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**CHALLENGES HINDERING EFFECTIVE UTILIZATION OF SCHOOL
RESOURCES FOR BETTER SERVICE DELIVERY IN PUBLIC
SECONDARY SCHOOLS IN NYAMIRA DIVISION,
NYAMIRA COUNTY, KENYA**

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KENYATTA UNIVERSITY

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*Challenges hindering
effective utilization*



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DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and referenced using APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my parents the late Omagwa Magata Bitengo and mother Mariana Omagwa who ensured that I schooled and my family, my wife Brenda Esther and my children Barbara, Michael, Bruce and Jared Magata Junior for their unwavering support especially Barbara and Michael who helped in the typing of this document. I thank you all.

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ABBREVIATIONS AND ACRONYMS

AEO	Area Education Office
BoM	Board of Management
CEB	County Education Board
CSO	Civil Society Organization
DEO	District Education Officer
DQASOs	District Quality Assurance Officers
EFA	Education for All
FDSE	Free Day Secondary Education
FSE	Free Secondary Education
MoEST	Ministry of Education Science and Technology
MoET	Ministry of Education and Training
NGOS	Non- governmental Organizations
PTA	Parents Teachers Association
SSA	Sub-Saharan Africa
SSE	Subsidized Secondary Education
UN	United Nations

ABSTRACT

The study was designed to enhance prudence and efficiency in the management of school resources and more importantly its finances. The study sought to identify the challenges hindering effective utilization of school resources for effective service delivery in public secondary schools in Nyamira Division, Nyamira County. This study was anchored on the prudential theory propounded by an American Economist, Athur B. Laffer (1980) and the efficiency theory also propounded by another American economist Havey (1993). They argued that managers like principals of schools must handle and spend money wisely and that the general efficiency of a firm rests in its ability to transform resources into optimum profits. These theories are relevant and applicable especially when focusing on financial management and handling of public resources in the schools. The population of this study comprised of 16 public schools, 16 principals, 272 teachers, 4 ZQASOs and 1 DEO. The study targeted the 16 (100%) public schools in the division, the sample consisted of the 16 schools, 16 (100%) principals, 68(23% teachers, 2(50%) ZQASOs and 1(100%) DEO. The total respondents were 87(29%) out of a population of 293(100%).the validity of the research instruments was achieved with the expert analysis of the supervisors, their reliability was ascertained using the Spearman Brown Prophecy formula: during the pilot study which was conducted on two randomly selected schools. A reliability coefficient of 0.75 was achieved which is within the recommended by researchers. The pilot study was equally important to check whether any challenges might be encountered in the study. The study adopted the descriptive survey research design to investigate the various challenges of effective utilization of resources in secondary schools in Nyamira Division. Questionnaires and interview schedules were used to collect data from the respondents. Both quantitative and qualitative approaches of data analysis were used. The study found out that nearly two thirds 53(62%) of the respondents agreed that physical resources such as classrooms chairs and land affected service delivery in schools, 25 (29%) of them indicated that human resource utilization was wanting so needed serious attention, However, only 8(9%) of the respondents felt that financial resource acquisition wasn't a problem but rather their utilization. The study recommends that principals and field officers ensure effective resource utilization in the schools they manage in order to enhance effective service delivery.

CHAPTER ONE

INTRODUCTION

This chapter presents: the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, limitations, delimitations, significance, theoretical framework, conceptual framework and operational use of central terms.

1.1 Background to the Study

The education process involves the interaction of two components which Coombs (1975) referred to as inputs and outputs. These involve all school resources and the outcomes of their use in the schools. Teaching and learning resources are critically important for instruction in any study area in the school curriculum. This does not imply that the presence of these resources is a guarantee of quality education without a sound management and follow-up programme.

The effective use of these resources would ensure that learners retain what they have learned. This fact is supported by Wales (1975). This is so because the learners will get the opportunity to learn rather than watch and be lectured to. In a school situation as well, there is need for an effective and efficient utilization of visual and audio aids in teaching to supplement the inadequacy of books and create interest in students to learn. Using practicals will help learners to think for themselves unlike 'spoon feeding' learners which will hinder creativity and innovativeness.

Inadequate physical resource utilization in school constrains the school from responding to new demands in the system. This is untenable if the personnel to

manage these resources are unwilling or lack the necessary skills to deliver on their responsibilities. It is, therefore, imperative on this basis that to improve on quality, efficiency and productivity in schools, there is need for better facilities and by extension the presence of the prerequisite expertise to use the resources prudently.

The educational effort may not achieve its goals if there isn't appropriate human skill, plan and sufficient instructional and physical facilities. Indeed, effective management of these resources in any system is as paramount as achievement of goals and objectives of education. Learning outcomes cannot be observed without using resources effectively and appropriately; an argument Knezewich (1975) supports. Learning can only be meaningful if it is learner- centred that is, it requires student's direct and active involvement and participation.

The learning outcome in schools is seen to be largely dependent on availability and effective management of resources because through education, one is able to do things. People assigned to be in charge of institutions cannot deliver on their mandate without the necessary skills; those without cannot effectively manage the resources as observed by Pushpanadhum (2006). Managers of schools need to improve their capacity through attending educational forums and seminars or in-service training on financial management to enable them to acquire the financial management skills. This will enable effective policy formulation and development of relevant laws guiding school finance management. The content used for training should be sufficient and relevant to address the challenges that may arise regarding management of resources.

Most countries in the world are faced with the challenge of training their young to become active citizens and also equip them with the required skills to get jobs in the changing economies. These countries therefore, need to be responsive to these demands with the right strategies and realign their long-term development objectives towards these needs. In most well to do economies, education in secondary schools is aimed at transiting learners to the next levels based on programmes in place, the training content, supply of instructors, assessment and award of certificates (World Bank 2005). In the US and the Soviet Union for example, in the 20thC, education policies were aligned to enhance open access and universal access without clear guidelines on resource management.

It has been noted that in countries with stable economies, they have their basic education paid for by their governments; Britain for example, has its education fully funded by the government (Moon & Mayes, 1994). Indeed, in most European countries, free and compulsory primary education was made free, open and compulsory to all which makes secondary education management critical especially on resources to enhance service delivery.

Education in Sub Saharan countries was guided by the 1990 Jomtein, and the Dakar 2000 Conferences which drove most programmes on funding by aid from financial partners and developing nations alike on educational matters. EFA has therefore, escalated the need to avail secondary school education even with the scarce resources available against the vast resources required to meet these demands (World Bank, 2008).

An extended period of secondary education is becoming a norm in most countries. In continents like Asia, Europe and America, they have lower secondary school education compulsory and universal which is also being replicated in SSA countries. In Mali, basic education is up to 6-9 years while in other developing countries basic education lasts for 8 years (Horlsinger & Cowell, 2000). Varieva (2002) asserts that education in South Africa has fees as a barrier even with government allocations, so there is need to support these programme from public coffers if schools have to run without hitches.

The demand for secondary education is rising in most Sub-Saharan Africa. Verspoor (2008), shows that between 1999 and 2005, there was increased enrolment by about 40% while retention rates were sustained, the need for more secondary school places is apparent. This is an issue that needs attention and as such resources need to be availed and prudently managed for this purpose. To achieve these, governments need financing for capacity building of personnel in the secondary schools.

The introduction of FSE in Kenya aimed at providing all Kenyans with education though minus sufficient trained personnel in terms of posting instructors which could compromise the quality of education. Lewin, (2008), feels that significant expansion of education may not be realized since it is limited by inadequate resources and the lack of proper transformation in management of schools.

Verspoor (2008), has shown that most countries in SSA have expanded secondary education spaces maximizing on the available resources which however strains leading to overcrowding in classes, inadequate books and other teaching and

learning materials. The study intended to identify the challenges hindering effective utilization of school resources.

Education in Kenya will be financed by the national government in coordination with County governments, religious organizations, NGOs, communities, other stakeholders and private sector in conjunction with Kenyan laws. Furthermore, disbursement of resources to schools and other learning institutions is determined by those giving the particular funds based on the laid down procedures and guidelines on their management. After the funds have been released to schools, reports of actual expenditure/outputs are availed for audit by the Ministry of Education.

Even with clear guidelines of FPE and FDSE fees, implementation and adherence to procurement procedures are wanting; efficiency monitoring of such procedures is required in order to address the weaknesses seen in financial management and imposition of levies in schools against the laid down regulations. This can be done by putting up structures that ensure prudence for efficient education. This is also intended to ensure that expenditure on school resources is not exaggerated. This assertion is corroborated by the Taskforce on Education Final Draft, 2012.

The proper utilization of resources entails planning, availing resources, sharing and managing with sustenance of resource supply and planning for these resources. These will include: resource need assessment, quality control and setting up standards of achievement and ascertaining costs and guiding utilization of resources by institutions; an argument strongly advanced by Onyango (2001). The introduction of FDSE overstretched schools by over enrolments that are likely to cause a constraint if the resources are not prudently used by the personnel in charge.

School facilities include all school structures which range from offices, classes, staff houses, science equipment rooms and libraries. Therefore, for a school to achieve its purpose, it has to utilize the available resources effectively and efficiently. The principal has the responsibility to avail adequate resources to enhance teaching and learning in his /her school. He/she has to ensure the resources are prudently managed for optimal results. This argument is echoed by Bell and Rhodes (1966). In fact, increased spending in education will not yield the presumed benefits if reforms aimed at increasing effective use of resources are not part and parcel of the same.

The human resource base is the most important part of an organization in a school, the teachers just as the support staffs are equally important which means all these persons need the necessary facilitation to deliver services in their areas of jurisdiction with efficiency and prudence. They are the working; moving parts of a machine and so need the greasing to enhance production. Generally, schools are made for the purpose of provision of equal and effective opportunities for learning, which can only be achieved through the right knowledge and skills and self-sacrifice of teachers and students alike. These teachers must be effectively managed; this requires principal to: direct, motivate staff, and arbitrate and ensure effective responsibility delegation. In doing all these, schools are overburdened by the swelling numbers of students without a commensurate increase of manpower and resources, which can be a real threat to provision of quality education.

Financial resources have always seemed elusive, which means the amounts available to schools will require prudent management based on priority and sustainability. The school principal needs to work overtime to ensure no programme stalls because

finances are meagre and need to be managed with utmost faith and fidelity. This is because school management boards and the principal are judged with the responsibility of budgeting, accounting while auditing is the job of the Ministry of Education's audit arm so the principal being the main agent of the government at the school level has to be at the top of the game as the team captain of his/her team in the school.

Schools have central government funding, the parents will chip in support of physical developments and boarding; all these finances will need to be managed by empowered principals to ensure effective management. However, it is unclear if principals have the capacity to utilize these monies with efficiency and effectiveness, which is what the study sought to establish and ensure they have the capacity and competencies to match the responsibility of effective financial management.

It is against this background that the study aimed to assess the challenges affecting effective resource utilization in Nyamira Division. The findings will enhance effective resource use in secondary schools for effective service delivery in Nyamira Division in Nyamira County.

1.2 Statement of the Problem

School managers have the responsibility to ensure effective management of school resources. It is their responsibility to find solutions to challenges associated with adequacy of resources, level of skills of resource managers, adequacy of finances, their own management skill level and also the management of temporal resources. The managers have not been able to match this task despite all efforts by the GoK

aimed at training principals of schools to manage finances by in servicing, most public secondary school principals still have wanting finance managerial skills, information systems which are weak and poor managerial skills of finances at their disposal(GoK,2010). They have to ensure effective management of the schools whose expected outcome is improved resource management, effective and efficient service delivery and exam results.

The specific research problem was to ascertain the challenges hindering utilization of school resources effectively and also ascertain whether these resources are adequate and whether the human, financial and physical resources are prudently utilized in order to offer valuable guidelines to improve. It is imperative to detect difficulties faced by managers of schools in Nyamira Division in utilizing the resources which are elusive.

1.3 Purpose of the Study

The purpose of this study was to investigate the challenges affecting resource utilization in secondary schools in Nyamira Division in Nyamira County.

1.4 Specific Objectives of the Study

The following were the specific objectives of the study:

- a) To investigate how human resource utilization challenge affect service delivery in secondary schools in Nyamira Division, Nyamira County.
- b) To evaluate how physical resource utilization challenges affect service delivery in secondary schools in Nyamira Division, Nyamira County.
- c) To establish how financial resource utilization challenges affect service delivery in secondary schools in Nyamira Division, Nyamira County.

