	<b>17</b>

### **3.5 Data collection Instruments**

According to Mugenda & Mugenda (2003), questionnaires present limited biasness and the researcher cannot influence. Open- ended questionnaires was used to collect information from responders. The survey was completed designed electronically into google forms to limit paperwork use to prevent the spread of Covid19. Validation of the electronic questionnaire was given to ensure completeness of data during collection. A checklist was used to observe the physical amenities availed in the school. The researcher used Focused Group Discussion to gather qualitative data on organizational resources that have an impact on performance in schools.

### **3.6 Validity and Reliability of Research Instruments**

The study was conducted in Baringo County Secondary Schools comprising of 2152 respondents both teachers and principals in which only the willing respondents were interviewed.

#### **3.6.1 Validity of the instrument**

Survey tools was tested at Uasin Gishu and the schools for pre-test were purposely sampled. Uasin Gishu was selected due to having similar educational characteristics which affects teacher motivation and retention. The case was similar in some parts of Baringo County. The respondents who satisfied the inclusion criteria received at least 10% of the questionnaires. This warrants the validity and reliability of research instruments used determining suitability of tools for the study.

Bond (2003) defines validity as the foundation of any reliable and accurate evaluation. Validity, according to Gregory (2000), is an evaluative judgment regarding an evaluation. According to (Sekaran ,2011) content validity determine how well the dimensions and elements of concept can be successfully defend

According to (Sharad D And Nilesh P ,2020) face validity is non- statistical assessment, confirming the overall validity of prepared research tool. Criterion validity is the idea that a valid test should relate closely to other measure of same theoretical concept ( Mcburney And White ,2007)

Content validity will be used to establish the amount to which an instrument measures what the research topic meant to achieve, according to Bashir (2008). Validity was determined using the supervisors' knowledge.

### **3.6.2 Reliability of the instrument**

Reliability measures circumstances generating solid and agreeable conclusions (Carmines Zeller, 1979). Drost (2011) defines dependability as the constancy with which measurements are repeated. This is done by calculating reliability coefficients by determining correlations among tests, items, and rates (Rosnow and Rosenthal, 1991). This study used test–retest reliability to evaluate steadiness measurements of the same construct`s measurement taken on samples at two different times. (Drost, 2011). Cronbach (1951) used Cronbach's alpha to determine stability, a coefficient is utilized. A slight link between genuine results and a single test item may exist. It's possible that a test with more items would have a stronger correlation.

Although there is no ultimate requirement for internal consistency, the majority of experts think that.70 is the least, (Whitley, 2002 & Robinson, 2009). According to Ehlers (2000), the Cronbach alpha coefficient should be 0.7. The alpha coefficient for this study would be 0.7. The dependability of a pilot research should be equal to or greater than 0.60. (Straub, Boudreau & Gefen 2004). George

and Mallery (2003) reliability of 0.9 is considered extraordinary, 0.8 is considered good, 0.7 is considered fair, 0.6 is considered doubtful, and 0.5 is considered acceptable. Mugenda & Mugenda (2003), implies the sample size of 10% is suitable for use in the pilot project, which would result in the recruitment of two principals and twenty six teachers from 20 schools. (See appendix IV for factor analysis results).

**Table 3.3: Reliability Results**

<b>Reliability results</b>	<b>Cronbach</b>	<b>Number of Items</b>	<b>Decision</b>
Financial Resources	0.848	4	Reliable
Physical Resource	0.866	5	Reliable
Human Resource	0.952	3	Reliable
Administrative Resources	0.916	6	Reliable
Performance	0.823	6	Reliable

Cronbach alpha levels from the table was above 0.70 ranging from 0.823 to 0.916.

### **3.7 Data collection procedure**

Primary data was collected through structured Interviews administered to principals. The Principal Investigator led a focus group discussion (FGD) and questionnaires were employed to collect primary data.

### **3.8 Data analysis and Presentation**

Data analysis was done by reducing and organizing information to draw conclusions that require explanation by the academic (Burns and Grove, 2003). Both quantitative and qualitative methods were in use to in evaluating gathered information. Statistics that are descriptive including percentages, mean, standard deviations and frequency distributions were utilized to give a summary of the data and observations. The analysis made use of SPSS version 25.0. The degree of significance of each variable's effect on the dependent variable was tested using a 95% threshold of

significance on analyzing the variance. Data was exhibited in tables and charts as per the scholar's analysis.

Multilinear regression equation model was made use in assessment of the connection between the dependent and independent variables of the quantitative information as shown herein.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_nX_n + \varepsilon$$

Where OP= Organizational Performance

X<sub>1</sub>= Financial Resource

X<sub>2</sub>= Physical Resource

X<sub>3</sub>= Human Resource

β<sub>1</sub>, β<sub>2</sub>, and β<sub>3</sub> are coefficients of determination

ε is the error term.

### **3.9 Ethical Consideration**

Ethical issues were given high priority and discerned at all levels of the project. The privacy of the respondents was assured and they weren't obligated to provide their identities in the questionnaires. Informed consent was administered before participating in the study. Approval from the County Director of Education was sought from the County headquarters before carrying out the study. A permit was acquired to conduct the study from Kenyatta University graduate school, Institutional Review Committee (IRC), and NACOSTI.



## CHAPTER FOUR: DATA ANALYSIS, FINDINGS AND PRESENTATIONS

### 4.1 Introduction

This section portrays the study's finale. The response rate is given to determine if the data collected adequacy to be investigated and relied upon. The results of piloting are reviewed to direct reliability of the instrument. Descriptive results of the primary survey were evaluated using frequencies, percentages, and means. Then presented using tables. To check for a relationship and the degree of variance linkage, two inferential statistics, regression and coefficients of correlation were used. Tests of the study variables' hypotheses are included in this chapter.

### 4.2 Response Rate

At schools, 275 standardized questionnaires were given to principals and teachers. 238 out of 275 questionnaires filled and sent back. The response rate was 86.55%. The number of respondents were deemed enough to give conclusions. Benaquisto and Babbie (2002) shows that either for analysis, a response of 50% or more is sufficient, 60% is acceptable, and an answer of more than 70% is regarded as very good. Therefore, 86.55 percent feedback is excellent. Response rate was reached by calling and dropping off individually to prompt respondents to fill out and remit the questionnaires. Messengers to drop off and pick up finished surveys were employed.

**Table 4.1: Distribution of Respondents**

<b>Respondents</b>	<b>Expected</b>	<b>ActualPercent</b>	
Principal	100	80	80%
Teachers	175	158	90%
<b>Total</b>	<b>275</b>	<b>238</b>	<b>86.5%</b>

### 4.3 Demographic Characteristics

In order to determine if a study's participants constitute a generalizable sample representing the study's target population, it is necessary to have demographic data about the study's participants. (Salkind, 2010). Respondents were requested to submit details on their demographics, including their department of employment, job title, years of experience, and educational background.

