

## **Influence of Efficient Use of Resources on Pupils Performance in Kenya Certificate of Primary Education in Public Primary Schools in Butula Sub -County, Kenya**

*Priscilla Atieno Onyango<sup>1</sup> and Dr. Paul Edabu<sup>2</sup>*

Email: patiano77@yahoo.com<sup>1</sup> and pedabu@mku.ac.ke<sup>2</sup>

Contacts: +254723803532 and +254705927486

School of Education, Mount Kenya University, Eldoret Campus

### **Abstract**

*The purpose of this study was to investigate the influence of efficiency use of resources on KCPE performance in primary schools in Butula sub county, Kenya. The study was guided by system approach to education planning theory and the rationale of supervision theory. The study applied the methodology of mixed method approach that deals with both quantitative and qualitative data. The study adopted a concurrent triangulation research design. Data analysis was done using Microsoft excel and (SPSS version 23) statistical tool. Qualitative data was analyzed thematically along the study objectives. Quantitative data was analyzed using descriptive statistics (Frequency tables, means, and standard deviation) and inferential statistics (ANOVA). The study findings revealed that with efficient utilization of resources enhanced relationship between teachers and school inspectors, government controls are important in regulating and monitoring the performance of primary schools. The finding on null hypothesis using ANOVA test indicated that the independent variables significantly ( $F_o = 6.190 > F_c = 5.324$ ;  $\alpha < 0.05$ ;  $df = 10, 106$ ;  $p = 0.005$ ) explain the variance in KCPE performance in primary schools in Butula sub-county, Kenya. This inferred that efficiency use of resources made a notable difference in the KCPE pupils' performance in primary schools in Butula Sub County in Kenya. The findings conclude that inspectors/supervisors should act as professionals in creating a conducive learning and teaching atmosphere for the teacher to conduct his/her professional expertise to the learners in school. The study recommended that in-service educational growth enables conducive environment for concentration and promoting teachers' professional ability to meet students' needs in schools.*

**Key Terms:** *efficiency use of resources, KCPE performance*

### **1. Background of Study**

Kim et al (2000) on his research on how inspection and supervision influence performance, on the study which was done in medical schools of Indonesia, they placed 68 medical trainees in different category where 34 respondents were put under strict supervision and inspection while 34 respondents were put in normal condition, with all respondents having same resources, and were given a period of 5 hours within a day to complete an experimental project within a period of two months. This project was meant to investigate on the effectiveness of inspection and supervision. Before the period of completion of the project got depleted, those who were under no supervision demanded for more resources such as medical equipment, while those who were under strict supervision remained dumb and quiet. The two teams produced results after a period

of two months and the report produced by the department was that the projects were 90% complete for the two teams, having successfully completed the project, with the team under high inspection and supervision spending 85% of the allocated resources while the team under no supervision spent 130% of resource. Conclusion made by the department was that performance has to be accompanied with effective inspection and supervision to enhance performance and this comes with effective use of organizations resources. In Butula Sub County many primary schools have been registering minimal performance in The Kenya Certificate Primary Education results with poor mean for the last five years, the office responsible for collating, and interpreting results in the county, discusses the results with the officers in-charge (inspectors, head teachers' and teachers'), and organizes seminars and consultative workshops with the concerned subjects with the aim of improving on the performance of the schools in the county. However, despite the efforts made by schools inspectors in schools supervisions the performance of many schools remains poor. In addition, lacks of proper analysis of the root causes on dismal KCPE mean scores performance effects of school supervision on KCPE performance.

## **2. Purpose of the Study**

The purpose of the study was to investigate the influence of efficiency use of resources on pupils' performance in KCPE in primary schools in Butula sub county, Kenya.

## **3. Efficiency Use of Resources and KCPE Performance in Primary Schools**

A study by Edward (2010) noted that in UK, school resources plays a major role in determining pupils performance and thus teachers should learn to efficiently use the available resources to improve on performance. Matthews and Sammons (2004) in their study on the meaning of education change in primary schools found appropriate information on improved education performance especially underperforming schools due to increased level of schools inspection and supervision. The improved school catalyst served many aspects like school financial and accountability obligations as a reflection of English school inspections which are in line with Ofsted's school inspections. The same argument on school self-inspections maintained by the authors is in tandem with Ofsted inspections in order to improve service delivery in schools. This does not generally mean that inspection does not contribute to performance, but has an indirect effect on performance as accountability will lead to proper allocation of resources and proper use of resources which brings about enhanced schools performance.