- d) To find out the role of principals and field officers in effective resource management in Nyamira secondary schools, Nyamira County.
- e) To find out measures that can help curb resource leakage in secondary schools in Nyamira Division Nyamira County.

1.5 Research Questions

The study was guided by the following questions

- a) How does a human resource utilization challenges affect service delivery in secondary schools in Nyamira Division, Nyamira County?
- b) To what extent do physical resource utilization challenges affect service delivery in secondary schools in Nyamira Division, Nyamira County?
- c) What are the financial resource utilization challenges that affect service delivery in secondary schools in Nyamira Division, Nyamira County?
- d) What are the roles of principals and field officers in effective resource management in Schools in secondary schools in Nyamira Division, Nyamira County?
- e) What measures can curb resource leakage in secondary schools in Nyamira Division, Nyamira County?

1.6 Assumptions of the Study

For this study it was assumed that the respondents would be co-operative and honest in their responses and the sampled schools would yield reliable data.

1.7 Significance of the Study

This study is hoped to be of significant to various stakeholders. These include: the government, to improve on the weak governance, management and unaccountable implementation of educational services. It was hoped that the study would provide valuable insights to the government, school principals, development partners and communities on the challenges associated with adequacy and effective management of resources and what needs to be done to remedy the problems which may be encountered. The findings of this study could also provide the Ministry of Education with data on how principals and other school personnel manage resource use for mitigation measures. In addition to this, by investigating the challenges faced by school personnel, the government can develop strategies to improve managerial skills of principals to be more effective in the management of school resources.

Furthermore, to the principals, teachers and other personnel, the study can act as a self-assessment tool; they are likely to acquire information to guide them on the need to sharpen their skills in dealing with challenges of managing the resources through further training. This study is also hoped to contribute to the general knowledge on the area of service delivery and enhancement of high performance in schools. It is hoped to contribute more information on how physical, human and financial resources can enhance service delivery in Nyamira Division, Nyamira County.

1.8 Limitations of the Study

There are a number of limitations which were encountered in this study. However, a key challenge that was experienced in this study was financial and time constraints

made it impossible to cover all schools. The study was further limited by the fact that it may not be possible to control some intervening variables like the variation in the capacity of principals and other personnel due to experience and training. To overcome these limitations, the researcher made use of questionnaires which were self-administered. Questionnaires were of significance in this section in that it enabled the researcher to reach more respondents within a short period of time.

1.9 Delimitation of the Study

The study only covered parts of Nyamira Division and only selected 16 out of 22 schools in the division because of time factor and financial constraints. From the findings of the selected schools, the researcher generalized the findings.

1.10 Theoretical Framework

This research was based on the prudential theory propounded by the American economist Arthur B. Laffer (1980) and the efficiency theory also propounded by another American economist Havey (1993). Artur B. Laffer (1980) was of the opinion that everybody including school managers must know how to handle and spend money and other resources wisely. He further argued that being prudent means to be able to spend money and management of other resources wisely in order to achieve optimal results. This implies to be careful, acting only after careful consideration or planning and exercising sound judgment in the management of practical affairs. Furthermore, it calls for cautious decision making; this therefore, requires one to hope, control and assess carefully and also see ahead in time as a manager that the outcome of any undertaking is presumed. In the management of school resources and finances according to the two scholars principals should

prioritize and avoid wasteful spending of money and time, only invest on viable undertaking with utmost caution. The theorist Harvey Leibenstein advises that the general efficiency of a firm rests in transforming resources into optimum profits. This means that the ability of the school to use the little resources available to achieve its objectives will prove the administrative strength of the school and by extension portray the principal as an effective manager. The prudential as well as the efficiency theory in economics are applicable in education especially when focusing on financial management and handling of public resources in the schools. The success of the school managers will not be determined by the lots of finances and resources available but their ability to maximize the effective use of these resources for optimal output. Effective management of resources is important because of the following reasons: as with all resources, educational resources are limited and so have to be used prudently to achieve the set goals, ensure programmes do not stall before completion and also ensure there is accountability.

1.11 Conceptual Framework

The conceptual framework presents a discussion of challenges facing effective management of school resources in public secondary schools in Nyamira Division, Nyamira County. These factors include physical, human and financial resources as independent variables upon service delivery in schools as dependent variable. Figure 1.1 shows challenges facing effective management of school resources in Nyamira County.

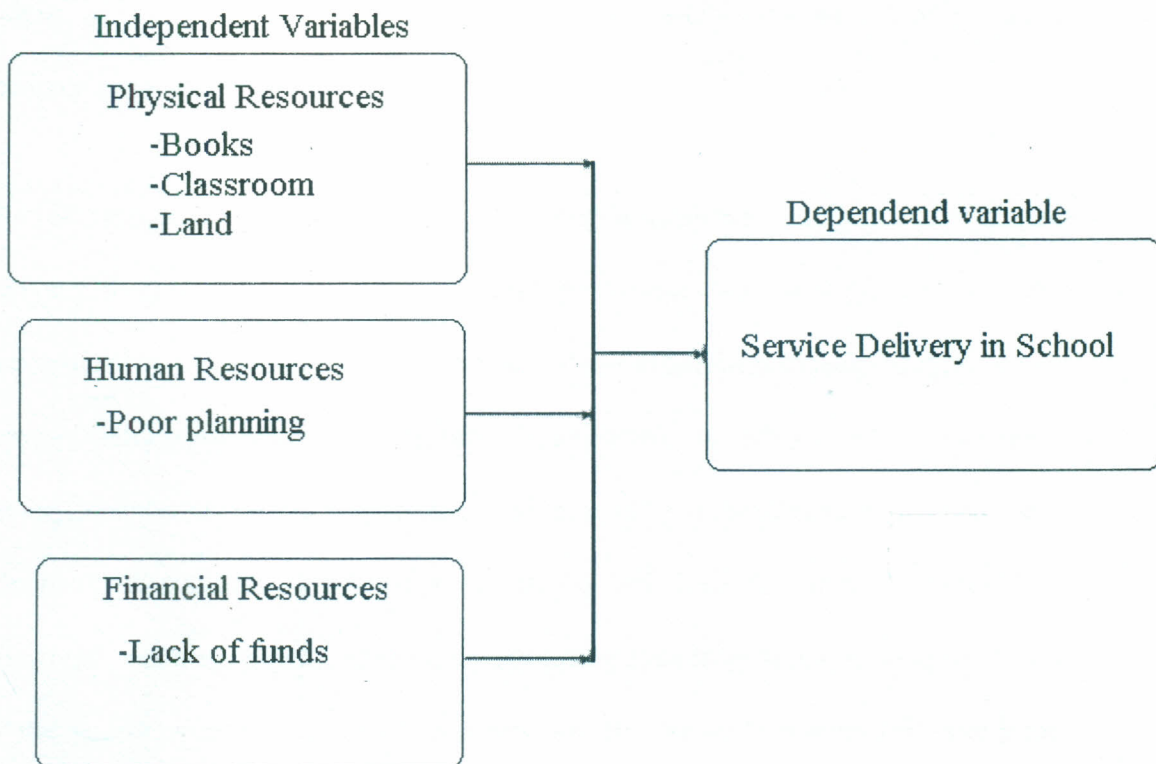


Figure 1.1: Challenges Facing Effective Utilization of School Resources

Physical facilities like adequate and well-furnished classrooms, adequate desks and chairs, adequate and well equipped laboratories and libraries can only be attained within a strategic management environment. Buildings such as classrooms, laboratories and libraries occupy land so there is need to use land intensively and needs to be rehabilitated to ensure a conducive learning environment.

The tuition monies should provide the necessary instructional materials which are acquired using acceptable procedures of procurement, so that schools get relevant and adequate textbooks, exercise books, stationery, laboratory chemicals and equipment to curb resource pilfering that is common in public schools. The availability and adequacy of educational resources in schools will lead to increased enrolment, improved performance and reduced dropout rates thus improving the

quality of life of the young people in society and resuscitate the county's human resource base.

Human resources such as poor planning pose a challenge in terms of resource delivery in schools. Therefore, school learning resources should be planned properly and utilized in an effective manner to bring about efficient provision of quality and relevant education. Financial resource management in schools is an important factor, in order to be able to realize academic achievement. The availability and adequacy of educational resources in schools will lead to increased enrolment, improved performance and reduced dropout rates thus improving the quality of life of the young people in society and resuscitate the county's human resource base. Therefore, the government should contribute funds as well as organizations to schools to cater for the needs of the students and teachers for better performances.

1.12 Operational Definition of Terms

- Challenges:** refers to a problem or difficulties encountered in the process of implementing free secondary education which could negatively impact on the quality of education.
- Education:** Refers to any kind of organized teaching and learning processes and activities getting on within the school.
- Effectiveness:** Refers to ensuring that planned activities are achieved.
- Efficiency:** Refers to achieving a given result with the least resources.
- Expenditure:** Refers to using school resources mainly funds towards school goals which entail expenditure, that is cost outlay, cash inflow and outflow.

Head teacher: Refers to the manager of the school, he is responsible for school development, planning, management of curriculum, people and resources.

Leadership: Refers to the art/process of influencing people so that they can strive willingly and enthusiastically towards the achievement of group.

Management: Refers to the art of harnessing resources to achieve stated goals /objectives, it essentially involves working with other people within organization (say school) to accomplish goals.

Mismanagement: Refers to irregularly or improperly carry out an activity or project.

Physical resources: Refers to classrooms, desks, latrines and other structures of utility in the school.

Policy: Refers to a set of mandatory direction to regulate decision mainly administrative and or managerial.

Resources: Refers to both learning and physical facilities materials and how they are financed.

Schools: Refers to an institution, centre and a place where not less than ten pupils receive regular instructions.

Tracking: Refers to monitoring and follow-ups of school budgets and management processes and functions of their participatory techniques.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presents a review of literature related to the study. This chapter covers literature on challenges facing the utilization of resources in schools. The sources of literature include web articles, journal articles and scholarly resources of published studies. The chapter is divided into the following parts: Challenges associated with the management of human resources for better service delivery in schools, challenges associated with the management of financial resources for better service delivery in schools and challenges associated with the management of physical resources for better service delivery in schools.

2.2 Review of Related Literature

The review of literature is based on the thematic areas of the study. These include the challenges associated with the management of physical resources, human resources and financial resources for enhanced service delivery in secondary schools in Nyamira County.

2.3 Challenges Associated with the Management of Physical Resources in Better Service Delivery in Schools

Education is a basic service essential in an effort to combat poverty and is often subsidized with public funds to help achieve that purpose (Castro, 1999). A study conducted by Ngware, Wamukuru and Odebero (2006), in Kenya found that Board of Governors in secondary schools were not providing the necessary leadership that would promote continuous improvement. However, some head teachers were

providing the required leadership with a considerable number of school managements empowering their employees. The majority of schools were not committed to strategic quality planning, though they did promote human resource development initiatives. The purpose of the study was to investigate the extent to which secondary schools practised aspects of total quality management. Thus, physical resources in schools play a major role. For instance, school principals with the help of board of governors ensure smooth running of the system by providing basic resources to the school as well as ensuring that resources allocated by the government for students do not benefit teachers and staff rather than the students.

Physical resources are critical for the success and overall management of any institution as they play a key role in the achievement of goals and objectives set by the individual school. Studies have shown a direct correlation between the quality of physical resources and performance in national examinations. In as much as schools may have better physical resources, challenges emerge in terms of managing these resources. It is worthwhile to note that better management of these resources significantly impacts on the quality of teaching and learning processes. The procurement, utilization and management of these structures are very vital in better service delivery. According to South African schools act of 1996, a governing body is responsible for managing a school's physical resources but lack of essential management skills has resulted in poor performance of many students.

Schools face a wide range of difficulties in their attempt to provide better education in the society. The provision of physical resources such as well-equipped libraries, good and conducive classrooms for learning, sports facilities and many more has

proved to be a challenge in many schools. Several factors such as the ever changing economic trend and government policies have immense impact on the management of school resources. At times the government allocates insufficient funds for the development and renovation of schools making it hard to acquire necessary physical assets. On the hand, some of the schools that are lucky to get the financing may lack necessary financial skills to develop a critical and practical budget to procure resources economically for their schools.

