

Influence of Provision of Teaching and Learning Resources on Academic Performance in Public Secondary Schools in Kisii Central Sub-County, Kenya

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Abstract

Establishment of Boards of Management in secondary schools is to enhance professionalism in the management of the public secondary schools. The study sought to carry out an assessment of influence of provision of teaching and learning resources on academic performance in public secondary schools in Kisii Central Sub-County, Kenya. A mixed methods approach was applied together with the concurrent triangulation research design which entailed a fusion of data from quantitative and qualitative sources. The target population was 498 respondents made up of 45 Principals, 450 BOM members, 1 the Sub County Director of Education, 1 quality control and standards officer and 1 curriculum support officer. The principal, Sub- County director of Education, Curriculum support officer and DQSO were sampled purposively including the Bom chairmen in each of the 45 schools. Data was collected by use of questionnaires for the principals and interview guides for BOM Members and Sub- County director, CSO and DQSO. Piloting of the research instruments was done on 10% of the sample size in Kisii North Sub- County. Validity of instruments was tested using content validity while reliability of instruments was tested using test re-test technique and Cronbach's alpha method of 0.75 was used to calculate the internal efficiency. Credibility of the data was tested using data triangulation through multiple analysis while dependability of data was assured through reporting data collection process in details. Qualitative data was analyzed in narrative form while quantitative data was coded and entered in to Statistical Package for Social Sciences (SPSS) version 23.0 to produce both descriptive and inferential statistics. Descriptive statistics were analyzed to find mean, mode and standard deviation while on the other hand inferential statistics was analyzed in form of correlation, regression and analysis of variance (ANOVA). Most of the respondents confirmed that a program of events that is adhered to enabled provision of the required teaching and learning materials in their schools. Most of the respondents were of the view that BOM members can effectively make forecast and budget for physical facilities independently. All the respondents confirmed that individuals serving in BOM had high standards of moral and social probity and could be trusted with incentives by the community. The study recommended that: -The Ministry of Education should put in place measures to ensure that only competent persons sit on the Boards of Management of the public secondary schools.

Keywords: Academic performance, Competence, Boards of Management, funding

Background to the Study

Education forms the basis upon which economic, social and political development of any nation is founded. Investment in education can help to foster economic growth, enhance productivity, contribute to national and social development, and reduce social inequality (World Bank, 1998). UNESCO (2005) argues that the level of a country's education is one of the key indicators of its level of development. Globally, education is recognized as a basic

human right. The human rights UN charter treats education as one of the human rights. Bishop (1989) indicates that in 1948 the universal declaration of human rights laid down in the UN charter states that everyone had the right to education and that education would be free at least in the elementary and fundamental stages. Therefore Free Primary Education (F.P.E) will be introduced as first step in some parts of Kenya in 1971 (Ngaroga 2001) when President Kenyatta abolished tuition fee for the economically marginalized districts in the country such as Lamu, Turkana, Pokot, Wajir and Mandera. It will be followed by another presidential decree in 1973, which abolished fees in the whole country for class one up to four leading to increased enrolment in primary schools. However, the enrolment dropped later due to introduction of building levy by schools. The Fourth National Development Plan (1979-1983) led to the government abolishing building and other school levies, leading to increased enrolment. This will be viewed as a step towards achieving universal basic education and as part of the effort in scaling up poverty reduction. Due to economic decline and other factors the gross enrolment rate (G.E.R) dropped from 95% to 76 % in 1990 (G.O.K 2003). Later, the NARC government pledged to provide free primary education by scrapping all fees and levies in all public primary schools, this will be launched in January 2003. It led to an additional 1.5 million children accessing school.

In pursuant of the Millenium Development Goals (MDGs) and Education for All (E.F.A) as outlined in the Sessional Paper Number One of 2005, the high cost of secondary education compounded by high poverty level has been for long time the significant factor contributing to low development in secondary schools.

Therefore, a task force will be formed on affordable secondary in 2007 and its recommendation will be that; it would cost the government Ksh 10,265 per child per year (M.O.E 2007). This would ensure equality where every Kenyan child would be entitled to school Public Secondary Education by the government. The government of Kenya introduced school Public Secondary Education in 2008, with the aim of increasing enrolment and completion of secondary school and raises transition from primary to secondary schools by 75%.

However, parents will be required to cater for other requirements such as lunch, development of projects and boarding fees for those in boarding schools. This will be in line with the government commitment to ensure regional special needs and gender disparities will be addressed (Ohba 2009). The School Secondary Education Initiative has been successful in reducing illiteracy levels in the country since many people have been able to access education through the initiative. Retention rate in secondary school is high thus leading to high completion rate.

