

**FINANCIAL DETERMINANTS OF EDUCATIONAL RESOURCES
MANAGEMENT FOR ENHANCING STUDENTS' PERFORMANCE IN
SECONDARY SCHOOLS IN VIHIGA COUNTY, KENYA**

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ABSTRACT

Resource utilization is an integral part of the overall management of the school. Education in a school is explored by provision of resources, their maximum utilization and management. Proper management of resources enhances students' performance and achieves the educational objectives. The success or failure of any organization, business or enterprise depends highly on proper management of human and material resources. The purpose of this study was to establish the financial determinants of management of educational resources for enhancing students' performance in secondary schools in Vihiga County. A descriptive survey design was adopted. The study population composed of 112 head teachers, 1,120 teachers, 4,480 students and 9 County Quality Assurance and Standards Officers. Simple random sampling method, stratified sampling technique, saturated sampling technique and purposive sampling method were used to select samples. Questionnaires and in-depth interview guides, observation schedules and document analysis were used to collect data. Reliability of instruments was determined through a pilot study conducted in 3 secondary schools. Results of reliability of the instruments were assessed using Pearson's product moment correlation coefficient test. Content validity was established by availing instruments to supervisors. Qualitative data from interviews was transcribed and reported according to emerging themes, categories and sub-categories while quantitative data was analyzed using descriptive statistics such as frequency counts, means and percentages. Pearson's product moment correlation coefficient was used to establish relationships between variables. Findings of the study revealed that the inadequacy of financial resources in schools in Vihiga County had a negative impact on acquisition of relevant and adequate educational resources and this also impacted negatively on performance of students in KCSE exams. From the study it is concluded that procurement of resources mainly depend on fee collection, proceeds from income generating activities, fund raising activities (Harambee), bursaries,

donations and government subsidies which is never attained in time thereby having a negative influence on performance of students in KCSE exams. From the study, it is recommended that schools in the County should strategize on ways of getting funds to enable them acquire adequate educational resources. The findings of the study are expected to guide the county policy makers in formulation and implementation of policies that ensure proper educational resources management in secondary schools.

Key words: Financial determinants, Students' performance, Management of educational resources

LIST OF ACRONYMS

CDF	Constituency Development Fund
FAWE	Forum for African Women Educationists
IGAs	Income Generating Activities
KFSSG	Kenya Food Security Steering Group
SSE	Subsidized Secondary Education

Introduction

The main aim of education is to bring about desirable change in behavior through acquisition of skills, attitudes, competencies, and imaginative thinking. Teaching is a complex and demanding task that requires highly specialized skills, knowledge and resources so as to influence student learning significantly (Mugure, 2012). Students learning outcome is influenced by appropriate management of school resources. Investing in educational resources is the key to ensuring that schools become institutions where students work in unity, gain knowledge from each other and benefit from a supportive school environment, and consequently capitalize on student learning so that all students achieve their full learning potential (Mugure,2012)

Abayomi and Olukayode (2006) noted that student learning outcomes in schools is largely dependent on availability and appropriate management of educational resources,

because students acquire relevant skills using these resources. The resources include physical facilities such as spacious and well ventilated classrooms, adequately equipped laboratories and technical workshops, well-stocked libraries, farm land, sports grounds, assembly halls, gymnasias, health centers, counseling rooms, staff offices and well placed urinals and latrines. The material resources are made up of items such as furniture, consumable and non consumable laboratory materials, motor vehicles, instructional tools, books and other stationery items, utilities such as electric power, gas and water in the schools. These facilities play a pivotal role in the realization of the educational goals and objectives by fulfilling the physical and emotional needs of the staff and students (Abayomi & Olukayode, 2006). Bausch and Ault (2008) define educational resources as materials that give help, support or aid to the teaching learning process. They therefore point out that education resources are materials or items which aid and support the teaching learning process in educational institutions. These are major variables that determine the rate of educational development of a given Country. In the developed countries with specific example of United States of America, physical resources alongside human resources are given much focus in relation to education as they are deemed to be very important components in the development of qualitative education (Ayeni, 2005). He further points out that the success or the failure of any education system depends on the quality and quantity of resources made available to it and the use to which such resources are engaged.