There is a wide disparity of infrastructure between schools in the rural areas and urban centre. Some of the schools in rural areas have inadequate classrooms with some even lacking basic facilities such as washrooms, water, electricity and sanitation. This proves to be a major concern in the education sector though various policies and legislations have been put in place to curb this growing disparity. The challenge however, manifests in the sense of managing the change which has proved to be an issue. This disparity has had a great impact on the teachers and learning intuitions as some teachers prefer to teach in urban centres with well-developed teaching infrastructure and facilities. This in turn has resulted in a decline and poor performance in most of the rural schools brought about by lack of enough teaching and experienced personnel. This has been witnessed in the Northern part of Kenya where university students acted as teachers in the secondary schools. At the end of the day, all these students are expected to compete on a national level with other students all over the country.

The introduction of free primary education in Kenyan schools led to influx of students enrolling for education leading to a strain in the physical resources in the

schools. The changes required constant improvement in the managerial skills of the school managers. In addition to this, there is always a constant and rapid change in the education sector as pointed out by Wideen (1987) who indicated that teachers need constant professional development and growth to deal with the changes. This has been a major challenge since a small percentage of teachers go for further training to compete with the ever changing world dynamics in the teaching and learning process.

Insecurity in most parts of our country has proved to be a major challenge in the schools today. This has been witnessed in the recent past whereby some of the teachers deserted their teaching jobs for fear of their life. Unfortunately, this has led to closure of many schools in the affected areas since neither the government nor the school management could do anything to salvage the situation.

There is need for accountability in any learning institution for better service delivery. Evidently, schools need to be open and accountable for what they do. Yet there is a relatively high risk that honesty and self-evaluation essential to improvement can create problems for bodies that are publicly accountable and cannot admit to failure. Lack of accountability in most schools has proved to be a challenge in the management of physical resources. Most school managers embezzle and misappropriate funds meant for development purposes. This has thrived as most of the responsible parties and institutions are too busy to notice and in some cases they partner to pilfer from the schools leading to underdevelopment.

Olsen (2002) argues that in present-day democracies, administrative environments are not simple, coherent and imperative but rather operate in a complex ecology of

institutions, goals, rules, interests, authorities, principles, values, beliefs and cleavages. Politicians are likely to want the administrations to serve with a diversity of varying and not necessarily consistent values and ideologies, goals and interests. Expectations for school leaders have steadily expanded, always adding to and rarely subtracting from a job description that now includes instructional, ethical, professional, participative, and transformational leadership. School leaders must therefore, manage educational change at a time when the character and mission of schools is being redefined. These leaders therefore must be part of a new understanding about public management that is moving away from a bureaucratic and institution-led approach; towards a performance-driven public sector that is more aware of the service it delivers to its users. They have to find new effective ways of managing knowledge in organizations and that they need to learn continuously (OECD, 2001b: 17-18). This situation has encouraged changes in the role of school leaders, especially as a result of developments in decentralization, accountability and markets and greater community involvement. These issues and pressures result in competing and often inconsistent demands on school leaders thereby resulting in fragmentation and incoherence that could undermine the capacity of schools in the provision of better learning and teaching facilities.

2.4 Challenges Associated with the Management of Financial Resources in Better Service Delivery in Schools

Financial management in schools is an important factor, in order to be able to realize academic achievement. The task of managing school finances requires proper planning, good leadership as well as auditing (Clarke, 2007). The heads of schools are often appointed based on their teaching experience and professional

qualifications and not on financial management which is not always considered a prerequisite. Due to this, there arise cases of mismanagement of finances in schools.

There is no drafting of budgets from the onset. Therefore, there are no phases followed when allocating finances to perform certain tasks in schools. There are also no financial policies laid down to manage financial matters; delegating various functions to clerks, treasurers and other coordinators (Kruger 2005; Ntseto 2009). There is also lacks financial accountability on the parts of those who have been assigned various tasks. Lewis (2003), states that accounting for finances is legally binding to persons judged with such responsibilities.

Lack of experience and illiteracy have also been pointed out to be part of the factors that contributed to lack of accountability when it comes to poor financial management in schools (Bush et al., 2006). Mestry (2004), showed that reports have to make about how resource managers account for funds due to misappropriation of school funds that is now prevalent in schools. The author clarifies that reporting ensures that, there are proper measures that show how schools are funded and the sources where finances are obtained. This is supported by (Maritz, 2005). With regards to reporting notes that many reports need to be generated on a regular basis (Van Rooyen, 2007). It has also been noted that there is poor management of finances when the leadership of schools employ people who are not qualified particularly when it comes to the field effective resource management and therefore fail to meet the accounting procedures.

According to Mgbodile (2000), states that some factors that lead to mismanagement arise when finances are delayed from timely disbursement to schools or when the funds diverted to other sectors of the economy. Therefore, mismanagement of financial resources can affect service delivery in schools as funds are not utilized effectively by schools but diverted elsewhere for other personal issues.

2.5 Challenges Associated in the Management of Human Resources in Better Service Delivery in Schools

A study conducted by Iloabuchi, Abraham and Afangideh (2016) on teacher management of schools of Abia State ,Nigeria showed that teachers need motivation to perform; improved services among them improves delivery, they also work well when they frequently get rewarded by their managers. However, it has also been noted that other incentives for teachers such as respect promotes their confidence in class and enhances their class control and instruction. This enhances academic performance of students. The study used a descriptive survey. Findings of this study point to the fact that supervision and motivation of teachers enhances service delivery. Thus, this study proves that motivation and supervision are important to both staff and teachers as a way of improving delivery of services in schools in Nyamira Division.

The same work plan shows that most school principals lack proper training in administration and management and so are deficient of skills of accountability and quality in schools which is reflected in their inability to effectively manage finances and other school resources. When resources are quality and sufficient, they have a direct impact on quality teaching and learning. Without sustained availability of

resources, the quality of education cannot be achieved (Kippra, 2006). Yet of utmost importance is measures to be put in place to mitigate on the challenges associated with effective management of these resources.

According to Raju (1973), schools in Kenya, especially in the rural areas have insufficient resources which hamper quality performance. However, every effort is being put to rectify the situation by the SSE initiative without actual steps to reduce resource mismanagement in the same schools. Another study carried out in Kisumu Municipality by Ouma (1987), found that schools which were doing well in national exams had adequate learning facilities. This is however not guaranteed because even with enough resources, some officers may intentionally avoid using them in the school situation and this requires that monitoring needs to be streamlined.

Teachers who lack the necessary resources will do little to effectively deliver their content even if well trained because such materials make teaching possible and realistic. This argument is supported by Heron (1979). Furthermore, Kassam (1978) and Leslie (1992), showed that when learning facilities are inadequate learners get discouraged. In fact, even a teacher who does not have the required resources will escape responsibility of doing their jobs with the excuse 'where are the resources?' This will impact negatively on instruction programme in schools.

The Kamunge Report, (1988) insists that school resources need proper planning and effective use in order to ensure efficient delivery of educational services. This is because resources are by nature scarce and hard to recycle; and therefore need to be prudently managed to ensure all projects began do not stall.

Mworia (1993) investigated further and noted that schools lacking classes and other facilities lead to congestion, which can frustrate learning and teachers will be unable to control classes as required. Ayoo and Mutua (2002), consent that teaching and learning facilities are critically important. Mutua (2002), for instance, shows that a number of schools in Mtito Andei Division lacked the required resources to ensure smooth running hence hampering learning. Kathure (1986), concurs with the need to avail sufficient facilities to promote learning. This however can only be guaranteed if the available resources are put to actual prudent use in the said schools.

Ibukun (2000), also agrees that most African countries for instance Nigeria, have their education programme underfunded as a result of high costs of learning and teaching facilities, over enrolment in schools coupled with fragile economies in the nations. This challenge of over enrolment replicates itself in Kenya especially after the inception of the FPE in 2003 and the SSE in 2008 respectively. This poses the challenge of ascertaining the effectiveness of management of resources in the schools. Based on this argument, as well as inadequate funding of programmes in schools could overstretch available resources for teaching which will most likely hamper effective service delivery.

Famade (1999) and Longe (1985), confirm that resources available assist programme discharge in organizations. In fact, most studies have shown that resource inputs enhance perceived student performance. Though, this is only practically possible when the available resources are put to prudent use for the realization of the stated school objectives.

Fagbemi (1988) and Ogunniyi (1982), also argue that when inputs like skilled teachers, labs, equipment stores and finances are inadequate they hinder proper learning and teaching. Osude and Miller (1999), also agree that supply of required resources enhances the required learning outcome. These researchers emphasize the need to avail the required resources but they have not given a workable plan on effective management of the said resources.

This argument notwithstanding, the ability to avail the resources required is only worthwhile with proper utilization. Ivowi (1982), clearly indicates that even when resources are adequate, most teachers still avoid using them in laboratory for practical lessons. This is attributed to lack of relevant skills or ineptness on the part of the personnel in charge which is not what modern management entails.

Gboko (1998), has showed that dismal performance could be a factor of inadequate resources, adding that underutilization of resources impacts negatively on learning and teaching. In support of this argument, (Morphy, (1987), also remarks that proper utility of spaces enables pupils learn well and efficiently. In certain cases, it has been noted that available spaces help pupils to learn better and enhance efficiency. In certain cases, it has been noted that certain resources are underutilized due to inadequacy of personnel or ineptness of the learners. Udo (2006), adds that the lack of trained tutors could lead to underutilization of material resources.

Quality free education sustainability in secondary schools will depend on provision of enough material and physical resources in institutions (Afolabi et al. (2008), this is supported by Aghenta (1984), who, while confirming states that any success of such education will be dependent on the resources availed to it. In this regard as

well, the availability of such resources as buildings, salaries, bills and other purchases is purely an aspect of money which is therefore important.

Studies such as Ozigi (1978), point to the fact that, organizations cannot sustain their activities without sufficient finances, this is due to the fact, money is needed for remuneration of workers, to maintain its operations and to deliver service. These monies however need to be managed effectively for their value to be realized. However, embezzlement of school monies is not new in Kenyan schools; this is according to the Ministry of Education Inspection Report, (2004). The report confirms the rampant cases of pilfering of school finances in a number of schools; which has culminated in the discipline of school principals guilty of this offence. Though, worrying is the fact that the said officers are serving without the capacity required for effective management of schools. The available literature not only emphasizes the need to train school administrators to equip them with prerequisite abilities to ensure they manage school finances but also condemn those who misuse the funds even when they have the skills meant to enhance prudent use of school resources.

It has been noted with concern that a number of school principals are made in charge of schools without relevant leadership skills and capacities to manage finances (Pushpanadhun (2006). In fact, some principals get promoted based on good performance as good classroom teachers in their previous schools without necessarily getting any training in leadership and financial management. This can pose a challenge when finally they assume their role as principals, they will employ 'a trial and error approach' to manage the schools they are assigned to run. Due to

this therefore, there is need for pre-service training and monitoring from time to time of such administrators to ensure there is prudent resource management in public secondary schools.

To further confirm this argument, Mussazi (1982), affirms that schools need enough finances for the purchase of books, put up physical structures in place, pay teachers and avail cash for laboratory apparatus and pay for other services to enable the school to function as a learning institution. This will require that once these resources have been acquired, some prudent persons are assigned to manage them and ensure they are not misused or misappropriated as this may lead to wasted efforts that will finally end up crippling efforts to improve service delivery in the schools.

The main factors influencing quality education include among other things: relevant content, instructional resources, materials and other physical facilities, conducive teaching and learning environment, the quality of teachers and assessment indicators which will monitor the success of instruction as a process. While these are the most important determinants of an efficient and quality system of education, there is equally the need to harmoniously coordinate all these factors under skilled and sound personnel who will enhance the system efficiency.

Padhi (2004), on training, concurs that for employees to effectively function in an organization, they need to be properly trained, and this is because they need the capacity to work with others, skills to solve problems, performance appraisal and growth. When staff is trained they are effective and more productive. The same applies to teachers; it will promote teamwork as they complement one another in

their tasks. Though in some schools, teamwork is skewed towards unfairness and retention of status quo without any effort to consider skills, capacities and abilities (Kiboro, 2003).

It has been argued that to achieve assurance of quality and programmes, resources need to be utilized well. Proper attainment of desired goals is a product of allocation and effective use of resources. Studies above show that allocation of enough resources for seminars, training teachers in service delivery and acquisition of enough and quality materials for teaching and learning is paramount of which to this research, is the critical point of departure.

2.6 Measures to Enhance Resource Utilization for Effective Service Delivery in Schools

The ability to utilize school resources to achieve set objectives and educational goals is important for service delivery. On the other hand, resource utilization in schools involves proper use of all that is in school; space, physical structures, materials, machinery, apparatus in labs among others. Based on this argument therefore, managing resources in school requires able leaders, monitoring and remedial feedback with predictable mitigating measures put in place (Amanchukwu, 2010).