Mkwanzia (2005) noted that due to lack of instructional materials like scholastic materials, enough classrooms, office furniture, administrative services for the inspectors hampers their activities to inspect the schools. He noted that due to lack of school funds, equipment, and Perennial shortage of stationery in the school led to poor services. It was further noted that inadequate secretarial services like photocopy services, internet services, made it hard for school inspectors to prepare proper reports for purposes of improving the services at schools. Rono (2009) noted that the provision of quality education has several constraints like lack of financial resources, stationary services and secretary services to manage the school. This is evidenced in

many developing countries for example; there is shortage of resources financial, physical resources human resources and instructional resources needed to meet the targeted national development requirements of the country. It is important to emphasis that government funds are limited to manage the activities of schools. This indicates that government must equitably share funds meant to facilitate educational activities for each financial activities.

A study by Oloo (2007) suggested that problem of transport, delayed funds faced by the school inspectors especially in rural areas to supervise the school activities at the grass root levels. This has made most of the school inspectors to opt for the delegation of their duties to not qualified persons in those places. It is because of the location of some schools, making them inaccessible to the officers leading to generalizing distorting information in the public domain. He further observed that, the schools inspectors do not visit the sites and report information without any foundation truth. Many of Kenyan geographical regions are accessible to the school inspectors. Most places in Kenya are inaccessible due to the bad terrain that has hampered work of school inspectors due to bad weather conditions. In a study conducted by Achayo&Githagui (2006), observed that the support allocated to school inspection such as staff, instructional school materials and equipment, staff accommodation, and professional advisory services by head teachers and teachers.

#### **4. Research Methodology**

The study adopted a mixed method methodology. This methodology deals with quantitative and qualitative research data. The mixed methodology enabled the researcher to gather and obtain more in depth of understanding and corroboration, factoring in mind the weakness of the approach. For the aim of breadth and depth of apprehension and certification mixed methodology combines quantitative and qualitative research approaches (Johnson, Onwuegbuzie and Turner 2007). The strength of qualitative and quantitative approaches is fundamental rationale of mixed methods study (John and Onwuegbuzie, 2004). This approach was selected because of its ability examine the research approach from different perspective. The study applied concurrent triangulation design. According to Morse (1991) states that, the design helped the investigator to discover different but relevant findings at the same topic in order to understand the problem. The design also makes the results valid and detailed. The study used different methods like questionnaires, interview schedule and the focused group discussion as multiple data sources used to determine how far they arrive at the findings. The descriptive and inferential statistics established and explained the findings. Descriptions of the findings made interpretation of results by computing data frequency, percentage and mean. Qualitative data was presented using themes based on objectives of the study. The study used inferential (SPSS Version 23) statistical tool of ANOVA was used to test the hypotheses of the study.

## 5. Research Findings and Discussion

**Table 1: Descriptive Statistics on the influence of efficiency use of resources on pupils' performance in KCPE primary schools in Butula Sub County**

Summary of test items	N	Mean	Std.
			Deviation
There has never been a shortage of teaching staff in the school	199	4.6716	1.41833
Extra duties in my school affects our efficiency	199	4.5970	1.09076
I am satisfied with the teaching and learning equipment in our school	199	4.2403	1.40226
The financial resources are utilized adequately by the school administration	199	4.1985	1.49072
There are adequate learning facilities in our school	199	3.7464	1.33001
I am satisfied with the way the resources are efficiently being utilized in the school	199	3.2922	1.32100
Valid N (list wise)	199		

### Data Source: Researcher 2018

The findings on table 1 clearly indicated that majority of the respondents agreed that there has never been a shortage of teaching staff in the school with mean score 4.6716, extra duties in my school affects our efficiency with mean score 4.5970, I am satisfied with the teaching and learning equipment in our school with mean score 4.2403, the financial resources are utilized adequately by the school administration with mean score 4.1985, there are adequate learning facilities in our school with mean score 3.7464 and lastly I am satisfied with the way the resources are efficiently being utilized in the school with mean score 3.2922. The study results infer that majority of the respondents agreed that efficient utilization of resources does affect KCPE performance in primary schools in Butula sub county. The findings are supported by Edward (2010) noted that in UK, school resources plays a major role in determining pupils performance and thus teachers should learn to efficiently use the available resources to improve on performance. Mkwanzia (2005) noted that due to lack of instructional materials like scholastic materials, enough classrooms, and office furniture, administrative services for the inspectors hamper their activities to inspect the schools. He noted that due to lack of school funds, equipment, and Perennial shortage of stationery in the school led to poor services. It was further noted that inadequate secretarial services like photocopy services, internet services, made

it hard for school inspectors to prepare proper reports for purposes of improving the services at schools.