#### 4.3.1 Age of the Respondents

The study sought to assess the age of the respondents. The findings were presented in Table 4.2

**Table 4.2: Age of the Respondents**

<b>Age of the Respondents</b>	<b>Frequency</b>	<b>Percent</b>
26–30	36	15.1
31–35	51	21.4
36–40	45	18.9
41–45	46	19.3
46–50	26	10.6
50 and Above	34	14.3
Total	238	100

Study findings indicated that 36 (15.1%) of the respondents ranging 26 – 30 years, 51 (21.4%) aged 31 – 35, 45 (18.9%) ranged 36 – 40 years, 46 (19.3%) aged 41 – 45 years, 26 (10.6%) aged 46 – 50 years and 34 (14.3%) were over 50 years. The study results were interpreted to mean that different ages of responders were unaffected by the respondents' age.

#### 4.3.2 Gender of the Respondents

The study sought to assess the gender of the respondents. The findings were presented in table 4.3

**Table 4.3: Gender of the Respondents**

<b>Gender of Respondents</b>	<b>Frequency</b>	<b>Percent</b>
Male	131	55.0
Female	107	45.0
<b>Total</b>	<b>238</b>	<b>100</b>

Results showed that responders included 131(55%) male whilst 107 45%) were female The near even representation of the two genders indicated that the results was not discriminated on the respondents' gender thus resulting in a positive effects on the daily work on the respondents interacting with their co-workers which can results positive results in future studies

#### **4.3.3 Experience of the respondents**

The study sought to assess the experience of the respondents. The findings were presented in table 4.4

**Table 4.4: Experience of the Respondents**

<b>Experiences of Respondents</b>	<b>Frequency</b>	<b>Percent</b>
6–10	39	16.4
11–15	78	32.8
Over 15	121	50.8
<b>Total</b>	<b>238</b>	<b>100</b>

Responses indicated that 39 (16.4%) experiences of between 6 – 10 years, 78 (32.8%) experiences ranging 11– 15years and 121 (50.8%) over 15 years. The representation of the experiences of the different respondents showed that it was impossible for respondents experience to impact the performance.

#### **4.3.4 Category of School**

The study evaluated the category of the schools from which the respondents were teaching. The findings were presented in table 4.5

**Table 4.5: Category of School**

<b>Category of School</b>	<b>Frequency</b>	<b>Percent</b>
National	6	2.5
County	142	59.7
Extra County	79	33.2
Sub-County	11	4.6
Total	238	100

Findings showed that respondents: 6 (2.5%) from National schools, 142 (59.7%) county schools, 79 (33.2%) extra county schools and 11 (4.6%) from Sub-county schools. Mixture of schools ensured that the results could not have been discriminated on the schools category.

#### **4.3.5 Effects of Demographics on Perceptions of Respondents**

The study sought to assess the demographics of the respondents. The findings were presented in table 4.6

**Table 4.6: Effects of Demographics on Perceptions of Respondents**

#### **Chi-Square Tests Results on Age of Respondents and Performance**

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	755.806 <sup>a</sup>	70	0.000
Likelihood Ratio	597.957	70	0.000
Linear-by-Linear	1.403	1	0.236
N of Valid Cases	238		

a. 87 cells (96.7%) have expected count less than 5. The minimum expected number is Results of Chi-Square Tests on Respondents' Gender and Performance

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	7.179 <sup>a</sup>	14	0.928
Likelihood Ratio	7.251	14	0.925
Linear-by-Linear	2.985	1	0.084
N of Valid Cases	238		

a. 7 (23.3%) cells have anticipated counts that are fewer than five. 1.80 is the bare anticipated count. Chi-Square analyses Findings on Respondent Experience and

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	280.486 <sup>a</sup>	28	0.000
Likelihood Ratio	282.58	28	0.000
Linear-by-Linear	2.331	1	0.127
N of Valid Cases	238		

There are 25 cells (55.6%) with an anticipated count of fewer than 5. The predicted count a minimum. 66 Outcomes based on School Category and Performance

	<b>Value</b>	<b>Df</b>	<b>Asymp. Sig. (2-sided)</b>
Pearson Chi-Square	632.567 <sup>a</sup>	42	0.000
Likelihood Ratio	332.971	42	0.000
Linear-by-Linear	8.99	1	0.003
N of Valid Cases	238		

a. 40 cells (66.7%) have expected < 5. The min. expected count is .10.

Study findings indicated that, age (p = 0.000), experience (p = 0.000) and category of school (p = 0.000) had a significant effect (p<0.05) on responses of respondents but gender (p = 0.928) had no significant effect (p>0.05) on the perceptions of respondents.

Results were therefore interpreted to mean that age, experience and category of school were control variables when establishing the link between variables. This was evaluated in the study.

## 4.4 Descriptive Statistics

### 4.4.1 Descriptive Statistics on Financial Resources

The study results on financial resources were computed and illustrated below.

**Table 4.7: Descriptive Statistics on Financial Resources**

<b>Descriptive Statistics on Financial Resources</b>		
	<b>Mean Stat</b>	<b>Std. Deviation</b>
Our approach to the right utilization of funds by the school management has led to improved performance	3.794	1.36
Adequate funds are provided by the school to help improve performance	3.475	1.49
Timely disbursement of funds enhances performance	3.324	1.5
Quick accessibility of funds by management thus improving performance	3.042	1.53
The school management, employees and students collaborate to achieve higher performance	2.571	1.21
Valid N (listwise)	Aggregate Mean	64.82

Mean of 3.794 portrayed majority of respondents believed that their approach to the right utilization of funds by the school management has led to improved performance, mean of 3.475 showed that adequate funds are provided by the school to help improve performance , mean of 3.475 indicated that timely disbursement of funds enhance performance, mean of 3.324 suggested that quick accessibility of funds by management thus improving performance and mean of 2.571 were of the opinion that the school management, employees and students collaborate to achieve higher performance.

The findings that secondary schools approach to the right utilization of funds by the school management has led to improved performance are interpreted to mean that secondary schools

operate within a budget which guides how financial resources will be utilized in the school. Specifically, the secondary schools have a priority list of the projects they are going to implement to enhance academic performance such as laboratories, libraries and classes.