The Government has ensured that basic education is financed by allocations of enough finances to the institutions to keep them in operation. The purpose of doing this is to ensure such funds promote education services only. It is against this background that measures have been put in place to utilize funds effectively to ensure education goals are met (Ololube, 2009). Therefore, great is the need for effective resource utilization for effective service delivery in schools.

Furthermore, school personnel should put measures that keep being upgraded in terms of skills. The school administration should identify the weaknesses and facilitate the officers involved to improve their capacity for the benefit of the institution and the individual employees. To achieve this desire, the school management should encourage its workers including teachers to attend capacity building seminars and workshops to enhance their capacity to address new trends in the school curriculum and technology. This will enhance their capabilities to operate effectively in the system and enhance resource utilization as staff since they are well-versed with the trending technology and so they can facilitate service delivery in schools.

When the school personnel advancement activities are managed well, it enables the school to fill capacity gaps and keep the workers' motivation high which boosts the learners' achievement since their work morale will be high. Though, this may not always be the case as some employees deliberately underperform even if with the necessary skills. While some schools may empower their employees through training, many others may seem not be doing so and this is what the study sought to ascertain.

Kippra (2006), critically shows that schools that do not improve their human resources, will experience a decline in staff morale and hence poor service delivery. They require to be improved by ensuring that capacity building of staff becomes the core business of an institution that hopes to excel in its functions.

According to Ogunsaju (2006), personnel management involves the availing of human skilled persons by employing quality procedures of recruitment, training and

delegation of duties to capable members of staff in order to attain the projected goals. However in schools, it has been noted that a number of challenges threaten to cripple service delivery. These include: financial gaps, staff conflicts, inadequacy of facilities, poor pay and poorly trained or lack of professional induction of workers which will hamper their efficiency. These challenges need that corrective measures are instituted to remedy the situation.

In terms of finances, a school financial management involves the plans and measures put in place by school managers to control and guide use of school finances aimed at enhancing quality education (Niemanu(1997:372). It has also been noted that schools need to budget, organize programmes, motivate workers and have their activities audited (Clarke 2007). The above authors agree that effective management of school finances can indeed enhance efficiency of educational programmes.

In spite of these measures to help principals run schools well, evidently mismanagement of school resources is apparent. This is true because studies on school managers reveal shortcomings in their day-to-day duties an argument advanced by (Nesala, 2001, Lekhetho, 2003, Kotele, 2001; UNESCO 2000). This is evident in the Kenyan situation because the in service courses have not been streamlined and the monitoring is below bar which is what motivates the study being undertaken. Some studies incidentally point that inability to manage finances is a challenge to schools in Lesotho (Mosoeunyane 1999; Kotele 2001). This is a situation replicated in Kenya where school principals rely on their bursars and accounts clerks for accounting purposes. These officers are at times capable of misappropriating funds in case the principal is not keen on all financial matters. This

study will undertake to investigate the scenario in the secondary schools in Nyamira Division, Nyamira County Kenya.

2.7 Summary

In summary, the literature review has unraveled a number of gaps with regard to adequacy of school resources and their management among the issues. There is need for attention to the following aspects: schools' lack policy guidelines on capacity building of their personnel, most schools maybe running with inadequate resources which will hamper service delivery, the efficiency monitoring units that are clearly missing in schools as noted in the literature reviewed, management of school resources appears to be left to principal who may be lacking the prerequisite skills and knowledge to prudently manage the resources.

It is also clear that accounting/audit procedures are not really streamlined and prone to abuse to resource managers who have a free hand with BoM to run school projects and also account for the finances they are given. The inability of field officers to routinely guide the resource managers on resource management through regular seminars and workshops is equally an issue. In addition to this, the absence of a thorough in-servicing of new principals to equip them with modern resource management techniques to enhance their efficiency and prudence is equally wanting.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design, location of the study, target population, sample and sampling techniques, research instruments, data collection and data analysis techniques.

3.2 Research Design

The research design in this study was descriptive survey. The study adopted the descriptive research design to explore the various challenges which may affect management of resources in secondary schools in Nyamira Division. The descriptive design was appropriate because it allows the researcher to gather information, summarize, present and interpret for the purpose of clarification. The study fitted the provisions of descriptive survey design because the researcher collected data and reported the way things are without manipulating the variables.

3.3 Location of the Study

The study was conducted in Nyamira Division in Nyamira County. It borders the following other divisions; Nyamusi, Ekerenyo and Borabu Divisions. Nyamira Division is among the 8 Divisions of the larger Nyamira County and it has a population of about 56,424 people. The Division is relatively new and experiencing a lot of challenges in supplementing government efforts in the provision of school resources vis-à-vis improving academic performance. The researchers chose the locale because it is easily accessible, and that no similar study, to the best knowledge of the researcher has been conducted in the same Division.

3.4 Target Population

In this study, the population targeted comprised about 16 public secondary schools in Nyamira Division and will also comprised 16 head teachers, 272 teachers, one District Officer, 2 ZQASOs. Thus, the total population of the study was 293 subjects.

3.5 The Study Sample and Sampling Procedure

When the population targeted a minimum sample of 20% is recommended which is adequate for educational research (Gay, 1992). From the 293 members of the target population, the researcher will use proportionate sampling to select 87 participants. This formed 29% of the target population which is in line with Gay's 1992 recommendation. Using proportionate sampling, there were 16 head teachers and 68 teachers. The 2 ZQASOs and one DEO were purposively selected.

Table 3.1: Summary of Population and Sample

Respondents	Population	Sample size	%
Head teachers	16	16	43%
Teachers	272	68	23%
ZQASOs	4	2	50%
DEO	1	1	100%
Total	293	87	29

3.6 Research Instruments

Questionnaires were used to collect data. The questionnaires were for head teachers and teachers. For ZQASOs and DEO, the researcher used interview schedule and document analysis.

3.6.1 Questionnaire

Gay (1992) affirms to the fact that respondents are free to state their views and opinions and give proposals when responding to questionnaires, they may also make suggestions and since they are anonymous, they help to get frank responses unlike in an interview. Principals and teachers will give their responses using questionnaire.

3.6.2 Questionnaire for Teachers

The questionnaire comprised five sections, section one collected background information of teachers. Each of the other four sections collected information related to challenges faced in the management of school resources in relation to adequacy of physical facilities, skill level of human resources and adequacy of finances.

3.6.3 Interview Schedules for Field Officers

The interview guides were designed to specifically investigate the various challenges that hindered effective resource utilization, the items corresponded to the research objectives. They collected data relating to difficulties that hinder the utilization of physical facilities, acquisition and allocation of finances to schools in Nyamira Division.

3.6.4 Piloting

Before the actual study was conducted, piloting was done at two schools so that we could detect any problems which can be remedied before the actual study. Therefore, the purpose of piloting research documents was to find out whether they were comprehensive enough. It also helped to determine the validity and reliability of the research instruments. Bell (2005), insists that piloting assists the researcher to

check the length of time taken to fill questionnaires, clarity of the instructions and the difficulties in data analysis.

3.7 Validity of Research Instruments

All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1995). The pilot study will help to improve face validity of the instruments. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment; as such, the researcher sought assistance of the supervisors, who as experts in research helped to improve content validity.

3.8 Reliability of the Instruments

The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instruments thus increasing their reliability. Split-half technique of reliability testing was employed, whereby the pilot questionnaires were divided into equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy formula.

$$r = 1 - \frac{6\sum d^2}{n(n^2-1)}$$

Where

r	=	Spearman's coefficient of correlation
n	=	number of pairs of observation
d	=	the difference between the ranks of pairs of the two variables

This yielded a correlation coefficient of 0.76, thus the instruments were found to be highly reliable.

3.9 Data Collection Procedure

A research permit sought from the MoE after approval by the Graduate School of Kenyatta University. The office of the DEO of Nyamira Division contacted for further authorization before the start of the study. The researcher personally administered the questionnaires to the teachers and head teachers and interviewed the DEO and ZQASOs. The selected principals and teachers were visited in their schools and questionnaires administered to the respondents. The respondents were assured of strict confidentiality in dealing with responses. The head teachers and teachers were given about one week to fill in the questionnaires after which they were collected. Face- to -face interviews were then conducted with the DEO and ZQASOs.

3.10 Data Analysis and Presentation

After data collection, the researcher conducted data cleaning, which involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. After cleaning, the data was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). The following questions were formulated for the study: Question one was in on how human resource utilization affects service delivery. It relied on quantitative statistics to analyze the quality of the human resource strength, specifically using percentages on the various levels of education of teachers, which was later presented in pie charts while qualitative data especially those which were obtained from interview schedules from field officers were analyzed using content analysis where the researcher had to interpret the implications emanating from their responses regarding their oversight role in schools.

Question two sought to evaluate the utilization of physical resources. The data obtained was analyzed using counts, percentages especially on classes, chairs and administration rooms, with the results, the information was presented in pie charts to give it meaning. The implication of the quantities is given in qualitative format using content analysis. As observed by Gay (2004), qualitative data provide rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to chance findings.

Question three addressed issues of financial resource utilization. The data was analyzed using percentages and content analysis since explanations were sought from principals and field education officers on how school finances are acquired and utilized. The findings after analysis were presented in pie charts especially on whether the methods employed in schools to manage resources properly were appropriate and satisfactory.

The last question sought to investigate the role of principals and field officers in effective resource management in schools, the data obtained from the respondents on gender were analyzed using frequency tables while qualitative data were analyzed using content analysis. This entailed an analysis of issues raised and the meanings sought by way of clarifications and explaining their implications on the overall issue of the critical role they play in school resource management. The results were presented in narratives which were intended to expose their various roles and functions in schools.

3.11 Logistical and Ethical Considerations

Ethics deals with the moral issues around a study. This involved how collected data were used, mutual consent with the respondents, their rights, confidentiality and respect. The researcher therefore needs to know what is right and wrong while dealing with respondents, Hitch & Hughes (1995). Due to this requirement therefore, the researcher sought permission, contacted the respondents and outlined the issues under research before they responded to the questions. This was to create a conducive and mutual understanding about the research. This improved the quality of responses and encouraged the respondents to make trustworthy responses.

As part of the preparations for data collection, a letter was drafted and sent to the Ministry of Education requesting permission to visit the various schools in the division during the period of study. Once the permission was granted, the principals of the schools were contacted with an aim of booking appointments and explaining the nature and purpose of the study; the same was done with the field education officers to brief and schedule interviews with them as well.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the results and discussion of the findings of this study on the challenges affecting effective resource utilization and the adequacy schools in Nyamira Division, Nyamira County. Data were collected through questionnaires which were administered to the respondents using hard copies. The responses were received from 68 teachers and 16 principals while two QASOs were also interviewed. The related literature on the challenges affecting effective resource utilization and their adequacy in public schools were studied. The following discussion in Nyamira Division will inform us on various challenges of effective resource management and their adequacy in public secondary schools.

4.2 Demographic Characteristics

The findings and discussion highlights the various challenges affecting resource utilization in Nyamira Division, Nyamira County. Included in the demographic characteristics is gender composition, level of education and duration of service in present school. The data aimed at providing background information on the schools being investigated. Table 4.1 shows teacher background information.

Table 4.1: Teacher Background Information

Gender	Frequency	Percent
Male	51	75%
Female	17	25%
Total	68	100%

The table 4.1 shows the gender distribution of the teachers involved in the study. It is clear that this study involved a sample of 68 teachers, 51 accounting for 75% who were male while female teachers were 17 which is 25%, those between the age of 26-35 years made up the highest percentage standing at 60.3% while those between the age of 36-45 comprised 30.9% while the rest were 8.8% which means most teachers in these schools are an active population who can effectively deliver services if well managed.