Allwright (2000) noted that resources should teach students to learn, and that they should give teachers rationales for what they do. The success or failure of any organization, business or enterprise depends highly on the proper management of human and material

resources. Effective management increases productivity. Ayeni (2005) points out that management would enhance the achievement of organizational goals with minimum cost if it is effective. He observes that the main causes of apparent failure of school system is lack of real or/and poor management. The resources for education are always scanty; the leaders are untrained while the policies that are poorly formulated are never implemented. No matter how good the teachers are and no matter how abundant the facility are provided and regardless of how well education is funded, not much was achieved unless there are good educational managers.

Other than physical, human and material resources, another resource that needs to be managed is the school finances (Frank, 2002). He notes that there is no institution that functions effectively without finances. There is need to raise and manage funds appropriately in teaching and learning. Funds are required for purchasing of teaching materials. Mbatia (2004) emphasizes that provision of better quality education require adequate facilities such as classrooms, furniture, laboratories, libraries and human resource in form of teaching and support staff which are acquired based on availability of funds in schools. He emphasizes that this makes finances to be a key resource in education provision. Poor management of funds leads to ineffectiveness and low production of teaching resources in schools. Money is also needed to pay staff, maintain the organization and keep services going. RoK, (2011) observed that through CDF and subsidized secondary education which was introduced in 2008, the government has been remitting finances to all secondary to acquire educational resources. Even if the Government has been contributing funds to schools in form of subsidized secondary Education, the contribution may be inadequate unless well managed.

Despite the importance of finances in promoting acquisition of other resources, the draft report on cost and financing of education (RoK, 1995) highlighted that schools have a slim revenue base which basically consists of school fees. School fees contribute over 90% of total revenue collected by the schools (Selina, 2012). Eshiwani (1993) cited by Uwezo (2010) points out that fees collection varies from school to school. He notes that where collections are not enough, the state of infrastructure will be developed poorly, compromising content delivery, and this ends up putting a lot of pressure on existing resources thereby compromising academic performance of the school. Because of inadequacy of school funds, various schools have adopted a range of techniques of acquisition of extra funds among them being investing in Income Generating Activities (IGAs) to complement school budgets. Funds earned through IGAs are used to develop school infrastructure or/and acquisition of stationery to support learning activity (Kiveu & Mayo, 2009). A study done by Selina (2012) revealed that schools that have IGAs generate income that is used in promotion of motivational Programmes for teachers and acquisition of educational resources. Such schools end up posting better results in examination compared to schools that do not have such arrangements.

According to the Republic of Kenya (2005), Head teachers must understand the importance of running and maintaining school resources diligently. They are endorsed with the responsibility of managing resources, whether tangible or intangible. These resources include; financial, physical, school projects, school programmes, time, and even people. The head teacher must be the lead person in planning and directing school activities. He should be dynamic in determining, mobilizing and acquiring financial resources. He participates in the drawing of a school budget. A budget is a carefully

outlined schedule for financing the desired activities and projects of a school. This will help to effectively implement the school development agenda. Making institutional budgets is not an optional activity. It is a legal requirement as stated in the Education Act Cap 211. The estimated expenditures must be acceptable by the school management committee and the cash receipts must be from sources approved by the ministry (Republic of Kenya, 2005).

Resource availability and utilization is an integral part of the overall management of the school. Education in a school is explored by provision of resources, their maximum utilization and management. Advances in science and technology necessitates that the school manager adopts proper methods of facilities management in order to improve the quality of teaching and learning. A direct relationship exists between the quality of school facilities, teaching and learning materials, teaching personnel and the education process. Effective management of resources yields good results.

Prior to the introduction of Constituency Development Fund (CDF) in 2003 and subsidized secondary education in 2008 among other government interventions, educational resources in Kenya were provided through the cost sharing policy officially launched in 1988. The policy contributed to the burden of providing both physical and material resources passed on to parents and guardians. However according to Kippra (2006), the cost sharing policy led to disparities in the availability of resources in secondary schools because of the poverty levels among households and the dwindling economy. Therefore, with the current Government initiatives, one expects that there are adequate educational resources in secondary schools and they are being managed effectively to enhance students' performance.