Despite the success of this initiative, many challenges will be realized and if not well addressed may erode the gains made and take the country back to where it started. There have been allegations of corruption in the procurement of materials such as exam materials, chalk, laboratory materials and textbooks (Transparency International 2010). The support staff under the program waits for several months before being paid salaries. There is lack of community support as most groups believe the government must provide everything. Most

school managers lack adequate knowledge to manage institutions of learning (The Daily Nation May 27, 2013).

UNESCO (2009) asserts that the demands of child-friendly schools call for children to be comfortable in class and out of class to enjoy the learning environment and any other environment where the curriculum is delivered. Quality of content can be assured if there are enough textbooks so that where possible every student can have a textbook to himself or herself, the student to teacher ratio can be appropriate and other facilities like classrooms and laboratories. When the policy of School Public Secondary education will be launched in 2008, the enrolment rate went up and hence average teacher ratio in most schools will be 1:55 which had very serious implications in learning and teaching.

Most secondary schools in Kenya are managed by Principals with the help of Board of Management (B.OM) (Education Act Number 14 of 2013). The BOM consists of ten members distributed as follows: four members from the sponsor, three members from the community and three members from special interest. These ten members are then appointed by the cabinet secretary Ministry of Education.

After the appointment by Cabinet Secretary (CS) the ten members meet to elect the chairperson, confirm the principal as their secretary and appoint three signatories to the school accounts. They also co-opt three members from Parents Teachers Association (P.T.A), (Education Act Number 14 of 2013).

The function of the BOM are among others sound financial management, ensuring proper and adequate physical facilities for the institution, planning for proper academic performance of the school, developing strategic plan for the school, employment of the support staff of the school, approval of the school budget and securing physical and psycho-social setting for the students as per the cited Education Act. The academic qualification of these members must be at least Form Four and above.

The purpose of School Funds for secondary schools will be to improve education access, and it will be hoped that the community surrounding the school would concentrate on improving infrastructure such as classrooms, laboratories, libraries and resource materials like textbooks. The utilization of School funds is to be coordinated by the principal with the help of BOM members. This means that the principal and BOM members should have relevant managerial skills to manage the funds.

Most secondary schools in Kisii central Sub- County have inadequate classrooms, libraries, laboratories and some have no administration blocks. The inadequacy of the above facilities shows that the school funds received from the government is not enough or not well utilized by the managers. Moreover, the fees paid by parents are not enough to enable BOM members to come up with all required facilities of the school. Most parents are poor and hence are unable to pay the required amount. As a result, schools continue accumulating unpaid fees arrears. Therefore schools have had to contend with high debts in fees arrears which often affect the supply of goods and services. By October 2006, secondary schools in the republic will be owed a total of 12 billion Kenyan shillings in fee arrears. Following this suppliers and

contractors will be owed equally huge sums of money forcing some of them to pull out of contract and place charges for non-payment. Indebtedness affects the management of schools because a large proportion of income goes to debt serving with nothing left for development needs. This compels school boards to raise fees very often to manage school budgets. This scenario is a clear indicator of poor financial management (Onsomo *et al*, 2006). The government has provided guidelines on how to utilize the funds sent to schools but school managements found the guidelines impractical particularly due to the economic reality within which they operate. As a result, there is too much pressure on school managers as they try to balance subsistence, developmental and performance needs of their institutions.

Statement of the Problem

Most public secondary schools in Kenya have inadequate classrooms, libraries, laboratories and some have no administration blocks. The inadequacy of the above facilities shows that the school funds received from the government is not enough or not well utilized by the managers. Moreover, the fees paid by parents are not enough to enable BOM members to come up with all required facilities of the school. Most parents are poor and hence are unable to pay the required amount. As a result, schools continue accumulating unpaid fees arrears. Therefore schools have had to contend with high debts in fees arrears which often affect the supply of goods and services. By October 2006, secondary schools in the republic will be owed a total of 12 billion Kenyan shillings in fee arrears. Following this suppliers and contractors will be owed equally huge sums of money forcing some of them to pull out of contract and place charges for non-payment. A report by (Onsomo *et al*, 2006) indicates that by October 2006 secondary schools in the republic will be owed a total of twelve billion Kenya shillings in fee arrears. Most BOM members in secondary schools are not competent enough to manage school Funds, yet there is a relationship between competency and the way School Funds are managed.