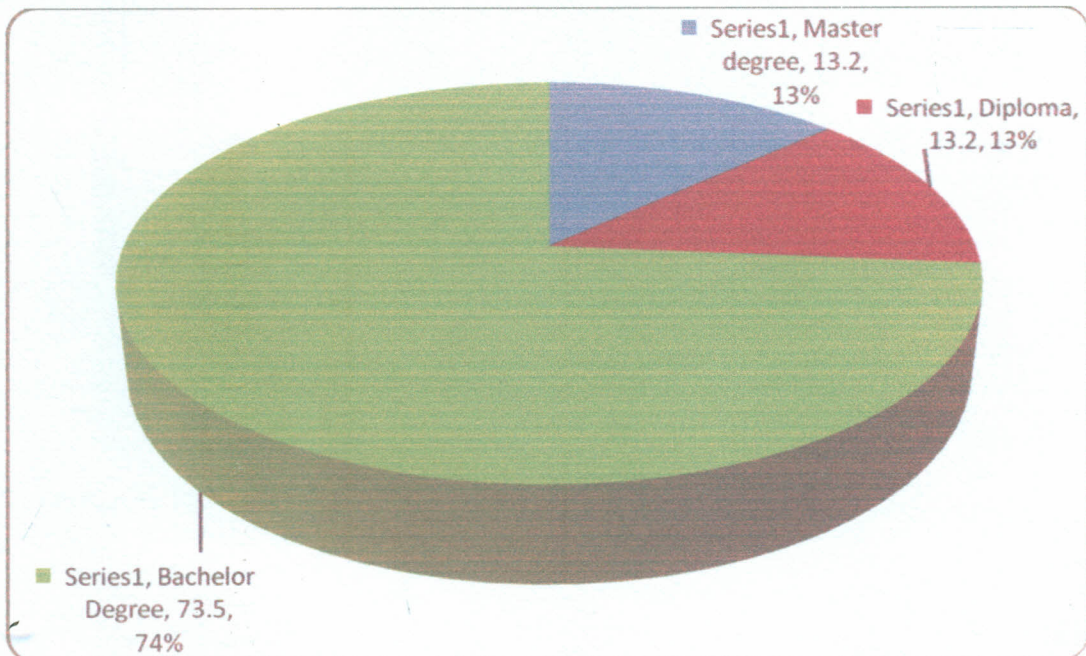


Figure 4.1: Distribution of Teachers by Education

The figure above shows that a vast majority 49 (73.5%) of the respondents were holders of bachelors degree. The remaining percentage 8(13%) of the respondents had attained masters degree and 8(13%) had Diploma respectively. This translates to 73.5%, these various levels of education are equally a good achievement because all teachers are trained and therefore have the prerequisite skills required to manage and use resources well for the benefit of the learners, those with highest levels of education could also be considered instrumental to fill any gaps of management

having acquired more skills and knowledge in their fields of study. This is an asset within the division through benchmarking. Teachers are encouraged to advance their education in order to improve their capacity and efficiency in teaching and resource management.

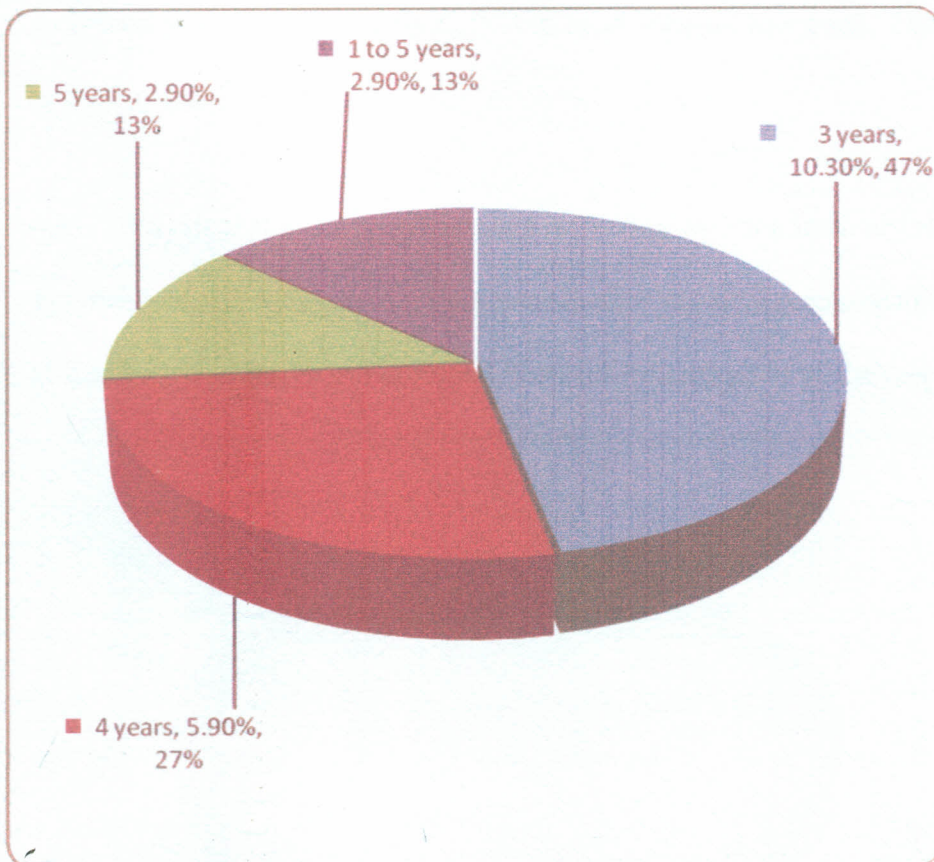


Figure 4.2: Distribution of Teachers' Teaching Experience

The chart above shows the distribution of length of service of teachers in their current school. Length of service of most teachers in their current station was also interrogated. This was intended at checking whether service delivery can be influenced by length of service of a teacher in a particular station. It is assumed that familiarity can breed contempt, in the sense that “people tend to do well in new setups in an attempt to create a good impression” This later collapses “to the way things are done here” or “so and so tried but never got anywhere”, from this study it

was clear that those who had served for 3 years in their current station made up a 7(10.3%) while 4 years was at 4(5.9%), 5 years stood at 2(2.9%) while the rest ranged between 1 to 5 years which stood at 55(80.9%) which was healthy for service delivery in most schools. In terms of work load, most teachers had a fairly sufficient workload since it appeared the C B E of most schools was good. This is represented in the bar graph below.

4.3 Physical Resources Challenge Affecting Service Delivery in Schools

The respondents were asked to indicate whether physical resource utilization schools affected service delivery. Figure 4.3 shows the distribution of the responses.

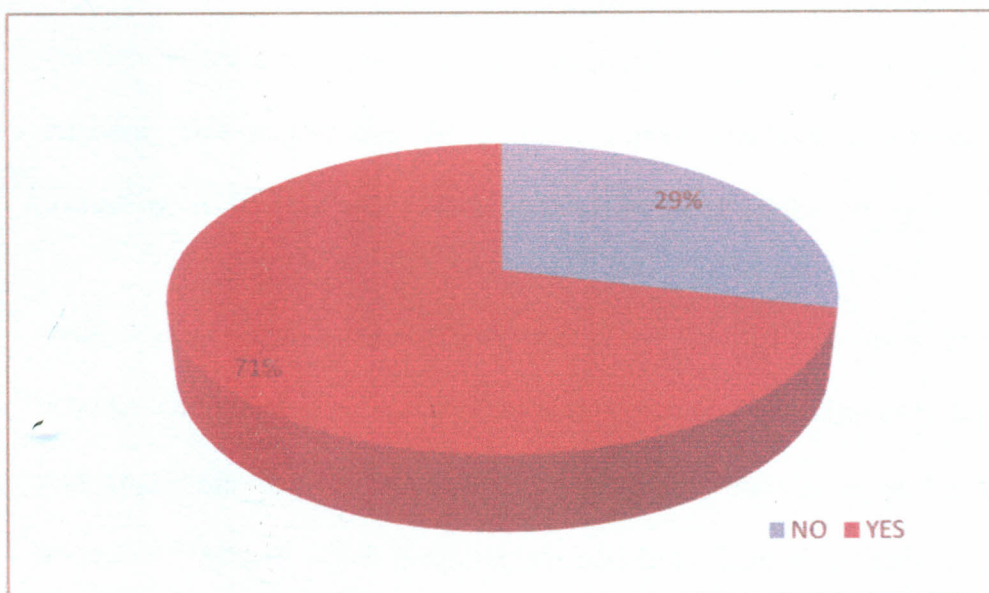


Figure 4.3: Distribution of Physical Resource Utilization in Schools

The total number of respondents was 68 teachers. Almost a two thirds 42 (62%) of the respondents indicated that physical resources which included: class rooms, chairs and land affected service delivery in schools while slightly more than a third that is 26 (38%) of them indicated that physical resources did not affect service delivery in schools. A study conducted by Nwachukwu (2015) focused on how schools are

managed for effective service delivery as seen in schools in Nigeria; the study found that the school system comprised spaces occupied by schools and other physical facilities that would assist in instruction. School buildings were well placed to ensure that there is proper instruction by providing a conducive environment for students to progress. Therefore, school facilities related to physical resources enhance service delivery. Moreover, school managers need to plan for in service training of tutors on utilization of modern school equipment is availed to schools. If these abilities are lacking, such facilities remain unused. This is evident as seen in figure 4.3 where it was noted that even when computers were supplied to schools, they remained unused for long, when explanations were sought, and made, the teachers weren't equipped with the necessary skills to use them in instruction of learners. This emphasizes the need to expose teachers in service to modern technology as it can enhance teaching and learning (Ololube, 2013).

With regard to physical resources facing service delivery in public secondary schools, Ominde and Kabaana (1999) showed that if teaching is to be convenient and appealing, then resources for teaching and training must be available in abundance; without which the process is negatively hampered, demotivates learners and diminishes the teacher's spirit. In a similar vein, Eicher (1982) indicates that delivery of service among teachers, they need refresher training and tools of trade like projectors, boards and apparatus used in laboratories and other equipment for role play, audio visual gadgets and computers to make teaching resourceful and appealing. It has been noted that some schools have not put school priorities right; they have a number of projects partly done which could be a contributory factor to inadequacy of physical facilities. However, principals were asked to specifically

state the steps they have taken to mitigate on these challenges. They gave the following proposals: those schools can seek funds through CEB levies which can help put up structures such as labs, libraries and even extra classes. Schools could also organize fund drives for infrastructural projects whereby school alumni, friends and well-wishers can be called upon to help in this regard.

Studies conducted by Birimann and Orodho (2012) indicate when resources are available, teachers effectiveness in service delivery is guaranteed as seen in their research in Rwanda, they confirmed a direct relationship between availability of resources and proper class control which consequently leads to quality results for learners. Other researchers, Eicher and Kabana (1992) found that inadequate physical resources seem to negatively impact on performance of teachers in class to cater for individual needs which may hinder discipline and good educational results. The findings are echoed by Waweru and Orodho (2014) who while studying how management practices of academic policies and resources impacted on performances noted that if such resources are utilized properly, they enhanced performance in learners as well as service delivery.

4.4 Human Resource Challenge Affecting Service Delivery in Schools

The study was interested in knowing whether respondents “agreed” or “disagreed” on how human resource affected service delivery in schools which is represented in Figure 4.4.

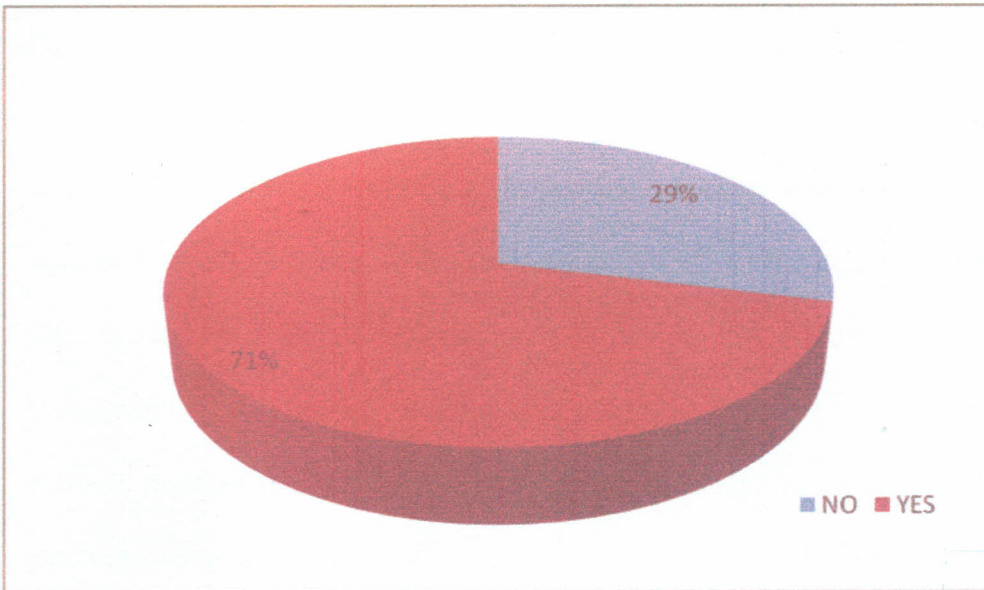


Figure 4.4: Distribution of Responses on How Human Resources Affect Service Delivery in Schools

Almost a third 20 (29%) of the respondents indicated that human resources such as poor planning affected service delivery in schools whereas a vast majority 48 (71%) indicated that human resources did not affect service delivery in schools. Manpower is an important resource in most firms today. Amostrong (2008) indicates that it becomes bit of a challenge to overemphasize the fact that human power is a critical input. When conditions are favourable, huge sums of funds go to training, recruitment, motivation and participatory programmes in the institutions. Though during financial clamps, noted are drastic cuts to such involvements. Thus, the relationship between human resource management and school with reference to service delivery enables schools to realign their functions in a way aimed at attaining good performance hence better service delivery in schools.