These sentiments that secondary schools approach to the right utilization of funds by the school management has led to improved performance are supported by Oden (2020) who noted that financial management in secondary schools has been a major determinant of school progress as it ensures internal efficiencies in secondary schools. It ensures that there are funds to facilitate development of structural, physical and learning resources in secondary schools are available and support teaching and learning processes in schools. This is key in enhancing performance. In other studies, Njagi, Muathe & Muchemi (2018) noted that financial resources are favorable and reliable impacting performance of public health facilities while Esonga, Mwau, Roman, Sangoro & Mutsoli (2017) study noted that financial management approaches have an impact on MSE success in Busia town. All these supported the current study findings.

#### 4.4.2 Descriptive Statistics on Physical Resources

The study results on physical resources were computed and illustrated below.

**Table 4.8: Descriptive Statistics on Physical Resources**

<b>Descriptive Statistics on Physical Resources</b>		
	<b>Mean</b>	<b>Std. Deviation</b>
	Stat	Stat
There is a variety of physical resources that are meant to	3.08	1.314
Scheduling for use of available physical resources has led	3.059	1.486
There is proper maintenance of physical resources by	3.021	1.574
The school management provides adequate and enough	2.916	1.568
Our approach in providing quality physical resources is	2.689	1.486
Valid N (listwise)	Aggregate	59.06

Results on physical resources descriptives indicated that Mean of 3.080 of the responders believed that there is a variety of physical resources that are meant to influence performance, Mean = 3.059 opined that scheduling for use of available physical resources has led to improvement in performance, Mean = 3.021 suggesting that there is proper maintenance of physical resources by management leading to high performance, Mean = 2.916 describing that the school management provides adequate and enough physical resources to enhance performance and Mean = 2.689 noting that their approach in providing quality physical resources is basic to getting a high performance.

The results that there is a variety of physical resources that are meant to influence performance in schools was interpreted to mean that physical resources are key to enhancing performance. This variety of physical resources includes laboratories, libraries and classes. They support the teaching and learning process. Schools with sufficient physical resources, well maintained physical resources and well-equipped physical resources are more likely to succeed than other schools that do not have these.

These findings are supported by Karem (2019) portraying physical resources in teaching and learning process important as they facilitate the process. It is the physical resources that are responsible for efficient content delivery, for further learning outside the classroom for example the libraries and also for relaxation including the play facilities. Physical resources are therefore a key resource for enhancing performance. In other studies, Bartocho (2016) study noted that Employee performance was most affected by physical capital, while social capital had little impact while Ongeti & Machuki (2018) study noted that physical resources influence performance by depicting how resources lead to better performance.

#### **4.4.3 Descriptive Statistics on Human Resources**

The study results on Human resources were computed and illustrated below.



**Table 4.9: Descriptive Statistics on Human Resources**

	<b>Mean Stat</b>	<b>Std. Deviation</b>
All human resources employed are qualified for positions of work	3.08	1.314
Department staff are trained to achieve high performance	3.034	1.334
Seminars and workshops are organized by the management of the school to promote team work leading to increased performance	2.954	1.177
Working environment is friendly and employees can coexist therefore improved performance	2.265	1.126
Employees are empowered by the school management to achieve higher performance	1.895	1.118
Valid N (listwise)	Aggregate Mean 2.645	52.91

On human resources, Mean = 3.080 of the respondents were opined that all human resources employed are qualified for positions of work, Mean = 3.034 noted that department staff are trained to achieve high performance, Mean = 2.954 debated that seminars and workshops are organized by the management of the school to promote team work leading to increased performance, Mean = 2.265 were of the opinion that working environment is friendly and employees can coexist therefore improved performance and Mean = 1.895 opined that employees are empowered by the school management to

achieve higher performance. The findings that all human resources employed are qualified for positions of work were interpreted to mean that government agencies including the TSC and the ministry of education are keen to guarantee that schools have qualified teaching staff in in order to guarantee that learning and teaching process is not jeopardized and students from the educational system are adequately educated to successfully engage in nation development. These findings are backed up by Odhiambo (2019) elaborating that the government of Kenya is keen in ensuring that

there are qualified, sufficient and motivated teachers participating in the teaching process. This is a key mandate performed by a number of government agencies to ensure that the competency of the human resources is addressed. This is key to ensuring that the performance of students from the education system is not compromised. In other studies, Mogeni (2017) study indicated that human resource management practices led to improved employee performance while Shrouf, Al- Qudah, Khawaldeh, Obelidat & Rawashdeh (2020) on the relationship between human resources and strategic performance: the mediating role of productivity showed positive results on productivity and strategic performance in human resources.

#### 4.4.4 Descriptive Statistics on Administrative Resources

The study results on Administrative resources were computed and illustrated below.

**Table 4.10: Descriptive Statistics on Administrative Resources**

<b>Descriptive Statistics on Administrative Resources</b>			
	<b>Mean</b>	<b>Std. Deviation</b>	
	<b>Stat</b>		
Our school management participates in planning to achieve higher performance	3.227		1.556
School management has employed enough staff leading to improvement in performance	3.181		1.469
Records keeping is key to performance at the organization	3.156		1.46
Administrative block organization and functioning is key to performance	2.903		1.56
Efficient organizing of administrative resources has led to improved performance	2.807		1.434
Our understanding of problem solving mechanism has led to achieving high performance	2.773		1.359
Valid N (listwise)	Aggregate Mean	3.008	60.15

The study results on administrative resources indicated that Mean = 3.227 were of the opinion that their school management participates in planning to achieve higher performance, Mean = 3.181 were of the opinion that school management has employed enough staff leading to improvement in performance, Mean = 3.156 were convinced that records keeping is key to performance at the organization, Mean = 2.903 noted that the administrative block organization and functioning is key to performance, Mean = 2.807 suggested that efficient organizing of administrative resources has led to improved performance and Mean = 2.773 viewed that their understanding of problem solving mechanism has led to achieving high performance.

The findings that school management participates in planning to achieve higher performance has been interpreted to mean that strategic planning is a key activity that is undertaken in the secondary schools. This process involves setting missions, visions and core values of the school. Besides this, the administrative resources are responsible to ensuring that the plans are communicated to stakeholders and everybody understands their role in ensuring the development of the school. These plans are drawn from the Ministry of education strategic plans and are time sensitive.

Ogoe (2020) illustrated that planners must coordinate the organization's actions with its environment and resource capabilities. The use of strategic planning in schools has improved education in developing nations. In other studies, Jabbar, Hussin, Hashmi & Jafri (2020) noted that administrative practices on job performance of employees at university level as being positive Wilfred (2020) researched on role of leadership on employee career plateau in the telecommunications organizations in Kenya noting that employee engagement and career plateau was positively associated.

#### 4.4.5 Analysis of the Dependent Variable

The study results on Performance were computed and illustrated below.