Literature Review

Studies in Uganda showed that the liaison between teachers and the Boards of Management affected the capacity of schools to provide teaching and instructional materials for pupils, (Nabukenya, 2012). The ability of the public primary schools to undertake their functions with due diligence influenced their access to teaching and instructional materials. In some situations some unscrupulous managers misappropriated funds leading to diminished trust and falling out with the school Boards of Management affecting the supply of instructional materials. This disadvantaged the students and caused them to post poor academic performance (Nabukenya, 2012).

Lack of support by Boards of Management heavily weighed down on principals in public secondary schools in Gatanga Sub County as enumerated by Gakure, (2013). Failure to have good rapport and incidences of mismanagement of school funds heavily antagonized the school managers and caused frosty relations with the Boards of Management. This has caused many public secondary schools to suffer the pain of lack of teaching and instructional materials occasioning poor academic performance (Gakure, 2013).

A guide book developed by UNESCO emphasized on the constitution of school Boards of Management with knowledgeable persons in the realms of education management and administration. This would effectively assure the institutions capacity to have sound infrastructural facilities development (UNESCO, 2012). The report called for previous track records as a premise for appointment into the schools Boards of Management positions.

The position identifies with that fronted by (Halveson & Diamond, 2012) who vouched for reduced theoretical practices in the running and management of public primary schools and other institutions of learning. This was a premise to ensure sound capacity in terms of infrastructural facilities appropriation. These would facilitate the schools in terms of ensuring that the requisite infrastructure was in place as an avenue of enhancing good academic performance (Halverson *et al*, 2012).

Most of the Boards of Management in Mwimbi Division of Maara District did not carry out the task of provision of physical facilities in the public schools in the requisite manner as espoused by Reche, Bundi, Riungu and Mbugu, (2012). The school administrators affirmed that most of the Boards of Management seldom carried out their tasks but only turned up in the schools for the periodic meetings. The Boards of Management members were not aware of the tasks that they were expected to execute in terms of ensuring the requisite infrastructure was in place within the respective schools. The report called for sensitization of the Boards of Management on their rightful roles before their deployment as a measure of ensuring that they executed their tasks effectively (Reche *et al*, 2012).

Lack of the requisite infrastructural facilities has negatively impacted on the education outcomes as evidenced by results in the K.C.S.E examinations in Gatundu District (Ngaruiya, 2013). Most Boards of Management rarely took charge of their mandate of provision of school infrastructural facilities. This was attributed to over-reliance on government subsidy funds for the infrastructural facilities provision. The study called for constitution of school Boards of Management comprising of individuals having backgrounds in education and the ability to effectively carry out fundraising from community mobilization and related activities to supplement government efforts (Ngaruiya, 2013).

Research Methodology

A mixed methods approach was used by the study, this entailed the quantitative and qualitative methods. The quantitative method was used in the primary data collection by means of quantifying the volumes in terms of frequencies and percentages. The qualitative approach was employed for the open -ended questions in the questionnaires, the interview schedule and the secondary data entailing the academic performance in the different schools within the sub county.

The concurrent triangulation design entailing a fusion of qualitative and quantitative methods was used to carry out an assessment of the influence of the Boards of Management practices on academic performance by pupils' in public secondary schools in Kisii Central sub-county in Kisii County, Kenya According to Orodho (2005), a concurrent triangulation research design is a method of fusion of the quantitative and qualitative methods in the wake of

seeking to get research information. It is mostly used to collect information that entails both the primary and secondary data. This design was deemed appropriate for the study because the researcher relied on both types of data and sought to have a fusion of both in the realization of the study information.

The target population was 498 respondents made up of members of Boards of Management in public Secondary schools in Kisii central Sub-County. The study also targeted the sub-county QASO, Zonal QASO's, County Director of Education and Sub-county Education Officer. These public Secondary Schools have no boarding section and as a result suitable for the government's initiative of sustaining students in school to completion. They operate under government policy whereby the Board of Management members are appointed by the Cabinet Secretary as stipulated in the Education Act, (2013). Therefore, the above target population was suitable for the study because of their involvement in the managing of School Funds for secondary schools.

Results

Descriptive Statistics on the Provision of teaching and learning resources by school Boards of Management

This study sought to find out how the BOM are involved in the provision of teaching and learning resources. This was with an aim of providing an answer to the research question put forth when the researcher embarked on the study. Table 11 presents responses on the BOM involvement in provision of teaching and learning materials

Table 1: BOM involvement in provision of teaching and learning materials

Response	Frequency	Percent
Yes	30	100
Total	30	100

The response as shown in Table 1 shows that all the respondents considered the BOM members to have been actively involved in the provision of teaching and learning materials within the schools. The responses showed enhanced capacity of the institutions in terms of involving the BOM members in the day to day running of the institutions and the provision of teaching and learning materials. This was a confirmation that the schools had realized the essence of involving the BOM members in the provision of teaching and learning materials which was an indication that the BOM members were given the due mandate to carry out their responsibilities.