#### 4.4 Suggest how resources should be used efficiently in order to improve on pupils performance in KCPE in primary schools in Butula sub-County.

The majority of the respondents agreed that proper utilization of the instructional, financial resources by the school administrators shall lead to commitment of teachers to be actively involved in school. They also emphasized that monitoring and evaluation mechanism to be conducted in order to establish if the achievements are forth coming. The findings are supported by Rono (2009) noted that the provision of quality education has several constraints like lack of financial resources, stationary services and secretary services to manage the school. This is evidenced in many developing countries for example; there is shortage of resources financial, physical resources human resources and instructional resources needed to meet the targeted national development requirements of the country. It is important to emphasis that government funds are limited to manage the activities of schools. This indicates that government must equitably share funds meant to facilitate educational activities for each financial activities.

The table 15, presents information on the two study variables; KCPE pupils' performance in primary schools in Butula Sub County in Kenya while the independent or the predictors are efficiency use of resources, enhanced relationship and government controls.

**Table 15: Summary of ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	<b>Regression</b>	149.214	10	249.454	6.190	0.005 <sup>b</sup>
	<b>Residual</b>	96.321	106	0.298		
	<b>Total</b>	245.535	116			

a: Dependent variable: KCPE pupils performance

b: Independent variables predictor: Professional Development, efficiency use of resources, enhanced relationship and Government controls.

The ANOVA results indicate that the independent variables significantly ( $F_o = 6.190 > F_c = 5.324$ ;  $\alpha < 0.05$ ;  $df = 10, 106$ ;  $p = 0.005$ ) explain the variance in KCPE performance in primary schools in Butula sub-county, Kenya. In table 15 KCPE pupils' performance in primary schools in Butula Sub County in Kenya is the dependent variable while the independent or the predictors are professional development, efficiency use of resources, enhanced relationship and government controls.

The finding in Table 15 therefore establishes that efficiency use of resources were among other factors influencing KCPE pupils' performance in primary schools in Butula Sub County in

Kenya. This means that efficiency use of resources made a notable difference in the KCPE pupils' performance in primary schools in Butula Sub County in Kenya. The findings are supported by the following studies Masara (2007) noted that the element of school inspection by inspectors relates to lack of good relationship between teachers and supervisors due to change of attitudes toward inspection. Masara (2007) noted, inspectors need to develop positive towards head teachers, and teachers in the country. He further observed that, commitment is important for all the groups to professionally promote the quality of education in schools. Schermerhorn et al (2003) states that employee attitude and commitment are factors which supplement each other. If one factor is negatively applied, there is high chance that the other factor will be affected with the same magnitude. Based on Schermerhorn, employee attitude is defined as personal response to surrounding environment. Supervisors, teachers and pupils with negative attitude tend to perform poorly as they are not ready to accept the conditions and follow procedures laid down for performance. A study by Ndegwa (2007) noted that lack of enhanced relationship between teachers and inspectors was major problem that affected school supervision and performance of teachers in many schools. Finding from a study by Masara (2007) revealed that the unprofessional habits among inspectors has led to poor services in the schools. According to Nakitare (2005), observed that 25% of the school officers investigated agreed that school supervisors were not knowledgeable of their duties/assignment to perform during inspection of school curriculum.

#### **4.11 How does efficiency use of resources affect pupil's performance in KCPE in primary schools in Butula Sub-County?**

The respondents emphasized that most schools do not have adequate resources to facilitate school development in primary schools in Butula Sub-county, Kenya. Actually most schools receive the developmental funds and misuse for other activities in the school.

#### **4.12 Suggest how resources should be used efficiently in order to improve on pupils' performance in KCPE in primary schools in Butula Sub-County**

This is supported by Correia, Flynn, Uliana and Wormald (2005) who start that, the school funds must have proper financial management skills that are linked to the government procedures of operations. It is a written document describing what the school is going to do to achieve its educational goal. Mestry& Bischoff (2009) assert that completion and management of tasks enable the principal to achieve the goals of the school fund.