**Table 4.11: Descriptive Results on Performance**

<b>Descriptive Statistics on Performance</b>		
	<b>Mean Stat</b>	<b>Std. Deviation</b>
Students discipline leads to higher performance	2.933	1.185
The set mean score has led to high performance	2.79	1.404
Students own expectations has led to higher performance	2.786	1.309
Students attendance rate has led to improved performance	2.769	1.351
Our approach of teacher satisfaction has led to improved performance	2.559	1.069
Motivation forums have led to higher performance	2.156	1.034
Valid N (listwise)	Aggregate mean 2.665	53.31

Study results indicated that respondents Mean = 2.933 opined that students discipline leads to higher performance, Mean = 2.790 that the set mean score has led to high performance, Mean = 2.786 students own expectations has led to higher performance, Mean = 2.756 noted students attendance rate has led to improved performance, Mean = 2.559 noted that their approach of teacher satisfaction has led to improved performance and Mean = 2.156 opined that motivation forums have led to higher performance.

#### 4.5 Inferential Statistics

The study proved the link between the variables employing multiple linear regression. Results were presented after testing the assumptions of regressions. Prior to hypothesis testing, it was determined that the data used did not contradict the regression assumptions.

### 4.5.1 Multicollinearity Test

Ho (2016) defines multi-collinearity as an instance of strong correlation between the independent and predictor variables. Regression analysis's influence on multi-collinearity suggests that employing dispensable information in the model that can quickly result in estimations of the regression coefficients that are unstable (Raykov, Marcoulides, 2006).

The Variance Inflation Factor (VIF) gauges how collinearity across variables affects a regression model's results. A VIF score greater than 10 denotes multicollinearity (Williams, 2015). The table below showed VIF values fell within 1.159 and 3.176, which were less than 10 implying no multi-collinearity. Tolerance values of less than 1 also indicate zero multi-collinearity

**Table 4.12: Multicollinearity Test**

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**Coefficients<sup>a</sup>**

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<b>Model</b>		<b>Collinearity Statistics</b>	
		<b>Tolerance</b>	<b>VIF</b>
<b>1</b>	(Constant)		
	Financial Resources	0.315	3.176
	Physical Resources	0.326	3.065
	Human Resources	0.594	1.685
	Administrative Resources	0.862	1.159

**a. Dependent Variable: Performance**

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#### 4.5.2 Normality Test

The goal of the study was to portray how effectively the normal distribution could be used to mimic the distribution. So, as stated below, skewness and Kurtosis were applied. Skewness and kurtosis are measurements of the distribution's peakness and divergence from uniformity (Cooper & Schindler, 2008). Skewness and kurtosis should both be equal to 0 in normal distribution (Tabachnick & Fidell, 2007). Hair, et al. (2007), for normally distributed data, data skewness metrics should be between +1 and -1 and kurtosis values ought to be between -3 and +3. It is obvious from the finding in table 4. 12 that the five variables' data were evenly distributed overall.

**Table 4.13: Normality Tests**

		<b>Financial Resources</b>	<b>Physical Resources</b>	<b>Human Resources</b>	<b>Administrative Resources</b>	<b>Performance</b>
N	Valid	238	238	238	238	
	Missing	0	0	0	0	
Std. Deviation		0.952	1.136	0.815	1.302	0.954
Skewness		-0.361	-0.219	0.095	0.096	0.209
Std. Error		0.158	0.158	0.158	0.158	0.158
Skewness						
Kurtosis		-0.450	-1.081	-0.941	-1.076	-0.862
Std. Error		0.314	0.314	0.314	0.314	0.314
Kurtosis						

Financial resources has a standard deviation of 0.952, skewness -0.361, std error skewness 0.158, kurtosis -0.450 and std. error kurtosis of 0.314. Physical resources with a standard deviation of 1.136, skewness -0.210, std error skewness 0.158, kurtosis -1.081 and std. error kurtosis of 0.314. Human resources has a standard deviation of 0.815, skewness 0.096, std error skewness 0.158, kurtosis -0.941 and std. error kurtosis of 0.314. Administrative resources has a standard deviation of 1.302, skewness -0.096, std error skewness 0.158, kurtosis -1.076 and std. error kurtosis of 0.314. Performance has a standard deviation of 0.952, skewness 0.209, std error skewness 0.158, kurtosis -0.862 and std. error kurtosis of 0.314.

#### **4.5.3 Assumption of Linearity**

When a regression is said to be linear, it signifies that the connection in the predictor and the outcome variable is linear. Using Pearson's correlation coefficients, the linearity assumption was tested. Correlation was used to determine the most accurate performance predictions for regression analysis. Table 4.14 illustrated the inter-correlations of various variables. The components are adequately independent measurements of distinct variables not near to 1 or -1 (Tabachnick & Fidell, 2013). The stronger the association, the nearer the outcome value is to 1. An inverse association is indicated by a negative value. Additionally, it shows that the variables are not multicollinear. An indicator that the metrics may be representing the very same thing is a correlation of greater than 0.90. Since all of the correlations were less than 0.90, this study used all of the variables since the factors were markedly different measures of individual variables.

**Table 4.14: Assumption of Linearity using Correlation analysis**

Correlations		Financial Resources	Physical Resources	Human Resources	Administrative Resources	School Performance
Financial Resources	Pearson Correlation	1				
	N	238				
Physical Resources	Pearson Correlation	.808**	1			
	N	238	238			
Human Resources	Pearson Correlation	.580**	.557**	1		
	N	238	238	238		
Administrative Resources	Pearson Correlation	.152*	.249**	.330**	1	
	N	238	238	238	238	
School Performance	Pearson Correlation	.640**	.616**	.842**	.497**	1
	N	238	238	238	238	238

\*\* . Correlation is significant =0.01 level (2-tailed).

\* . Correlation is significant =0.05 level (2-tailed).

**4.5.4 Assumption of Autocorrelation**

When two balances aren't truly independent of one another, auto correlation results (Tabachnick & Fidell, 2001). The Durbin-Watson test examined the linear regression model for autocorrelation. According to table 4.17s description of the goodness of fit model, the Durbin Watson being 1.823.



Durbin Watson can be used to take values ranging from 0 to 4, however values close to 2 suggest the absence of autocorrelation.

Values more than 3 and less than 1 must trigger an alarm, according to a conservative rule. According to conventional wisdom, values of >1.0 and 2.5 indicate the absence of autocorrelation in the data (Field, 2009).