A study conducted by Gakure, (2013) in Gatanga Sub County showed that lack of support by Boards of Management heavily weighed down on the head teachers in public primary schools, Failure to have good rapport and incidences of mismanagement of school funds heavily antagonized the school managers and caused frosty relations with the Boards of

Management. This has caused many public secondary schools to suffer the pain of lack of teaching and instructional materials occasioning poor academic performance (Gakure, 2013). The study sought to find out the relationship between the provision of teaching and learning resources by school Boards of Management influence the students' performance in KCSE in public secondary schools in Kisii Central sub -county.

The BOM members confirmed that they were regularly involved in the procurement of teaching and learning materials in their respective schools. This was by way of authorizing expenditure geared towards the procurement of the teaching and learning materials. The position was equally confirmed by the sub-county Director of Education. He was of the view that the BOM members were mandated by law to authorize all expenditures in the schools. Their involvement played a significant role in the procurement of teaching and learning materials.

The respondents confirmed that the BOM members were involved in the provision of teaching and learning materials by way of having constant liaison with the administration. This was in the quest of having the materials delivered to the schools in good time. The responses were an indication that the BOM members were greatly involved in the programs put in place to ensure the procurement of the teaching and learning materials was done in a sound manner.

BOM members were involved in measures to assure the schools of teaching and learning materials supplies. Some of the programs in place entailed seeking out well-wishers to donate the teaching and learning materials. The BOMs also motivated parents to provide their children with the teaching and learning materials. Close monitoring to ensure probity of the teaching and learning materials acquisition in terms of the accounting provisions was also a requirement for the BOM's. The responses showed clearly defined roles and the ability of the BOM members to have specific responsibilities in the teaching and learning materials provision.

The responses contrasted with the position taken by Gakure, (2013) in Gatanga Sub County where the study showed that lack of support by Boards of Management heavily weighed down on the head teachers in public primary schools. Failure to have good rapport and incidences of mismanagement of school funds heavily antagonized the school managers and caused frosty relations with the Boards of Management. This caused many public primary schools to suffer the pain of lack of teaching and instructional materials occasioning poor academic performance (Gakure, 2013). This was not the situation in Kahuro whereby the BOM showed great support to the school administrators as opposed to the situation in Gatanga.

Respondents' consideration of the effects of the involvement of the BOM members in provision of teaching and learning materials on schools academic performance was as shown in Table 12 and figure 2

Table 1: Involvement of BOM members in Provision of Teaching and Learning Materials on Schools Academic Performance

Response	Frequency	Percent
To a high degree	16	53
To a fair degree	14	47
Total	30	100

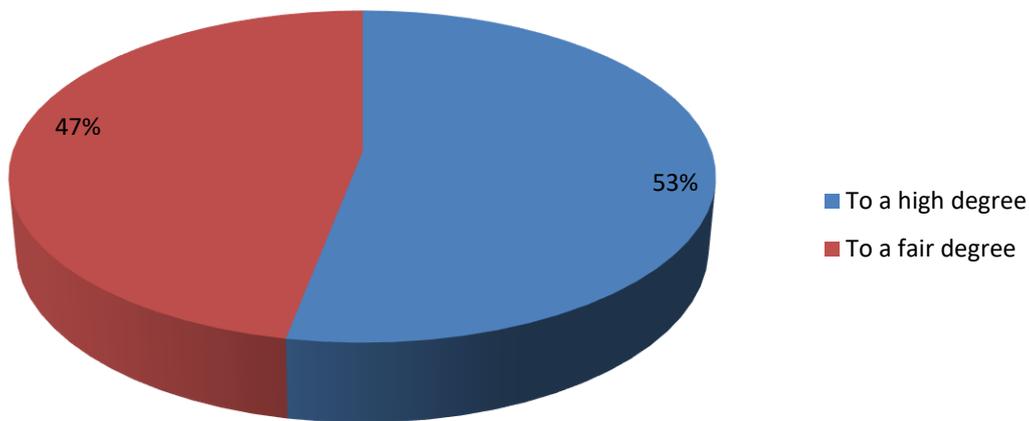


Figure 1: Involvement of BOM members in provision of teaching and learning materials on schools academic performance

The responses showed that all the respondents considered the involvement of the BOM members as having significant influence on the students’ academic performance. The responses denoted the fact that all the respondents acknowledged the role played by the BOM in influencing the students’ academic performance at the advent of the provision of teaching and learning materials.