There has been downward trend in performance in Kenya Certificate of Secondary Examination in Vihiga County (CEO's Office, 2014) as illustrated in table 1:



Table 1: KCSE Performance of Vihiga County between 2012 and 2014

Mean Score Range	2012		2013		2014	
	F	%	F	%	F	%
2.00 – 3.00	1	2.94%	0	0.00%	0	0.00%
3.01 – 4.00	7	20.58%	6	17.65%	6	17.65%
4.01 – 5.00	9	26.47%	10	29.41%	8	23.52%
5.01 – 6.00	8	23.52%	8	23.52%	9	26.47%
6.01 – 7.00	6	17.65%	7	20.58%	6	17.65%
7.01 – 8.00	2	5.88%	1	2.94%	2	5.88%
8.01 – 9.00	1	2.94%	2	5.88%	2	5.88%
9.01 – 10.00	0	0.00%	0	0.00%	1	2.94%
Average Mean Score		5.01		5.31		5.46

Table 1 illustrates that the lowest and highest KCSE means were recorded in the years 2012 and 2014 respectively. They were 2.667 and 9.8799. 2014 recorded the highest score 9.8799 in the county. The average mean scores were very low. This is an indicator that many schools performed dismally in KCSE exams. This poor performance has been attributed to inadequate number of teachers, inadequate syllabus coverage and high enrolment of students. However, the aspect on appropriate management of educational resources has not been considered with the magnitude it deserves yet it forms a basis for healthy learning. Academic performance of Vihiga County is below average and therefore it shows that poor management of educational resources may be influencing the academic performance of the students. This study therefore sought to establish the determinants of educational resources management for enhancing performance in secondary schools in Vihiga County.

Theoretical Framework

The current study was guided by Dale's cone of Experience (Dale, 1967), System Resource Theory on Organizational Effectiveness (Yutchman and Seashore, 1967) and reviewed literature. Dale (1967) in his cone of experience made a diagrammatic presentation that shows the importance of using resources in teaching. He classified the resources according to their effectiveness in communication at different levels. According to System Resource Theory on Organizational Effectiveness, effectiveness is an organization's ability to secure an advantageous bargaining position in its environment and to capitalize on that position to acquire, judiciously distribute, and monitor utilization of scarce resources. Yutchman and Seashore (1967) further view organizations such as schools as open systems which acquire inputs, engage in transformation process and generate outputs. This is supported by Bausch and Ault (2008) who equates a school to an industry which transforms given inputs into required outputs. Further, Oni (1995) cited by Akinsolu (2011) noted that the secondary school like any other organization receives inputs from its environment converts or processes the inputs and afterwards discharges output to the environment from where the input is increased. Yutchman and Seashore (1967) system resource theory of organizational effectiveness is relevant to this study because school interaction with its environment is critical for the acquisition of scarce educational resources which when utilized effectively should translate to good performance of students.

Methodology

The study adopted the descriptive survey research design. It was conducted in public secondary schools in Vihiga County. The study population included 112 heads teacher from 112 secondary schools in Vihiga county, 1,120 teachers, 4,480 form four Secondary School students and 9 Quality Assurance and Standards Officers as indicated in table 2.

1344 Form IV students were sampled using stratified sampling method. 34 heads teacher were sampled by purposive sampling method while simple random sampling technique was used to select 336 teachers. Saturated sampling technique was used to sample 9 County Quality Assurance and Standards Officers (CQASOs). Data was gathered through questionnaires, in-depth interview guide, document analysis and observation schedules. The validity of instruments in the research was ensured by preparing items in the

instruments that cover each of the study objectives and by seeking supervisors' opinions to assess content validity while test-retest method of establishing reliability was used to explore the reliability. The correlation coefficient of responses were 0.86 and 0.84 for teachers' and students' questionnaires respectively. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and means. Pearson's Product moment Correlation was used to establish the relationship between technological determinants of educational resources and students' performance in secondary schools. A likert type of scale was used to explore levels of influence by use of mean ratings.

RESULTS AND DISCUSSION

Teachers were involved in data collection based on the financial determinants of educational resources management and results tabulated as illustrated in table 2