**Table 4.15: Assumption of Autocorrelation**

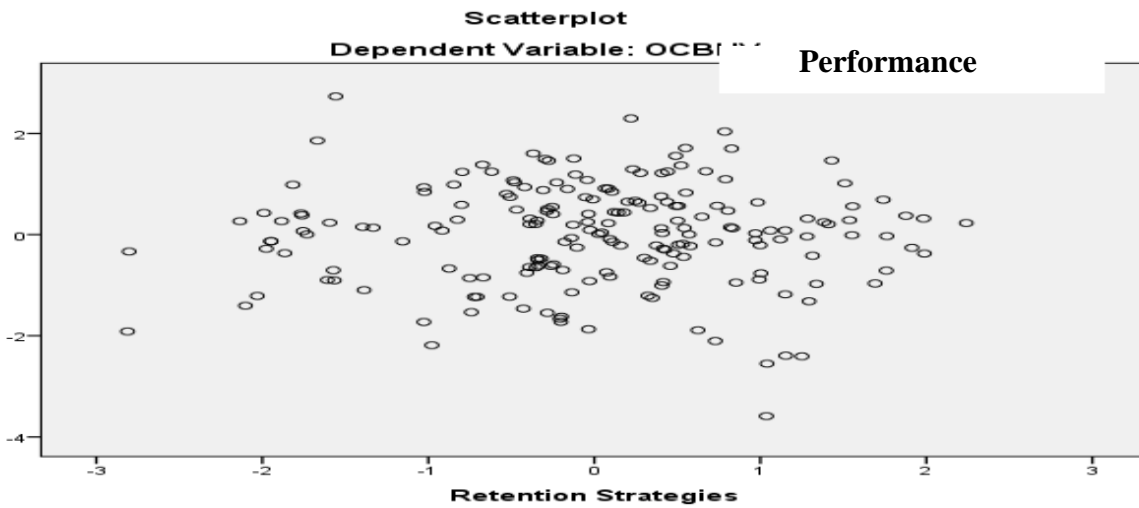
Model Summary <sup>b</sup>					
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.896 <sup>a</sup>	0.803	0.799	0.42754	1.301

a. Predictors: (Constant), Administrative, Financial, Human and Physical Resources

b. Dependent Variable: School Performance

#### 4.5.5 Homoscedasticity

When all the observations' variances are homoscedastic, they are all the same; when they are heteroscedastic, they are all different (Allison, 2015). The condition is called homoscedastic when the error term in the connection of both variables is similar for all independent variable gain. Connections between two variables are shown on a scatter plot. Fig. 4.1 show a roughly linear link between resource performance and performance, which indicates the statistical phenomenon known as heteroscedasticity. Depending on values of the predictors, variation in the dependent variable for a heteroscedastic data set varies.



**Figure 4.1: Scatter Plot for Homoscedasticity**

Source: Authors Data (2022)

#### 4.6 Inferential Statistics Analysis

The regression results summarize ANOVA, variables coefficients, show importance of each variable to school performance and ANOVA to determine whether any of the findings are statistically significant. Each of these is completed and discussed separately.

**Table 4.16: Model Summary Result**

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**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.896 <sup>a</sup>	0.803	0.799	0.428

---

**a. Predictors: (Constant), Administrative, Financial, Human and Physical Resources**

---

R<sup>2</sup>; determination coefficient or R<sup>2</sup> is a multiple regression coefficient that quantifies how the other variable explains a huge portion of the variance in the first (Field, 2005). The modified R<sup>2</sup> is utilized because it provides a sense of how well the model fits to ascertain how good the design fix the data generalization. The corrected R<sup>2</sup> value ought to closely resemble the R<sup>2</sup> value. The result was R square of .803 for the coefficient of determination. This showed that only 80.3% of the variance was elaborated by the model. Other factors besides the independent variables can account for the remaining fraction of 19.7%. The amount of data used in the model is deemed sufficient since this is above the 50% cutoff.

**Table 4.17: ANOVA/ Goodness of Fit Results**

<b>ANOVA<sup>a</sup></b>					
<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b> Regression	173.132	4.	43.283	236.789	.000 <sup>b</sup>
Residual	42.590	233.000	0.183		
Total	215.722	237.000			

**a. Dependent Variable: School Performance**

**b. Predictors: (Constant), Administrative, Financial, Human Resources and Physical Resources**

The Goodness of Fit test, commonly referred to as Analysis of Variance (ANOVA), ascertains if the regression model's input data were not generated randomly. Table 4.17 displays the findings. The design is statistically significant and cannot have been produced by accident when the p-value is 0.000, < 0.05.

**H01:**

**Table 4.18: Coefficient Results**

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**Coefficients<sup>a</sup>**

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<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>T</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
<b>1 (Constant)</b>	-0.583	0.117		-5.000	0.000
Financial Resources	0.217	0.052	0.216	4.170	0.000
Physical Resources	0.031	0.043	0.037	0.724	0.470
Human Resources	0.718	0.044	0.613	16.217	0.000
Administrative Resources	0.185	0.023	0.252	8.051	0.000

**a. Dependent Variable: School Performance**

---

The regression results for organizational variables and Performance are also shown in Table 4.24. The performance change that resulted from a unit change in financial resources was quantified by the coefficient of 0.217. The performance change that resulted from a unit change in physical resources was quantified by the 0.031 coefficient. The degree that a change in human resources as a unit affected performance was indicated by the coefficient of 0.718. The amount that a unit change in administrative resources affected performance was indicated by the coefficient of 0.185.

Therefore, the organizational resources and performance model was presented as follows:

$$Y = 0.583 + 0.217FR + 0.031PR + 0.718HR + 0.185AR + 0.117\text{error}$$

#### **4.7 Hypothesis Testing**

Financial resources have no significant effect on the performance of public secondary schools in Baringo County.

The results of multiple regressions showed that financial resources had a significant relationship ( $p = 0.000$ ) at 5 percent confidence with performance. Thus, the null hypothesis was rejected.

These sentiments that financial management has led to improved performance are supported by Oden (2020) who noted that financial management in secondary schools has been a major determinant of school progress as it ensures internal efficiencies in secondary schools. It ensures that there are funds to facilitate development of structural, physical and learning resources in secondary schools are available and support teaching and learning processes in schools. This is key in enhancing performance. In other studies, Njagi, Muathe & Muchemi (2018) noted that financial resources are favorable and reliable impacting performance of public health facilities while Esonga, Mwau, Roman, Sangoro & Mutsoli (2017) study noted that financial management approaches have an impact on MSE success in Busia town. All these supported the current study findings

**H02 :** Physical resources have no significant effect on the performance of public secondary schools in Baringo County.

Results of multiple regressions indicated that physical resources had no significant relationship ( $p = 0.470$ ) at 5 % confidence with performance. The study failed to reject the null hypothesis.

**H03 :** Human resources have no significant effect on the performance of public secondary schools in Baringo County.

The results of multiple regressions stipulated that human resources had a significant relationship ( $p = 0.005$ ) at 5% confidence with performance. The null hypothesis was rejected.