*“Most respondents acknowledged that nowadays, the school head teacher are confirmed based on their management styles in promoting the school goals by achieving and managing the physical, instructional and financial resources of the school”.*

Financial coordination entails developing appropriate management skills, coordination and involves everybody in the accountability of school resources and development of relevant school

plans. School development funds coordination is relevant and involves all the head teachers to be cooperative and proper decision making skills (Rose, 2007).

## 6. Summary of Research Findings

The findings of objective two on table 12 clearly indicated that majority of the respondents agreed that there has never been a shortage of teaching staff in the school with mean score 4.6716, extra duties in my school affects our efficiency with mean score 4.5970, I am satisfied with the teaching and learning equipment in our school with mean score 4.2403, the financial resources are utilized adequately by the school administration with mean score 4.1985, there are adequate learning facilities in our school with mean score 3.7464 and lastly I am satisfied with the way the resources are efficiently being utilized in the school with mean score 3.2922. The study results infer that majority of the respondents agreed that efficient utilization of resources does affects KCPE performance in primary schools in Butula sub county, Kenya.

The finding on null hypothesis using ANOVA test indicated that the independent variables significantly ( $F_o = 6.190 > F_c = 5.324$ ;  $\alpha < 0.05$ ;  $df = 10, 106$ ;  $p = 0.005$ ) explain the variance in KCPE performance in primary schools in Butula sub-county, Kenya. In this context, as has been presented in table 15, the dependent variable is KCPE pupils' performance in primary schools in Butula Sub County in Kenya while the independent or the predictors are professional development, efficiency use of resources, enhanced relationship and government controls. The finding in Table 15 therefore establishes that efficiency use of resources influences KCPE pupils' performance in primary schools in Butula Sub County in Kenya. This infer that efficiency use of resources made a notable difference in the KCPE pupils' performance in primary schools in Butula Sub County in Kenya.

## 7. Conclusions of the Study

The study concluded that efficient utilization of school resources plays a major role in determining pupils' performance and thus teachers should learn to efficiently use the available resources to improve on performance in primary schools in Butula sub county, Kenya.

## 8. Recommendations for practice

The study recommended that effective utilization of resources shall promote performance in schools. That school funds should not be left for the school principals alone to do the budgeting and make appropriate use of money but instead a body should be formed to oversee the management of resources during purchase of materials and proper documentation should be done to check if there is any form of mismanagement of funds.

**REFERENCES**

- Abagi,E. (2014). Perception of quality assurance and standards officers about their competence: Implications for training, *Educational research* 1(4): 112-117
- Abenga, E. (2009). A systems approach to education in Kenya implications on educational Media program development. *Educational Research and Review*, 4 (8): 371-378.
- Adikinyi, W. (2006). *Teachers Perception on the Role of Quality Assurance and Standard Officer*
- Ajuoga M. (2010). Perception of quality assurance and standards officers about their Competence: Implications for training, *Educational research* 1(4): 112-117
- Afolabi, A and Loto, P. (2008). Schools performance in Nigeria Examinations, *Educational research* 7(9): 55-62
- Blasé,P. and Blasé,R. (2008). *Supervision and teachers, a private cold war*. 2<sup>nd</sup> Edition Berkley:
- Borg, W. R. and Sekeran. (2010). *Educational research: An Introduction*. 8<sup>th</sup> Edition. New York
- Briggs, H. (1980). *Economics of education in Africa and the third world countries*. Nairobi:
- Brimblecombe, N. Shaw, M & Omston, M (1996). *Teachers Intention to Change Practice as a*
- Brinker, R.C (1980). *The surveying Handbook*, New York: Chapman and Hall.
- Cooper, R. & Schindler, P. (2003). *Business Research Methods*, Third Edition New York: McGraw- Hill.
- Dempsey, B. (2003). *Research Methods*. (4<sup>th</sup> Edition). Pearson Publishers
- Fadipe, G. (2008). The Global higher education market; the case of Osman. *International Institute for Education Planning*. Paris UNESCO
- Gichara, K. (2004). Quality Assurance Standards in the Management of School Curriculum: Case of Schools for the Deaf in Coast Counties. *Developing Country Studies*. Vol.3, No.3, 2013 106