Table 2: Financial Determinants of Educational Resources Management

S/N	Statement	Strongly Agree	Agree	Undecided	Strongly Disagree	Disagree	Total
		f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
1.	Most of educational resources are purchased from fees	61(19.2)	155(48.7)	35(11.0)	23(7.2)	44(13.8)	318(100)
2.	BOM and PTA mobilize resources through fundraising and book harvest to enable school acquire essential educational resources	51(15.0)	123(39.7)	13(4.1)	22(6.9)	109(35.3)	318(100)
3.	In case of high costs, school collaborates to acquire educational resources through cost sharing	53(16.7)	100(31.4)	44(13.8)	17(5.3)	104(32.7)	318(100)
4.	School receives adequate financial support from subsidized secondary education fund therefore buying educational resources is not strenuous.	34(10.7)	125(39.3)	14(4.4)	24(7.5)	121(38.1)	318(100)
5.	School receives adequate financial support from Community Development Fund therefore buying educational resources is not strenuous.	41(12.9)	130(40.9)	18(5.7)	25(7.9)	104(32.7)	318(100)
6.	Apart from fees, schools receive donations.	39(12.3)	107(33.6)	32(10.1)	34(10.6)	106(33.3)	318(100)
7.	School generated extra income from Income generating activities (IGAs).	153(48.1)	121(38.1)	0(0.0)	4(1.3)	40(12.6)	318(100)
8.	Fee defaulting due to poverty and high number of orphans is a challenge on acquisition of relevant educational resources.	141(44.3)	120(37.7)	14(4.4)	25(1.9)	18(5.7)	318(100)
9.	Due to poor financial support schools have not put up sufficient rooms for storage of educational resources.	88(27.7)	135(42.4)	10(3.1)	36(11.3)	49(15.4)	318(100)

Results in table 2 illustrate that 67.9% of teachers reported that most of educational resources were purchased from fees. Therefore unless parents paid fees for their children, the school could not afford to purchase the resources. The study results indicate that there were several fee defaulters in schools in Vihiga County. It was indicated by 82% of teachers that fee defaulting was due to poverty and large number of orphans in schools who lacked proper sources of finances, and this was a challenge on acquisition of relevant educational resources. During interviews schedule with the head teachers and the District Quality Assurance and Standards Officers, they all (100%) complained of massive fee arrears caused by poor fee payment and that was a great challenge especially to the newly appointed head teachers. Some head teachers said this was as a result of the poor economic backgrounds of the students.

Fifty percent (50.0%) of teachers reported that schools did not receive adequate financial support from subsidized secondary education fund therefore buying educational resources was strenuous. All interviewed head teachers (100%) reported that the subsidy was disbursed to schools late when the term was almost ending. In agreement with this, during interview one head teacher reported the following;

We have nightmares managing schools when the MOEST takes too long to send the subsidy. The staffs are demoralized when they can't be paid on time. Likewise, teachers are unable to get the teaching and learning materials in time to make learning meaningful and learner –centered.

Due to delays in remittance of the subsidy, purchasing of educational resources was not done in time. Some head teachers observed that certain materials were to be acquired before the beginning of a term for them to be relevant to students. Such materials include chalk and laboratory chemicals. Some head teachers reported that they were unable to

provide opportunities for students to carry out certain experiments because chemicals were very expensive therefore not affordable. They also observed that some facilities were not affordable by the schools. For instance, one of the head teachers reported that experiments that were to be done in a fume chamber could not be carried out because the school could not afford to buy a fume chamber.

The results of the study indicate that 54.7% of teachers agreed with the fact that schools dependent on BOM and PTA who mobilized resources through fundraising and book harvest to enable school acquire essential educational resources while 45.9% of teachers reported that schools received donations from friends to the school. The results also indicate that 53.8 % of teachers reported that schools received financial support through CDF, while 48.1% of teachers reported that in case of high costs, school collaborated to acquire educational resources through cost sharing. It was observed by 86.2% of teachers that school generated income from Income Generating Activities (IGAs) to enable them acquire sufficient educational resources, while 80% of CQASOs who were interviewed reported that the limited available financial resources were not being managed effectively. Poor management of funds led to ineffectiveness and low production of teaching resources in schools.

In order to determine whether financial determinants for educational resources management had any effect on students' performance in secondary schools in Vihiga County, the study set out the following hypothesis;

HO₁: There is no significant relationship between financial determinants of educational resources management and students' performance in secondary schools in Vihiga County.