Juma (2011) notes that human resources in schools include students, subordinate staff, tutors as factors of production need to be enough and of acceptable quality and

highly motivated. It has also been noted by other studies in behavioural sciences that delivery of service requires motivation and a reward policy which promotes hard work; Ivancerish et al., 1994 indicate that the output of teachers is a reflection of their training and work experience which directly affects the quality of performance. This is also corroborated by (Harbison & Mayer, 1964; Husen et al., 1978 and Heinemann 1981). Trained teachers have a solid background to deliver in class and enhance performance of students and motivation thereby improving their academic performance as well as delivery of service in the schools. This argument culminates into a point that sufficiency of teacher can be reflected in the teacher - student ratio which is the number of students per teacher (Lumuli, (2009). The attention in class is higher when teachers have fewer learners and vice versa and as such teachers tend to use methods which do not involve learners because of the huge demands from the large number of learners to attend to and as such the quality of teaching is compromised. Based on this assertion therefore, there is need to moderate and guard against underutilization of instructors or overloading them which compromise the quality of instruction. This study therefore sought to establish the impact of human resource on students' academic performance as reflected by human resource challenge affecting service delivery in schools.

Principals of schools need the necessary abilities to recruit, select, orientate, induct, train and motivate teachers using acceptable guidelines to develop all the employees, appraise them while guaranteeing their welfare in dismissal and retirement. This is the ideal situation which should be followed to manage staff. These workers range from: the teaching, subordinate and students who need

effective management. The achievement of an institution's objectives and those of workers is paramount with guidance of the school principal (Saleem, 2010).

The TSC 2007 Guide on manpower control, quality management of schools requires that we identify, select and train leaders of these institutions. This is intended to improve performance in schools and remedy against errant behaviour among officers. In the event that inadequate and irrelevant training is given to administration may contribute to poor performance which leads to decline in educational standards. Managing schools successfully requires that we identify critical responsibility and ensure that there is capacity in the system enhanced by an open system that is fair and transparent. The people assigned various offices should be capable otherwise the institutions cannot perform to their full potential. When students undergo an effective training in school, they acquire the right abilities and attributes that enable them to compete favourably for available opportunities in the job market. Therefore, this indicates that human resource management plays a significant role in schools and should be considered with great concern as it helps in service delivery as well as better performance among schools and teachers.

To further confirm these, Nsubuga (1978) concurs that all school resources including buildings need to be secured so that teaching equipment like books and audio visual gadgets are kept safely. In addition, Sood (2000) argues that school will need at least classes, chairs, water and sanitary services, teaching resources and in service training of teachers to improve their service delivery capacity. Lack of any of these physical resources would challenge service delivery in schools.

4.5 Financial Resources Affecting Service Delivery in Schools

The respondents were asked to either “agree” or “disagree” on how financial resources affected service delivery in schools. Figure 4.5 shows their responses.

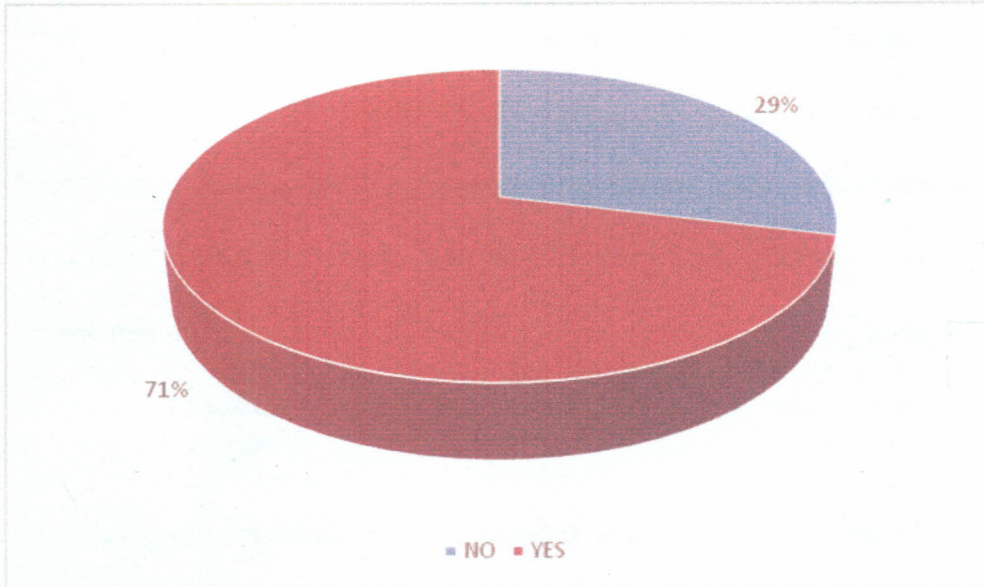


Figure 4.5: Distribution of Financial Resource Affecting Service Delivery in Schools

A small percentage 6 (9%) of the respondents indicated that lack of funds in schools affected service delivery while an overwhelming majority 62 (91%) of them indicated that lack of funds in school did not affect service delivery. A study by Kattan, (2006) reviewed on fundraising and resource mobilization in basic schools in Zambia. The study found that school resource mobilization and fundraising activities were impacting on school finances and outputs. Thus, investments in schools affect service delivery for instance the rate of enrolment increases as well as high performance and progression.

Finance in any institution is important for all its operations. The acquisition of physical resources, books and manpower require financial outlay (Lumuli, 2009).

When such funds are available and adequate, schools can acquire other facilities that may lack ensuring such resources are available. (Rok, 1995) shows many institutions lack a strong financial base since they mainly depend on fees which may not be forthcoming. Fee collection in schools accounts for 90% of all school monies which is not streamlined. Therefore, the government subsidizes through the SSE though this funding may be insufficient unless properly managed. It has been noted that fee collection is still a challenge and as such may hinder delivery of content. In the event that such resources are lacking, structures will hamper teaching, a situation likely to set back the academic gains already made, Eshiwani, (1993).

Another study conducted by Selina (2012) which was investigating how investment on other sources of income can influence retention of students in schools proved that finances out of these activities could be used to motivate teachers and students. It was clear that such programmes enhanced service delivery and led to improved performance among students compared to those without such programmes. This investigated the factors behind variations in service delivery among public schools and how the variations existing can be addressed due their influence on performance. To address the above issue; this study sought to establish how financial resources have been utilized to promote service delivery of different schools as reflected.

According to the International Journal of Scientific Research in Education (IJSRE), effective accomplishment of assignments requires that resources are available if organizations are to grow and achieve set goals. The research adds that finances are the backbone of all operations since they fund procurement use and sustainability of

all other resources. Apparently minus a solid capital outlay, production of the required quantity and quality of services will be a dream. In addition, the sufficiency of funds in any firm is important for production and improvement of the quality of service it offers. Firms which are able to acquire and effectively utilize resources to attain their set objectives are said to be effective, since even with resources that are not utilized well, they won't be useful. They need to be acquired and used prudently in order to optimally produce results in the school setup. Thus, managing resources prudently requires managers to be conversant with proper procurement, expansion, utilization and proper accounting for all resources aimed at attainment of educational goals and objectives already set (Ibid 1999).

4.6 Role of Principals in and field officers in Effective Resource Management in Schools

The respondents were required to state the duty of school managers and field officers in effective resource management in service delivery in schools.

4.6.1 Demographic Characteristics of Principals

The study sought to examine how principals played their role in effective resource management. Table 4.2 indicates their distribution.

Table 4.2: Distribution of the respondents by gender

Gender	Frequency	Percentage
Male	14	85.7
Female	2	14.3
Total	16	100

Table 4.2 shows the distribution of principals across gender, It was noted that of all the principals interviewed, a vast majority 14(85.7%) of them were male whereas a small percentage 2 (14.3%) were female, the ages of most principals ranged between 45-55 years, when asked on their various levels of education, it was noted that the masters holders represented 1(14.3%), the bachelors holders were the majority at 6 (85.7%). It was further revealed in the survey that the period served by each principal in their current school was varied, it was noted that only two principals had served between 5 and 6 years in their current school while the rest were between 2 - 4 years. From these findings it can be concluded that many had not overstayed and as such could still serve well.

4.6.2 Role of Principals in Effective Resource Management in Schools

Principals are in charge of schools and they are charged with a number of responsibilities in the schools they manage. They are the secretaries of boards of management which plan projects, coordinate with PTA to solicit for funds from parents, they make and approve school budgets for each financial year, they initiate projects and ensure they are prudently managed and completed as planned. A study conducted by Kogoe (1986) indicates that principals should focus on the administrative roles to enhance teaching and learning. It has been noted that without quality assurance mechanisms, the duty of directing and inducting new instructors entering service may become the principal's duty. Therefore, principals are supposed to be at the forefront in giving live examples when it comes to service delivery in schools.

The field officers were also asked to explain the measures they have put in place for capacity building of school resource managers, the officers indicated that there were induction programmes for newly appointed principals with the sole aim of letting them know what is expected of them as principals; it is however not clear whether this induction can ensure they don't leak or misappropriate the resources they are in charge of. The officers further indicated that principals frequently get briefs on resource utilization in their annual meetings so that they are equipped with best practices with regard to resource use and management.

In this regard as well, the officers were required to state the benefits of this capacity building towards prudent management of resources, it was clarified, it had created awareness on how every aspect of resource management is done be it finances or human resources within their schools. This capacity building they said, has helped principals to make informed decisions on their use and management of resources, they confirmed that most principals were actually running schools well with a few exceptions which have been addressed and proper steps taken to rectify the situation.

The officers were further required to state the measures they have put in place to curb resource leakage and ensure prudent use of resources, they noted that they have regular and advisory audits on school managers, the issue of 'regular' could be a subject of investigation since most schools present books for audit at the end of the year.

They further said that the quality assurance officers conduct quality assurance assessment for schools frequently, this was equally an ideal situation since some schools remain uninspected for close to four years unless something 'unusual or

nasty' happens to send heads rolling for action. The officers were also specifically asked to confirm whether or not they have efficiency monitoring units that were actually working, they affirmed their presence which was a good step towards enhancing efficiency in schools. They were further asked to confirm whether or not there are instances of resource misappropriation in the schools they affirmed that this was happening in the schools.

Having confirmed misuse of resources, they were asked to propose possible solutions to resource mismanagement. They said advisory visits to institutions could help, they further emphasized the need to conduct sensitization meetings for all school stakeholders in which management experts of various resources are invited to seminar on best approaches towards resource use and management within schools. This will also provide classical opportunities for interaction and also avenues to raise any fears and misconceptions and myths regarding the management of school resources. They emphasized the fact that information is power while noting that the challenges on embezzlement of school funds is live and a threat to the education sector in Kenya especially because no clear policy guidelines are in place to run the FSE funds to ensure they are utilized as required.

The officer were also asked to state whether they had evaluated school managers after the County Education Board seminars and workshops to ensure they are competent; they confirmed having not which points to gap in implementation of strategic plans and the search for the required feedback to enhance effective educational service delivery.

The study further sought to know who allocates and monitors the use of resources, it was revealed it was the MoEST that is represented by the interviewed field officers, they were further asked whether schools have efficiency monitoring units; they said they were there, this too is subject to confirmation as well since some principals run schools with little or no active involvement of BoMs who only attend meetings for sitting allowances and other perks from schools.

In addition to these, the officers were asked to rate whether they feel school audits are free from manipulation, they rated it at 6(80%) for the view that no manipulation existed while 1(20%) represents a possibility of manipulation which is a big margin and likely to promote corrupt practices which the study aims to fight against. This is done so that there is prudent management of resources to enhance effective and efficient delivery of services in public schools.