- Gichuhi, E. (2012) Management challenges facing implementation of free primary education in Kenya: A case of Keiyo District. *Journal of educational Administration and Policy Studies*, 2(5): 71-76
- Gongera, E. G., Wanjiru, J.M., & Nyakwara, S. (2013). Quality Assurance Standards in the Management of School Curriculum: Case of Schools for the Deaf in Coast Counties. *Developing Country Studies*. Vol.3, No.3, 2013 106
- Graham, P. (2002) *Research Design and Methodology*. (2<sup>nd</sup> Edition). Pearson Publishers
- Grauwe, A. (2007). Changing classrooms through inspection. School leadership. *Journal of Education and Society*. Vol. 7 (8) P. 112-116.
- Huysamen, R. (2006). *Research Methods*. (1<sup>st</sup> Edition). Pearson publishers
- Kellaghan, K & Greaney, A. (2003). *The Power of the Purse: The Role of European Parliaments in Budgetary Decisions*. London: George Allen
- Joppe, P. (2000) *Research Design and Methodology*. (2<sup>nd</sup> Edition). Pearson Publishers
- Kiamba, R. (2011). Administrative typology and the effectiveness of teachers of the free compulsory school system. *Journal of education and society*. Vol.4 (1) P.110-115.
- Lee, C., Dig, A & Song, P (2008). *Quality assurance and the development of course* Caribbean journal of education, vol. 17 No. 1, pp. 1-24
- Maranga, P. (2007). *Teachers perceptions on the role of quality assurance and standards officers on quality of education in Nairobi public secondary schools*, Kenya, unpublished Med thesis University of Nairobi
- McGlynn, P. and Stalker, R. (1995), *Quality assurance and the development of course* Caribbean journal of education, vol. 17 No. 1, pp. 1-24
- Mugenda, O.M. & Mugenda A. G. (1999). *Research Methods: Quantitative and Qualitative*
- Nyangosia, W. (2011). Management challenges facing implementation of free primary education in Kenya: A case of Keiyo District. *Journal of educational Administration and Policy Studies*, 2(5): 71-76

- Odhiambo, G. (2008). Elusive search for quality education. The case of quality assurance and teacher accountability. *International journal of educational management*, 22: 117-131.
- Ogunu, A. (1998). *Factors affecting performance in Kenya Certificate of primary education in Kabarnet Division of Baringo District, Med Project*, University of Nairobi.
- Onderi, P & Croll, D (2008), Management challenges facing implementation of free primary education in Kenya: A case of Keiyo District. *Journal of educational Administration and Policy Studies*, 2(5): 71-76
- Orodho, J A, (2009). *Elements of education and social science research methods: (2<sup>nd</sup> Ed.)*, Maseno, Kenya. Kanezja Publisher. Research Volume 18
- Serekan, U. (2003). *Research Methods for Business: A Skill Building Approach*. (4th ed.). New York: John Willy & Sons Inc.
- Shaw, P., Newton, R., Aitkin, P & Darnell, L. (2003). *Conceptions of effective staff development: a Caribbean perspective. Compulsory School System*. *Journal of Education and Society*. Vol. 4 (1) P. 110-115.
- Smythe, A. (2008). A systems approach to education in Kenya implications on educational media program development. *Educational Research and Review*, 4 (8): 371-378
- UNICEF/UNESCO. (2007). *What education for young children. 7 place de Fontenot France United Nation*
- Vinje Vold, V. (2009). A systems approach to education in Kenya implications on educational media program development. *Educational Research and Review*, 4 (8): 371-378. Nairobi: Nairobi Act Press
- Wasanga, P & Kyalo, R (2007). *The report on monitoring learner achievement study for class 3 in literacy numeracy: Nairobi*, KNEC Elimunews letter December 2007. 222. Uniscobkk.org). In World bank forum education for all: all for education.
- Wango, P. (2009) Administrative typology and the effectiveness of teachers of the free compulsory school system. *Journal of education and society*. Vol.4 (1) P.110-115.
- Wanzare, Z.O. (2007). Rethinking School Inspection in the Third World: The case <http://www.ualberta.ca.ckreberpaperszak.utm>: retrieved December 2010

Wilkinson R. & Al Hajry (2010).The Global higher education market; the case of Osman.  
*International Institute for Education Planning*. Paris UNESCO

Zinbarg, M. (2005), *Research Methods*, (2<sup>nd</sup> Edition).Pearson Publishers