These findings are backed up by Odhiambo (2019) who noted that the government of Kenya is keen to ensure that there are qualified, sufficient and motivated teachers participating in the teaching process. This is a key mandate performed by a number of government agencies to ensure that the competency of the human resources is addressed. This is key to ensuring that the performance of students from the education system is not compromised. Mogeni (2017) study indicated that human resource management practices led to an improved employee performance while Shrouf, Al- Qudah, Khawaldeh, Obelidat & Rawashdeh (2020) on the relationship between human resources and strategic performance: the mediating role of productivity showed positive results on productivity and strategic performance in human resources.

**H04:** Administrative resources have no significant effect on the performance of public secondary schools in Baringo County.

The results of multiple regressions showed that access to administrative resources had a significant relationship ( $p = 0.000$ ) at 5% confidence with performance. The null hypothesis was rejected.

These findings are supported by Ogoe (2020) points out that planners must balance an organization's actions with its surroundings and its resource capabilities. Strategic planning showed school improvement in developing countries. Jabbar, Hussin, Hashmi & Jafri (2020) noted that administrative practices on job performance of employees at university level as being positive Wilfred (2020) researched on role of leadership on employee career plateau in the telecommunications organizations in Kenya noting that employee engagement and career plateau was positively associated

**Table 4.19: Hypothesis Testing Summary**

	<b>Hypothesis Sno</b>	<b>P Value Value (<math>\beta</math>)</b>	<b>Beta</b>	<b>Decision</b>
<b>HO1</b>	<b>H01</b> Financial resources have no significant effect on the performance of public secondary schools in Baringo County.	P = 0.000	0.217	Reject
<b>HO2</b>	<b>H02</b> Physical resources have no significant effect on the performance of public secondary schools in Baringo County.	p = 0.470	0.31	Fail to Reject
<b>HO3</b>	<b>H03</b> Human resources have no significant effect on the performance of public secondary schools in Baringo County.	p = 0.000	0.718	Reject
<b>HO4</b>	<b>H04</b> Administrative resources have no significant effect on the performance of public secondary schools in Baringo County.	p = 0.000	0.185	Reject

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presented summary of findings, conclusion and recommendations of the study.

### **5.2 Summary of Key Findings**

The study assessed effects of organizational resources on performance in Baringo County, Kenya. Hypothesis was tested using Regression analysis, 275 questionnaires were administered while 238 were completed and given back. Response rate being 86.55% that is very good.

#### **5.2.1 Financial Resources and Performance of Public Secondary Schools in Baringo County, Kenya.**

75.88% (mean = 3.794) of the respondents believed that their approach to the right utilization of funds by the school management has led to improved performance, 69.50% (mean = 3.475) opined that adequate funds are provided by the school to help improve performance, 66.47% (mean = 3.475) indicated that timely disbursement of funds enhance performance, 60.84% (mean = 3.042) suggesting that quick accessibility of funds by management thus improving performance and 51.43% (mean = 2.571) were of the opinion that the school management, employees and students collaborate to achieve higher performance.

#### **5.2.2 Physical Resources and Performance of Public Secondary Schools in Baringo County, Kenya.**

Physical resources descriptives indicated that 61.60% (Mean = 3.080) of the respondents opined that there is a variety of physical resources that are meant to influence performance, 61.18% (Mean = 3.059) opined that scheduling for use of available physical resources has led to improvement in performance, 60.42% (Mean = 3.021) suggesting that there is proper maintenance of physical resources by management leading to high performance, 58.32% (Mean = 2.916) describing that the



school management provides adequate and enough physical resources to enhance performance and 53.78% (Mean = 2.689) noting that their approach in providing quality physical resources is basic to getting a high performance.

### **5.2.3 Human Resources and Performance of Public Secondary Schools in Baringo County, Kenya**

61.60% (Mean = 3.080) all human resources employed are qualified for positions of work, 60.67% (Mean = 3.034) noted that department staff are trained to achieve high performance, 59.08% (Mean = 2.954) debated that seminars and workshops are organized by the management of the school to promote team work leading to increased performance, 45.29 (Mean = 2.265) were of the opinion that working environment is friendly and employees can coexist therefore improved performance and 37.90% (Mean 1.895) opined that employees are empowered by the school management to achieve higher performance.

### **5.2.4 Administrative Resources and Performance of Public Secondary Schools in Baringo County, Kenya**

Administrative resources outcome indicated that 64.54% (Mean = 3.227) were of the opinion that their school management participates in planning to achieve higher performance, 63.61% (Mean = 3.181) were of the opinion that school management has employed enough staff leading to improvement in performance, 63.11% (Mean = 3.156) viewed records keeping as key to performance at the organization, 58.07% (Mean = 2.903) noted that the administrative block organization and functioning is key to performance, 56.13% (Mean = 2.807) suggested that efficient organizing of administrative resources has led to improved performance and 55.46% (Mean = 2.773) were of the opinion that their understanding of problem solving mechanism has led to achieving high performance.

Study results indicated that 58.66% (Mean = 2.933) Students discipline leads to higher performance, 55.80 (Mean = 2.790) the set mean score has led to high performance, 55.71% (Mean = 2.786) Students own expectations has led to higher performance, 55.38% (Mean = 2.756) noted that Students attendance rate has led to improved performance, 51.18% (Mean = 2.559) noted that their approach of teacher satisfaction has led to improved performance and 43.11% (Mean = 2.156) were of the opinion that motivation forums have led to higher performance.

### **5.3 Conclusions of the Study**

#### **5.3.1 Financial Resources and Performance of Public Secondary Schools in Baringo County,**

##### **Kenya**

Summary on financial resources, secondary schools approach to the right utilization of funds by the school management has led to improved performance. Secondary schools operate within a budget which guides how financial resources will be utilized in the school. Specifically, the secondary schools have a priority list of the projects they are going to implement to enhance academic performance such as laboratories, libraries and classes. Financial management in secondary schools has been a major determinant of school progress as it ensures internal efficiencies in secondary schools.

#### **5.3.2 Physical Resources and Performance of Public Secondary Schools in Baringo County,**

##### **Kenya**

There is a variety of physical resources meant to impact performance in schools. This variety of physical resources includes laboratories, libraries and classes. They support the teaching and learning process. Schools with sufficient physical resources, well maintained physical resources and well equipped physical schools with these resources are likely to do better than other schools without them. It is the physical resources that are responsible for efficient content delivery, for further

learning outside the classroom for example: the libraries and also for relaxation including the play facilities. Physical resources are therefore a key resource for enhancing performance.