A Pearson Product Moment Correlation was run to test the hypothesis at an alpha level of

0.05. The frequencies of responses on each and every item were established. The items which were used were sources of school funds. Such sources included: fees paid by parents, fund raising activities (Harambee), government subsidy, CDF, and proceeds from Income Generating Activities. These sources were chosen because they were the major sources of funds in schools in Vihiga County (see table 15). Their scores were run against the average mean scores of results obtained in KCSE exams in the years 2012, 2013 and 2014 for all schools under study. The results obtained were computed as shown in the table 16:

Table 3: Correlations for Financial Determinants of Management of Educational Resources and Students' Performance

		Correlation	
		1.Financial Determinants of Management of Educational Resources	2.Students' Performance
1.Financial Determinants of Management of Educational Resources	Pearson Correlation	1	.069*
	Sig. (2-tailed)		.044
	N	318	318
2. Students' Performance	Pearson Correlation	.069*	1
	Sig. (2-tailed)	.044	
	N	318	318

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

Data from table 3 illustrates that there was a positive correlation between financial determinants of educational resources management and students' performance ($r = 0.069$, $n = 318$, and $p = 0.044$). Since the p value is 0.044 at two tailed level of significance, this

value is less than the alpha level of 0.05 ($\alpha < .05$) and it is therefore confirmed that the relationship is statistically significant. The null hypothesis was therefore rejected. The inadequacy in financial resources in schools in Vihiga County has a negative impact on acquisition of relevant and adequate educational resources. This therefore means that schools struggle to utilize the few available resources. Due to this shortage, most of the students in Vihiga County do not perform well in KCSE exams as evident in results for 2012 (mean score of 5.01), 2013 (mean score of 5.31), and 2014 (mean score of 5.46). Therefore in Vihiga County, the financial determinants seem to interfere with effective management of educational resources thereby having a significantly negative impact on students' performance in KCSE exams.

The findings of the present study indicate that schools in Vihiga County did not perform well in KCSE exams for the three consecutive years possibly due unavailability and inadequacy of financial resources. These results concur with those of Gogo (2002) who observes that low performance could be attributed to lack of adequate finance which results to inadequate supply of teaching and learning materials and equipment and Ocho (2005) who suggests that to create suitable environment for teaching and learning and produce the materials and equipment for teaching, financial outlay is a necessity. Similarly, provision of high quality education requires adequate physical facilities such as classrooms, laboratories, human resource in form of teaching and support staff which are acquired based on availability of financial resources in schools; therefore, this makes finance to be a key resource in education provision as observed by Mbatia (2004).

From the present study, it is evident that schools in Vihiga County dependent on fees paid by parents so as to procure educational resources. Unfortunately school fees funds.

Despite the importance of finances in promoting acquisition of other resources, a draft report on Cost and Financing of Education (RoK, 1995) highlights that schools have a narrow revenue base which consists of mainly school fees. Abagi and Olweya (1999) seem to lend credence to this view when they observe that school fees typically contributes 91% to 100% of all financial resources that are available in schools; government subsidies on the other hand hardly ever exceeded 8% of the schools' total budget. Similarly, Selina (2012) observes that school fees make up over 90% of total revenue collected by the schools.

The present study results indicate that there were several fee defaulters in schools in Vihiga County. Fee defaulting was due to poverty and large number of orphans in schools in Vihiga County, who lacked proper sources of finances, and this was a challenge on acquisition of relevant educational resources. These results concur with observations articulated by Bush and Oduro (2006) who observed that fee defaulting occurs as result of elevated poverty index in a region, an issue that is experienced by all the third world countries, Kenya included. Leu and Byren (2005), in their study in six sub-Saharan countries namely, Ghana, Guinea, Tanzania, Uganda and Madagascar and Ethiopia established that parents are reluctant to pay fees, and again it is the head teachers who must ensure that fee is paid. Eshiwani (1993) cited by Uwezo (2010) indicates that fees collection varies from school to school. He notes that where collections are not enough, the state of infrastructure will be developed poorly, compromising content delivery. It ends up putting a lot of pressure on existing resources and this ends up compromising academic performance of the school.

From the present study results, it is evident that schools in Vihiga County did not receive adequate government subsidy. Additionally, the remittance of this subsidy was delayed. A paper presented to the Task Force by Wango (2011) on the repositioning of the Education System to the Constitution of Kenya, highlighted that through subsidized secondary education initiative introduced in 2008, the Kenyan government has been giving out some funding to all secondary to acquire educational resources. This is through a countrywide programme aimed at upgrading infrastructure and quality of education in order to give the children a better foundation that is consistent with the requirements of the modern labour market. Arkoudis (2006) observes that this arrangement of remitting the subsidy when the term has started is not friendly to schools. Similarly, Shikanda, Odebero and Byaruhanga, (2013) indicate that grants whose disbursement is erratic seem not to be adequate to sustain the targeted vote heads such as tuition fees, exercise books, laboratory equipment and teaching aids, internal examinations, electricity, water, conservancies and students' activities.