4.7 Measures to Enhance Effective Resources Utilization in Schools

The study investigated measures to be adopted to enable effective resources utilization in schools. Table 4.3 captures proposed measures that can enhance effective use of resources.

Table 4.3: How to Curb Resource Leakage

Respondents	Frequency	Percentage (%)
Proper audit of management of funds	10	14.7
The principle should delegate some resource	3	4.4
Lose of textbooks by student	1	1.5
Infrastructure is well used	2	2.9
Managed adequately as per quantity and time	4	5.9
Stakeholders be involved	8	11.8
Have BoM with a focus on the improvement of the school	1	1.5
Total Number of Teachers	68	100

Table 4.3 above shows the range of measures put in place to curb resource leakage. Further the teachers were required to propose possible steps that can curb resource wastage in their schools, noting that resources are by nature scarce, so that if not well managed, projects may stall before completion or they become white elephants. Due to this, there is every need to curb their leakage at whatever cost.

In this regard, there is need for proper audit of management of school funds, the government funds in particular need a tamperproof system that will reduce if not eliminate money laundering common in most public schools. The teachers also noted audits by the audit units based in the county offices are pre-arranged and are on one on one so that even when they could be audit queries, no officers are ever held accountable or brought to book in the recent past in as much as so many projects seem to be running indefinitely in schools with no promise of ending anytime soon, 10(14.7% of the respondents affirmed to this.

In addition to this, it was also proposed by 3(4.4%) of the responses that school principals will need to delegate the management of some of the resources to committees within the teachers as a way of enhancing efficiency and curbing wastage which have often come with time wastage and the inability to multitask since principals are also required to undertake office and outside school responsibilities.

Furthermore, with regard to loss of textbooks and damage of infrastructure, it was proposed that learners need to be sensitized on proper use and care of these resources after which they should be held accountable for any loss or damage because resources cost money and as such will require that they are used sustainably so that other generations will equally come to benefit as well. This will ensure that, funds which will be required to replace and repair the damages are utilized in other areas of need in the schools to ensure schools run well with without hitches.

Again, the available infrastructure like libraries and halls should be managed adequately by skilled personnel as per quality and time to ensure no resource lie unused or is underutilized. This will be the measure of the efficiency strength of a school and an effort to meet its aims and objectives, while turning threats to opportunities for growth. Indeed, other stakeholders including the school community, the surrounding and the public administration need to play their role to secure school property like fences and any other income- generating projects to ensure that no malicious damage to property is experienced. This will overly contribute to the peaceful co-existence that will promote a conducive environment for effective service delivery.

In addition to this, Boards of Management should be composed in such a way that members are those that have a clear focus on how and what needs improvement in the status of the school, they should have a time bound, specific and clear ultimate strategic plan with achievable and feasible policies that are aimed at making the school a better place for learning.

It was however worrying that 39(57.4%) of the teachers never responded to the possible solutions which points to a gap among them on effective management of resources in the schools. It is therefore, proposed that they get incorporated in planning committees while letting them to attend relevant workshops and seminars offered by the Kenya Education Management Institute because teachers play a critical role to deliver services in schools.

Generally, when asked whether resources were prudently managed in their schools, 35(51.5%) responded in the affirmative while 33(48.5%) in the negative which means more effort has to be put to arrest the bad state of things in schools, so that the rate should stand above 90% even at 100% because resources are scarce and a such need effective use and management. Kippra, (2006) critically shows that schools that do not improve their human resources, experience a decline in staff morale and hence poor service delivery. This requires to be improved by ensuring that capacity building of staffs becomes the core business of an institution that hopes to excel in its functions.

4.8 Report on District Education Field Officers from the Interview Schedule

The field officers in response to the first objective confirmed that inadequacy of physical resources such as classes and land, financial constraints, lack of skilled manpower to manage resources and the glaring mismanagement of temporal resources hindered effective delivery of services in schools. They however confirmed to have put measures in place to mitigate the challenges by creating opportunities for in service training, advice on alternative sources of income like farms in schools that have bigger lands and training all resource managers on prudent management of school resources.

The officers responded to the second objective on the skill level of the human resources in schools, they cited seminars and in service for school managers as measures in place to improve the level of skills of the school personnel which is wanting. They further clarified that those who have the required knowledge and skills are able to prudently manage resources though they further indicated that this is not always the case as some school officers pilfered or mismanaged school resources which they are firmly punishing those involved to rid off this vice from schools.

When asked about measures they have put in place to enable school resource managers to manage resources properly which was the third objective, the officers pointed that annually books accounts are presented for auditing, most schools have professional accounts clerks who advice on expenditure and help the managers in accounting procedures, they however proposed the need to have an independent internal efficiency monitoring unit in schools to guard against misappropriation of school resources.

The fourth objective was also addressed by the field officers who confirmed that capacity building is an annual event where by experts of prudent management of resources are invited to sensitize principals on the law regarding use of school resources and also all that is to done to manage resources properly. They also further alluded to the fact that they impromptu school inspections to ensure schools are run and managed to the required standard.

The last objective was addressed as well; the field officers responded as to whether or not resources are utilized appropriately, they said that that was true to a large extent despite challenges. They noted that boards of management of schools help in acquisition and management of resources, they further emphasized that need for operational efficiency monitoring units to provide a cue towards effective utilization of resources. It was, however, clear that school audits on books of accounts need to be streamlined and made unpredictable to guard against conspiracy to defraud the schools off the resources that are both scarce to come by and utilize.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of this study on selected factors affecting service delivery in schools Nyamira County.

5.2 Summary of the Findings

The general purpose of this study was to investigate the challenges affecting effective utilization of resources and their impacts on service delivery in secondary schools in Nyamira County context. The study was guided by the following specific research objectives: To investigate how human resource utilization challenges affect service delivery in secondary schools in Nyamira Division Nyamira County, to evaluate how physical resource utilization challenges affect service delivery in secondary schools in Nyamira Division Nyamira County. To establish how financial resource utilization challenges affect service delivery in secondary schools in Nyamira Division of Nyamira County and to examine measures that can be adopted to address resource utilization challenges affecting service delivery in secondary schools in Nyamira Division Nyamira County.

The research design that the study adopted was a descriptive survey design. The sample size of this study consisted of eighty seven respondents 87(29%) out of a population of 293 working in various government ministries and schools. The key data collection instrument that was used in the study was the questionnaire. Descriptive statistics were used in data analysis. The following major findings were made based on the objectives of the study:

Firstly research can therefore conclude that human resources as a core factor in school management is important in terms of acquisition of the right skills and attitudes that are required for service delivery. It is clear that officers lacking in relevant competencies perform dismally in duties assigned to them though others still underperformed despite being equipped with the necessary knowledge and skills. In fact, 25(29%) of the respondents confirmed that human resources affect service delivery in terms of poor planning and wastage.

Secondly, from the study 54(62%) of the respondents agreed that physical resources such as classrooms ,chairs and land affected service delivery since without enough rooms for teaching and learning, learning outcomes will be in jeopardy, lands that remain underutilized contribute to waste yet they can be sources of alternative income that can facilitate other school programmes.

Thirdly, the issue of effective finance management was examined, it was found that a paltry 8(9%) of the respondents affirmed that its inadequacy isn't likely to seriously affect delivery of services but how these resources are acquired and utilized, it was clear that prudent management of the available resources helped schools rather than pumping more funds to such schools without proper audits to guard against resource pilfering prevalent in public institutions of learning.

Lastly, the study sought to know the role of principals and field officers in effective management of schools. It is clear that these officers especially principals are the accounting agents for all the school resources ranging from finances to school property. It was thus required of them as gathered from the interviews, to be prudent after proper in servicing under the oversight of the field officers. They are to avail

books of accounts for auditing and to advise the boards of management on the school needs so that the state of schools they are in charge of improves.

5.3 Conclusions

Based on the findings of this study, the following are the conclusions:

Firstly, there is an association between management of human resources and service delivery in schools in Nyamira division. However, this did not pose much great challenge in service delivery among the public schools in Nyamira Division. Thus, human resource management does not pose challenge in the service delivery in public schools in Nyamira division.

Secondly it was clear that there is an association between management of physical resources and service delivery in schools. This points to the fact that, performance and service delivery can be affected by management of physical resources such as books and classroom facilities in the said schools.

Thirdly, financial resource management can adversely affect service delivery in any institution. However, in this study, financial resource did not pose a great challenge in service delivery. This could be attributed to the government role in offering financial resource support to public schools in Kenya.

Lastly a lot of emphasis needs be put on the role field officers who act as supervisors of schools to try as much as possible to streamline inspection of schools and their programmes and provide the required technical support while guarding against misappropriation of school funds and resources.

5.4 Recommendations

Recommendations from this study are based on the key revelations of the research in relation to resource management, government and school managers.

5.4.1 Resource Management in Service Delivery in Schools

Schools cannot operate without the required manpower which is often considered a basic asset to the institution, for this reason, principals should prudently manage school resources for better service delivery. Management experts pose that teacher training and development should be improved through provision of proper framework for capacity building in the education sector, teachers' compensation needs to be addressed through the right channels to improve their motivation, performance management practices of teachers need to be improved through structured approaches and finally employee safety and health needs to be re-examined in the teaching profession. It's against this background that the principal is judged with total management of the school with and through his/her teachers and other employees to ensure quality service is achieved by offering their best services in their various institutions. This is because without these abilities teachers like workers become less productive.

5.4.2 Contribution of the Government in Service Delivery in Schools

The government should streamline and improve the school audit system done by MoEST and start an infrastructure fund for new and upcoming schools, to acquire the critically necessary resources like labs, libraries and others. Furthermore, the government will need to track the use and management of funds to curb misappropriation. The input of other stakeholders including parents is basic as it

contributes positively towards the task of managing resources. In addition to infrastructural provision, this also provides officers to supervise and evaluate operations in schools. There is need for every effort to bring all stakeholders on board in order to regulate all school activities so that they run without hitches.

5.4.3 Contribution of School Managers in Service Delivery in Schools

School managers such as principals require proper and relevant training that will equip them with prerequisite skills aimed at improving their managerial skills of schools so as to improve the academic performance of learners and also that schools are kept abreast with modern management abilities to remain worthwhile partners of the government of the Republic of Kenya in the implementation of educational policy for better service delivery.

5.5 Suggestions for further research

This study having examined various aspects around effective resource utilization, a few suggestions below on further research will include but not limited to:

- a) Why trained personnel like teachers underperform yet they have the required resources.
- b) Whether public schools can hire experts who will be charge of resource management and utilization to enhance service delivery.
- c) Investigate the relationship between availability of adequate resources and actual academic performance of learners.

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APPENDICES
APPENDIX A
COVERING LETTER

DEPARTMENT OF EDUCATIONAL, MANAGEMENT,
POLICY AND CURRICULUM STUDIES,
KENYATTAUNIVERSITY,
P.O BOX 43844,
NAIROBI.

Dear respondent,

I am a postgraduate student from KU currently undertaking a research on the following topic.

**CHALLENGES HINDERING SERVICE DELIVERY IN SECONDARY
SCHOOLS IN NYAMIRA DIVISION IN NYAMIRACOUNTY**

You were identified and selected as one of those who will provide information towards this study. You are kindly requested to provide information needed for the successful completion of this study.

Any information that you give us will be strictly kept confidential but also utilized for academic purposes for which it is intended.

Yours faithfully,

Jared Magata Omagwa.

APPENDIX B

PRINCIPALS QUESTIONNAIRE ON THE UTILIZATION OF SCHOOL RESOURCES

Instructions:

You were identified and selected as one the respondents to provide information required for this study on effective utilization of school resources in secondary schools.

Your response will be treated with utmost confidentiality & anonymity. To ensure this you are not required to write your name on the questionnaire.

The finding of this study will be used to meet the requirements of M.ED Planning course.

Kindly answer the questions by filling in the blank spaces or by ticking () where necessary.

1. Please indicate your gender in the space provided below.

Male [] Female []

2. Please indicate your age bracket.

3. Below 25 yrs [] 26-30 yrs. []
31-35 yrs. [] 36-40 yrs. []
41-45 yrs. [] 46-50 yrs. []
51-55 yrs. [] 56 & above []

4. Level of education

PHD Holder [] Master's Degree [] Bachelors []

Diploma []

Other (Specify)

5. Period served as principal..... yrs.

6. Period served in current school..... yrs.

7. Type of school

Boys Boarding [] Boys Day []

Girls Boarding [] Girls Day []

Mixed Boarding [] Mixed Day []

Others specify.....