### **5.3.3 Human Resources and Performance of Public Secondary Schools in Baringo County, Kenya**

Human resources employed are qualified for positions of work. Government agencies including the TSC and the ministry of education are keen to ensure that schools have qualified teaching staff to avoid compromise in learning and teaching process and students from this education system are educated to participate effectively in nation building. The government of Kenya is keen to ensure that there are qualified, sufficient and motivated teachers participating the teaching process. This is a key mandate performed by a number of government agencies to ensure that the competency of the human resources is addressed. This is key to ensuring that the performance of students from the education system is not compromised.

### **5.3.4 Administrative Resources and Performance of Public Secondary Schools in Baringo County, Kenya**

School management participates in planning to achieve higher performance. Strategic planning is a key activity that is undertaken in the secondary schools. This process involves setting missions, visions and core values of the school. Besides this, the administrative resources are responsible to ensuring that the plans are communicated to stakeholders and everybody understands their role in ensuring the development of the school. These plans are drawn from the Ministry of Education strategic plans and are time sensitive. The planners must align the organization's actions with external environment and internal resource capacities. In developing nations, schools have benefited from the use of strategic planning.

#### **5.4 Recommendations**

The recommendations were to enhance performance of schools in relation to organizational resources; the exchequer should ensure that secondary schools received sufficient financial resources to support all their teaching and learning activities while the school management should be keen to develop budgets that would ensure prudent use of these financial resources while curbing corrupt activities. School management should have development plans that govern and prioritize development of physical resources in the school. This would ensure that there are enough resources to support the teaching and learning process. These resources encompass classrooms, laboratories and libraries among others.

TSC should play a key role with equipping schools with the right, competent and sufficient teachers to support teaching and learning. This should be done in collaboration with school heads to know the needs of the teachers. The study recommends that school management in collaboration with other school stakeholders should be keen to develop strategic plans that will govern how schools manage their activities in relation to available resources. This will create operational efficiencies and enhance performance.

#### **5.5 Suggestions for Further Studies**

This study was bounded to public secondary schools in Baringo County which constitutes a minor percentage of education in secondary school in Kenya. Future researchers can accentuate the following factors to provide more insight into the area of study. The moderating role of school leadership on linkage amidst organizational resources and performance of secondary schools in Kenya. Organizational resources and performance of secondary schools in Kenya as moderated by school ranking and the role of resource mobilizing on operationalization of the CBC education in Baringo County, Kenya.

This study concentrated on only four areas: financial, physical, human and administrative resources. The current study findings may not apply to all secondary schools in Kenya because of the differences in resource allocation and performance. As a result, more study on this subject in secondary schools is needed to see how generalizable the results are.

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## APPENDICES

### APPENDIX I: UNIVERSITY INTRODUCTORY COVER LETTER

**Kibet Joy Jerono**  
**Kenyatta University**

Dear Sir/madam,

**RE: QUESTIONNAIRE**

I am a female student pursuing a course in Master of Business Administration (Strategic Management Option) of Kenyatta University. As part of my course work assessment, I am required to submit a research project. In this regard, I am undertaking research on Organizational Resources and Performance of Public Secondary Schools in Baringo County, Kenya.

I have developed a questionnaire addressing several information related to the public secondary schools in Baringo County, Kenya that would provide based information on your work experience and knowledge so that it can help me carry on with my research.

Yours sincerely,

**KIBET JOY JERONO**  
**Kenyatta University**

**APPENDIX I1: QUESTIONNAIRE**

This questionnaire seeks to compile data on organizational resources and performance of public secondary schools in Baringo County, Kenya. Please mark the necessary boxes. All details will be kept private and strictly for educational motive.

**SECTION A: INFORMATION ON THE RESPONDENT'S BACKGROUND**

Age	<input type="checkbox"/> [25-30] <input type="checkbox"/> [41-45] <input type="checkbox"/> [31-35] <input type="checkbox"/> [46-50] <input type="checkbox"/> [36-40] <input type="checkbox"/> [50 and above]
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male
Nationality	.....
Job Title	.....
Category of School	<input type="checkbox"/> National <input type="checkbox"/> County <input type="checkbox"/> Extra- County <input type="checkbox"/> Sub- County
Years worked in the school	<input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/> Over 20

**Section B: Financial Resources on Performance of Public Secondary Schools**

Specify with a tick (√) which of the following statements do you agree with?

**Where:**

**Where 1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4= Agree, 5 = Strongly agree**

S/N	Statements	Score				
		1	2	3	4	5
i.	Adequate funds are provided by the school to help improve performance					
ii.	Timely disbursement of funds to enhance performance					
iii.	Quick accessibility of funds by management thus improving performance					
iv.	The school management, employees and students collaborate to achieve higher performance					
v.	Our approach to the right allocation of funds by the school management has led to improved performance					

**Section C: Physical Resource on Performance of Public Secondary Schools**

with a tick (√) which of the following statements do you agree with?

**Where 1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4= Agree, 5 = Strongly agree**

S/N	Statement	Score				
		1	2	3	4	5
i.	Adequate availability of physical resources has led to improvement in performance					
ii.	The school management provides adequate and enough physical resources to enhance performance					
iii.	Our approach in providing quality physical resources is basic to getting a high performance					
iv.	There is proper maintenance of physical resources by management leading to high performance					
v.	Variety of physical resources meant to influence performance					

**Section D: Human Resource on Performance of Public Secondary Schools**

with a tick (√) which of the following statements do you agree with? **Where:**

**Where 1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4= Agree, 5 = Strongly agree**

S/N	Statements	Score				
		1	2	3	4	5
i.	Department are trained to achieve high performance					
ii.	Employees are empowered by the school management to achieve higher performance					
iii.	Seminars and workshops are organized by the management of the school to promote team work leading to increased performance					
iv.	Working environment is friendly and employees can coexist therefore improved performance					
v.	All human resources employed qualified for positions of work					

**Section E: Administrative Resources on Performance of Public Secondary Schools**

Specify with a tick (√) which of the following statements do you agree with?

Where; 1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4= Agree, 5 = Strongly agree

S/N	Statements	Score				
		1	2	3	4	5
i.	Our school management participates in planning to achieve higher performance					
ii.	Efficient organizing of resources has led to improved performance					
iii.	School management has employed enough staff leading to improvement in performance					
iv.	Our understanding of problem solving mechanism has led to achieving high performance					
v.	Administrative block organizations and functioning is key to performance					
vi.	Efficient organizing of administrative resources has led to improved performance					

**Section F: Performance of Public Secondary Schools**

Specify with a tick (√) which of the following statements do you agree with?