Results from the present study indicate that schools in Vihiga County acquire educational resources through cost sharing. This is supported by Kiveu and Maiyo (2009) who noted that a key phenomenon since independence in 1963 has been development and growth of Harambee spirit (pulling together) which in time became the symbol of working together and was adopted to denote a policy of co-operation between all. According to Wango (2011), financing physical and material resources in secondary schools in Kenya before 2008 was based on the cost sharing policy introduced officially in 1988 which required most costs in education to be met through partnership between public financing, non-governmental organizations, individuals, communities and the private sector. Within this

funding policy framework, the overall government role included professional development of teachers, teachers' remuneration in public institutions, administration and management, and provision of bursaries and scholarships to needy students. Further the parents according to this policy were responsible for providing material resources like textbooks, supplementary readers and stationery, erecting and maintaining physical facilities such as classrooms, laboratories, libraries and workshops among others. Consequently, it seems that the government in the cost sharing policy shifted the responsibility of acquiring educational resources to the local communities and schools. Where schools have to maintain certain facilities and services for students such as lunch programme, boarding facilities, swimming, computer lessons, bus and transport, these are charged for maintenance and sustainability. Parents should discuss, agree and reach consensus on the need for the levy then seek the approval of the Ministry of Education through the Education Board. Projects should be prioritized and only key projects should be approved, and even then one at a time completed so that parents are not overburdened.

The present study revealed that schools in Vihiga County generated income from income generating Activities (IGAs) to enable them acquire sufficient educational resources. These views concur with those of Kiveu and Mayo (2009) who observed that various schools have adopted various techniques of financial management among them being investing in income generating Activities to supplement school budgets. The most common income generating activities in schools included farming (keeping dairy cattle, poultry keeping, cultivating maize and sugar cane), renting school halls, and offering catering services for short time seminars or workshops that take place in some schools. Funds earned through IGAs are used to put up school infrastructure or acquisition of

stationery to support learning activity (Kiveu & Mayo, 2009). Similarly, a study done by Selina (2012) on the impact of IGAs on retention rates of students in Public Secondary Schools in Vihiga District indicate that schools that have IGAs generate income that is used in acquisition of extra resources and promotion of motivational programmes for teachers. Such schools end up posting better performance in examination compared to schools that do not have such arrangements.

The present study established that limited available financial resources were not being managed effectively in schools in Vihiga County. Poor management of funds led to ineffectiveness and low production of teaching resources in schools. This observation is articulated by Ukeje (1991) who emphasizes that the vital issue of the nature, quantity, quality and efficacy of educational system largely rely on the level as well as the appropriateness and management of the financial provision. He observes that improper management of finances and unreliable source of funding is likely to result in limited facilities/resources which may lead to poor academic performance.

Mobegi, Ondigi and Oburu (2010) noted that the issue of finance is crucial to retention and the provision of quality education since it determines the quality of physical facilities, teaching and learning materials, quality of teacher motivation and teachers employed in the time of shortage. Generally, for schools to perform excellently in examination, they need adequate and relevant educational resources which can only be provided when the school is financially stable. Though there is a positive relationship between financial determinants of educational resources management and performance of students, the financial resources in schools in Vihiga County seem to be brought in when it is late. This therefore seems to have ramification on acquisition of relevant educational resources there by impacting negatively on academic performance of students in KCSE exams.

5.2 Conclusions

Based on the findings of the study, it was concluded that procurement of resources mainly depend on fee collection, proceeds from income generating activities, fund raising activities (Harambee), bursaries, donations and government subsidies which is never attained in time thereby having a negative influence on performance of students in KCSE exams.

5.3 Recommendations

In relation to the findings of the study, the following recommendations were made to address determinants of educational resources management that negatively influence students' performance in secondary schools.

- i. The Head teachers in the County should strategize towards improvement on fee collection so that schools have adequate finances to enable them acquire adequate educational resources.
- ii. Fees charged should be affordable and regulated because most students are from low socio-economic status.
- iii. Schools should be encouraged to source for more funds through alternative sources such as Income Generating Activities to enable them have the financial ability to procure educational resources.

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