8. What has been the enrolment level of the students in your school for the last five years?

CLASS	2008		2009		2010		2011		2012		TOTAL
	B	G	B	G	B	G	B	G	B	G	
FORM 1											
FORM 2											
FORM 3											
FORM 4											
TOTAL											

9. What is the total number of teachers in your school?

10. Of the teachers how many are; a) TSC Employees?.....

11. Kindly indicate the qualifications of your teachers below.

QUALIFICATION	NUMBER
Ph. D holder	
Masters	
Bachelors	
Diplomas	
Others (specify)	
TOTAL	

12. On average, what is the teacher's workload per week? lessons.

13. What are the main challenges you are facing in relation to adequacy of physical facilities, finances and temporal resources in your school?

- a)
- b)
- c)
- d)

14. Suggest some possible solutions to the constraints in (12) above.

.....
.....

15. i) What staff development programs are organized for the school staff?

.....
.....

ii) What benefits if any has the school got out of the above programs if available?

16. i) Are the school resources available and adequate for effective service delivery?

Yes [] No []

ii) If yes in 15 I above state the measures you have put in place to curb resource leakage

.....

iii) If No, what measures have been put in place to acquire the required resources?

.....

17. Kindly rate the availability & status of the following facilities.

<i>FACILITY</i>	<i>NO. AVAILABLE</i>	<i>ADEQUATE</i>	<i>INADEQUATE</i>
Classrooms			
Library			
Laboratory			
Dining hall			
School bus			
Staff room			
Toilets			
Electricity supply			
Staff houses			

18. Kindly rate the following instructional materials.

<i>MATERIALS</i>	<i>ADEQUATE</i>	<i>INADEQUATE</i>	<i>NOTAVAILABLE</i>
Text books			
Exercise books			
Desks & chairs			
Computers			
Lab chemicals			
Lab apparatus			
Stationary			

19. Who audits the management of the school resources within the school?.....

.....

20. How often is the audit conducted?

Weekly [] Monthly []

Quarterly [] Yearly []

21. Are there instances of waste on the resources? Yes [] No []

If yes, what possible approaches can help curb such losses in future?

- a)
- b)
- c)
- d)
- e)

22. Are there occasions you have been unable to account for certain resources in the school?

Yes [] No []

If yes what may have happened, kindly explain.....
.....
.....

23. How can you rate your management of resources?

- Poor []
- Average []
- Above average []
- Good []
- Excellent []

24. What in your own opinion can be done to improve your effectiveness in the management of school resources?.....

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

APPENDIX C

QUESTIONNAIRE FOR TEACHERS ON CHALLENGES HINDERING EFFECTIVE MANAGEMENT OF RESOURCES FOR BETTER SERVICE DELIVERY IN SECONDARY SCHOOLS NYAMIRA DIVISION IN NYAMIRA COUNTY

Instructions:

You were identified and selected as one of the respondents to provide information required for this study concerning utilization of school resources.

Your responses will be treated with utmost confidentiality & anonymity. To ensure this kindly do not write your name on the document. The findings of this study will be used to meet the requirements for M.ED Planning course of Kenyatta University. Answer the questions by filling in the blank spaces or by ticking (✓) where necessary.

1. Please indicate your gender in the spaces provided below.

Male [] Female []

2. Please indicate your age bracket.

26-35 yrs [] 36-45 yrs []

46-50 yrs [] 51-55 yrs []

56 yrs & above []

3. Level of education.

Ph D Holder [] Master's Degree []

Diploma [] Bachelor Degree []

Other (Specify).....

4. Period served in current schoolyrs.

5. What is your workload per week lessons.

6. A) What are the main challenges facing your school in relation to adequacy of physical facilities, finances and temporal resources?.....

.....
.....

B) Suggest some possible solutions to the above constraints in (a) above.....

.....
.....

C) Does your school have sufficient supply of the following?

Text books	[]	Stationary	[]
Library	[]	Lab equipment	[]
Exercise books	[]	Lab chemicals	[]

7. Does your school have the following facilities?

Library	Yes	[]	No	[]
Laboratory	Yes	[]	No	[]
Administration block	Yes	[]	No	[]
Enough desk/ chairs	Yes	[]	No	[]
Enough classrooms	Yes	[]	No	[]
Playground	Yes	[]	No	[]
Dormitories	Yes	[]	No	[]
Teachers houses	Yes	[]	No	[]
Spacious staffroom	Yes	[]	No	[]
Enough latrines	Yes	[]	No	[]

8. Among those mentioned and any other not listed, which ones are not adequately supplied?.....

.....
.....

9. (i) What staff development programs are available in your school?

.....

.....

ii) How have these programs impacted on service delivery in your school?
Please explain.

.....

.....

10. i) do you think school resources are prudently managed in your school? If so,
how is this done?

.....

.....

ii) If not suggest possible steps that can curb resource wastage.

.....

.....

.....

11. i) What measures are in place for capacity building of resource managers within
your school?

.....

.....

ii) Do you think the above measures have brought any benefits in relation to
prudent management of resources? Please give details

.....

.....

APPENDIX D

INTERVIEW GUIDE FOR DISTRICT EDUCATION FIELD OFFICERS ON CHALLENGES AFFECTING EFFECTIVE UTILIZATION OF RESOURCES IN SECONDARY SCHOOLS

OBJECTIVE	MAIN QUESTION	PROBING QUESTIONS
1. To identify challenges facing effective management of school resources in relation to adequacy of physical facilities, finances human and temporal resources	What challenges are facing effective management of school resources in relation to adequacy of physical facilities, finances, human and temporal resources?	What steps have you taken to mitigate on this challenges?
2. To find out the skill level of the human resources in schools in relation to management of resources	What measures are in place for capacity building of school resource managers?	What would you say are the benefits of this capacity building in relation to prudent management of resources?
3. To assess the measures put in place to enable school principals to manage finances effectively	What measures have you put in place to curb resource leakage and prudent use of resources?	Do you have a working efficiency monitoring unit? Are there cases of resource misappropriation? What are the possible solutions to resource mismanagement?
4. To develop strategies that will enhance effective management of 5. Resources	What measures are in place for capacity building of school managers?	Have you evaluated the ability of these managers to manage resources as required? What measures are in place to enhance effective and efficient use of resources?
6. To determine whether school resources are used appropriately	Who allocates and monitors use of resources?	Do you have operational efficiency monitoring units in schools? To what extent would you say school audits are free from manipulation? What measures are in place to curb leakage of school resources?

APPENDIX E

RESEARCHER'S OBSERVATION CHECKLIST

1. Number of teachers as from the timetable.....

2. Classrooms
 - i) Size

Standard size	[]	Not standard	[]
---------------	-----	--------------	-----

 - ii) Permanency

Permanent	[]	Semi-permanent	[]
-----------	-----	----------------	-----

 - iii) Capacity

Crowded	[]	Not crowded	[]
---------	-----	-------------	-----

3. Laboratories
 - i) Availability

Available	[]	Not available	[]
-----------	-----	---------------	-----

4. Library
 - i) Availability

Available	[]	Not available	[]
-----------	-----	---------------	-----

 - ii) Books

Well stocked	[]	Not well stocked	[]
--------------	-----	------------------	-----

5. Latrines
 - i) permanency

Permanent	[]	Semi-permanent	[]
-----------	-----	----------------	-----

 - ii) Maintenance.

Well maintained	[]	Not maintained	[]
-----------------	-----	----------------	-----

6. Office & the staffroom
 - i) Permanency

Permanent	[]	Semi permanent	[]
-----------	-----	----------------	-----

ii) Capacity
Crowded [] Not crowded []

iii) Furniture
Well furnished [] Not well furnished []

7. Instructional materials

i) Text books
Adequate [] Inadequate []

ii) Exercise books
Adequate [] Inadequate []

8. Teacher's houses

i) Availability
Available [] Not available []

ii) Adequacy
Adequate [] Not adequate []

9. School compound

i) Fencing Yes [] No []

ii) General maintenance
Well maintained [] Not maintained []

10. General maintenance of building.

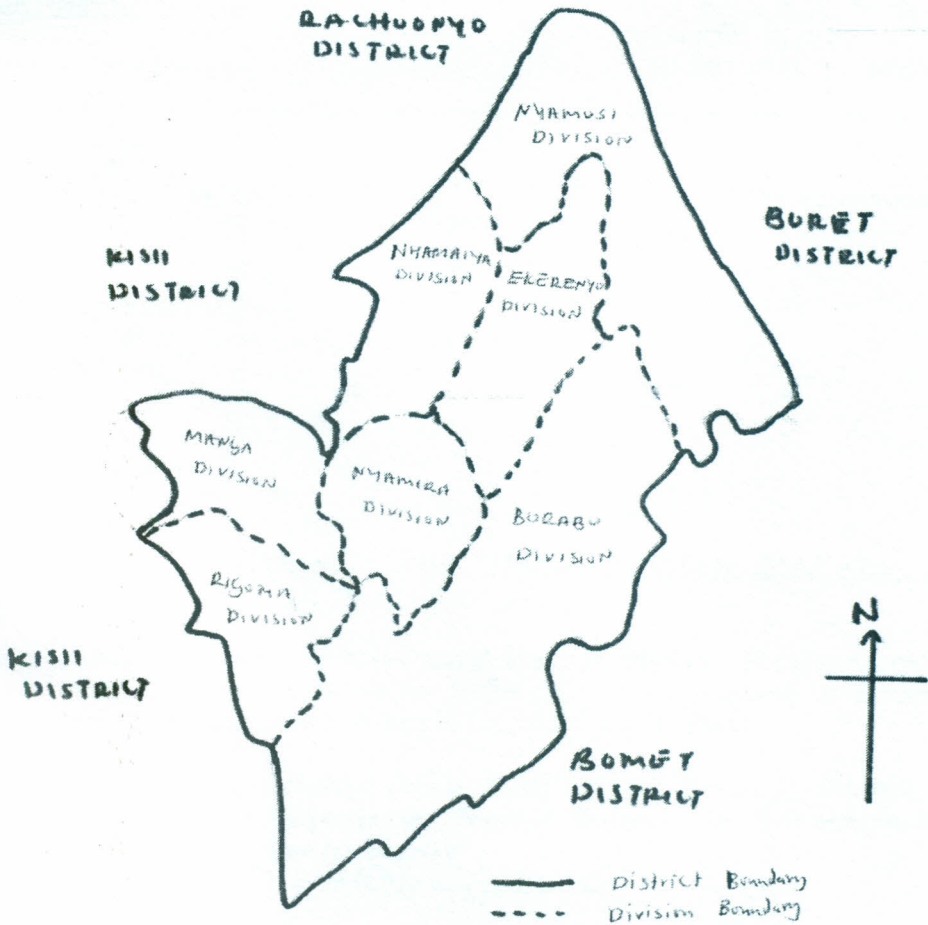
Well maintained [] Fairly maintained []

Poorly maintained []

APPENDIX F

MAP OF NYAMIRA DISTRICT

NYAMIRA DISTRICT
ADMISTRATIVE BOUNDARIES



APPENDIX G

RESEARCH AUTHORIZATION LETTER FROM KENYATTA

UNIVERSITY



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100

NAIROBI, KENYA

Tel. 8710901 Ext. 57530

Our Ref: E55/CE/11170/2008

DATE: 15th December, 2014

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION OMAGWA JARED MAGATA- REG. NO. E55/CE/11170/2008

I write to introduce Mr. Omagwa Jared Magata who is a Postgraduate Student of this University. He is registered for M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies.

Mr. Magata intends to conduct research for a M.Ed. Proposal entitled, "Resource Utilization and Their Impacts on Service Delivery in Secondary Schools in Nyamira Division in Nyamira County".

Any assistance given will be highly appreciated.

Yours faithfully,


MR. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

JMO/mn

APPENDIX H

RESEARCH AUTHORIZATION LETTER FORM NACOSTI

T-1P2



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No.

Date:

NACOSTI/P/15/7463/4890

11th February, 2015

Jared Magata Omagwa
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RECEIVED
DATE 12/23/2015

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Resource utilization and their importance on service delivery in Nyamira Division*" I am pleased to inform you that you have been authorized to undertake research in Nyamira County for a period ending 30th June, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Nyamira County before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyamira County.

The County Director of Education
Nyamira County.

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