**Where; 1 = Strongly disagree, 2 = Disagree, 3=Neutral, 4= Agree, 5 = Strongly agree**

S/N	Statements	Score				
		1	2	3	4	5
i.	Our approach of teacher satisfaction has led to improved performance					
ii.	The set mean score has led to high performance					
iii.	Students attendance rate has led to improved performance					
iv.	Students discipline leads to higher performance					
v.	Students own expectations has led to higher performance					
vi.	Motivation forums have led to higher performance					

**APPENDIX II1: PHYSICAL FACILITIES OBSERVATION SCHEDULE**

	<b>Institutional Physical Resource</b>	<b>Availed</b>	<b>Not availed</b>	<b>Enough</b>	<b>Not enough</b>
a.	Classroom				
b.	Laboratories				
c.	Libraries				
d.	Textbooks				
e.	Stationery				
f.	Toilets				
g.	Furniture				
h.	Playing field				



### APPENDIX III: PILOT RESULTS

Piloting was carried out in order to assess reliability. There were therefore 28 respondents to participate in the pilot study. Piloting took place in Uasin Gishu County in one Extra County and County School. Uasin Gishu County is chosen due to similarity proximity and similarity in school characteristics to Baringo County.

#### Pilot Results on Financial Resources

Factor analysis results on financial resources were analysed and presented in table a.

**Table a: Factor Analysis on Financial Resources Variable**

<b>Component Matrix<sup>a</sup></b>		
	Component	
	1	Comment
Adequate funds are provided by the school to help improve performance	0.874	Retain
Timely disbursement of funds to enhance performance	0.852	Retain
Our approach to the right utilization of funds by the school management has led to improved performance	0.822	Retain
Quick accessibility of funds by management thus improving performance	0.742	Retain
The school management, employees and students collaborate to achieve higher performance	-0.369	Expunge

Extraction Method: Principal Component Analysis.

Factor analysis results expunged one item whose loading was below 0.5. The reliability results on was computed and presented in table b

**Table b: Reliability results on Financial Resources Variable**

<b>Reliability Statistics - Before Factor Reliability Statistics - After Factor</b>			
Cronbach's	Items	Cronbach's	Items
0.695	5	0.848	4

Before factor analysis, reliability scores were 0.695, and after it, scores were 0.848, which was deemed reliable for the research.

#### Pilot Results on Physical Resource

Factor analysis results on physical resources were analysed and presented in table c.

**Table c: Factor Analysis results on Physical Resource**

Component Matrix <sup>a</sup>		
	Component	Comment
Scheduling for use of available physical resources has led to improvement in performance	0.903	Retained
There is proper maintenance of physical resources by management leading to high performance	0.842	Retained
The school management provides adequate and enough physical resources to enhance performance	0.827	Retained
Our approach in providing quality physical resources is basic to getting a high performance	0.753	Retained
There is a variety of physical resources that are meant to influence performance	0.7	Retained

Extraction Method: Principal Component Analysis.

All components were retained after factor analysis was over 0.5. The reliability results on Cronbach's alpha was computed and presented in table d.

**Table d: Reliability Results on Physical Resource**

Reliability Statistics before and after factor analysis	
Cronbach's	Items
0.866	5

Reliability Statistics before and after factor analysis was 0.866 which was considered sufficient for the study.

**Pilot Results on Human Resource**

Factor analysis results on human resources were analysed and presented in table e.

**Table e: Factor analysis results on Human Resource**

Rotated Component Matrix <sup>a</sup>		
	Component	Comment
All human resources employed are qualified for positions of work	0.958	Retained
Department staff are trained to achieve high performance	0.949	Retained
Seminars and workshops are organized by the management of the school to promote team work leading to increased performance	0.91	Retained
Employees are empowered by the school management to achieve higher performance	-0.516	Expunged
Working environment is friendly and employees can coexist therefore improved performance	0.158	Expunged

---

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

---

Three of the five items were retained while two were expunged it was less than 0.5. The reliability results was computed and presented below.

**Table f: Reliability results on Human Resource**

Reliability Statistics		Reliability Statistics	
Cronbach's	Items	Cronbach's	Items
0.63	5	0.952	3

---

Before factor analysis, dependability findings were 0.63; after factor analysis, they were 0.952, which was deemed reliable for the research.

### **Pilot Results on Administrative Resources**

Factor analysis results on administrative resources were analysed and presented in table g.

**Table g: Factor analysis results on Administrative Resources**

Component Matrix <sup>a</sup>		
	Component	Comment
Our understanding of problem solving mechanism has led to achieving high performance	1 0.898	Retained
Administrative block organization and functioning is key to performance	0.885	Retained
Efficient organizing of administrative resources has led to improved performance	0.879	Retained
Records keeping is key to performance at the	0.858	Retained
School management has employed enough staff leading to improvement in performance	0.858	Retained
Our school management participates in planning to achieve higher performance	0.661	Retained

---

Extraction Method: Principal Component Analysis.

All items were retained after factor analysis as they had factor loadings of over 0.5. The reliability results on was computed and presented in table h.

**Table h: Reliability results**

Reliability Statistics	
Cronbach's	Items
0.916	6

---

Reliability testing was 0.916 which was considered reliable enough for the study.

### **Pilot Results on Performance**

Factor analysis results on administrative resources were analysed and presented in table i.

**Table i: Factor analysis results on Performance Rotated Component Matrix<sup>a</sup>**

	Component 1	Comment
Students attendance rate has led to improved performance	0.821	Retained
Students discipline leads to higher performance	0.744	Retained
Students own expectations has led to higher performance	0.736	Retained
Our approach of teacher satisfaction has led to improved	0.723	Retained
The set mean score has led to high performance	0.578	Retained
Motivation forums have led to higher performance	0.577	Retained
School name has enhanced performance	-0.123	Expunged
Leadership is key to school performance	-0.046	Expunged
Other extraneous school factors are more responsible for school performance	0.057	Expunged

Extraction Method: Principal Component Analysis.  
Rotation Method: Varimax with Kaiser Normalization.

Three of the nine items were expunged for being less than 0.5. The reliability results was calculated and presented below.

**Table j: Reliability results on Performance**

Reliability Statistics before		Reliability Statistics after	
Cronbach's	Items	Cronbach's	Items
0.577	9	0.823	6

Before reliability was 0.577 and 0.823 after which was considered reliable for the study.

## APPENDIX IV: RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 25<sup>th</sup> August, 2022

TO: Kibet Joy Jerono  
C/o Business Administration Dept.

REF: D53/OL/NKU/32605/2017

**SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL**


This is to inform you that Graduate School Board at its meeting of 17<sup>th</sup> August, 2022 approved your Research Project Proposal for the M.B.A Degree Entitled, "**Organizational Resource and Performance of Public Secondary Schools in Baringo County, Kenya**".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and progress report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.

Thank you.

  
ANNBELL MWANIKI  
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Business Administration.

Supervisor:

1. Dr. Aime Wambui Muchemi  
C/o Department of Business Administration  
Kenyatta University

AM/aw