The responses were reflective of a situation whereby the BOM were highly appreciated for playing their rightful roles in the course of ensuring that the schools accessed the requisite teaching and learning materials. It can thus be interpreted to mean that the involvement of the

BOM members in teaching and learning materials provision had positively impacted on the ability to have the schools posting good academic performance. Similar sentiments were shared by the BOM members which was confirmation of the fact that they appreciated the extent to which the schools involved them in the provision of teaching and learning materials.

The position in the study area identified with studies carried out in Uganda which showed that the liaison between teachers and the Boards of Management affected the capacity of schools to provide teaching and instructional materials for pupils, (Nabukenya, 2012). The ability of the public secondary schools to undertake their functions with due diligence influenced their access to teaching and instructional materials. In some situations some unscrupulous managers misappropriated funds leading to diminished trust and falling out with the school Boards of Management affecting the supply of instructional materials. This disadvantaged the pupils and caused them to post poor academic performance (Nabukenya, 2012). This was a positive attribute of the Boards of Management just as in Kisii Central Sub-County.

Table 3 shows the responses on attributes regarding the teaching and learning materials provision. The ratings were confirmed on a lickert scale of one to five.

Table 3 : Responses on Teaching and Learning Materials Provision

		Consideration of BOM as up to task of provision of teaching and learning materials in right manner		Total
		Yes	No	
Members of the boards of management are always keen on the curriculum requirements of the school	Agree	13	10	23
	Strongly Agree	7	0	7
Total		20	10	30
Regular interaction between BOM members and teachers enables provision of teaching and learning materials	undecided	0	2	2
	Agree	6	8	14
	Strongly Agree	14	0	14
Total		20	10	30
A program of events that is adhered to enables provision of required teaching and learning materials	undecided	0	2	2
	Agree	13	8	21
	Strongly Agree ⁷	7	0	7
Total		20	10	30
BOM is tasked with mandate of ensuring regular supply of pedagogy materials	Undecided	6	0	6
	Agree	7	10	17
	Strongly Agree	7	0	7
Total		20	10	30
School places major emphasis on the previous training and background of BOM members	Agree	20	0	20
	Strongly Agree	3	7	10
	Agree			
Total		23	7	30

Most of the respondents 23 (77%) confirmed the boards of management were always keen on the curriculum requirements of the school. The responses denoted the enhanced ability of the schools to have assertive boards of management members who were keen on the teaching and learning materials requirements in the schools. This was also an indication that the schools had put in place modalities to ensure that they had informed persons who were keen on the teaching and learning materials requirements.

This gave insights on the capacities of the members of the BOM members in sourcing the teaching and learning materials. This was an indication of the BOM members' keenness to assure benefits to the learners. It can thus be interpreted to mean that the schools had the right persons in place to assure the provision of teaching and learning materials.

All the respondents confirmed that their schools placed major emphasis on the previous training and background of BOM members. The responses were an indication that caution was exercised to ensure that the schools got the right persons to sit on the Boards of Management. This reflected the great essence that the schools attached to the membership of the boards with regards to individual qualifications of the office bearers. This was with reference to the ability of the members' proficiency to influence their individual dispositions towards the procurement of teaching and learning materials. It can thus be interpreted to mean that the schools had attached a great premium and gave preference to persons who had the requisite qualifications and training biased towards education.

Most of the respondents 28 (93%) agreed that regular interaction between BOM members and teachers enabled provision of teaching and learning materials. This was confirmation that the schools had put in place provisions for the regular interaction between BOM members and teachers in the quest of determining the teaching and learning materials required in the schools. This was evidence of synergy and mutual relations between the teaching fraternity and the BOM members which had been put in place to ensure that the schools had optimal teaching and learning materials supplied to them. The responses denoted synergy and unity of purpose in the affected schools in the event of procuring teaching and learning materials.

It was also a pointer to the situation of delegated authority in the decision making processes by virtue of the fact that teachers had their input and considerations taken into account by the BOM before the determination of the teaching and learning materials to be procured in their schools. It can thus be interpreted to mean that the head teachers had strived to put in place a collegial environment which allowed mutual relations between the teachers and BOM members and this facilitated ease in the procurement of teaching and learning materials. Some of the schools however had the challenge of mutual relations going by the fact that a negligible percentage of the head teachers were not sure about the situation of the presence of mutual relations between teachers and BOM members. This was indicative of situations whereby some of the head teachers failed to delegate authority as pertains the procurement of teaching and learning materials to the teaching staff in their institutions.

Most of the head teachers confirmed 28 (93%) that their schools had defined program of events that were adhered to enable provision of required teaching and learning materials. The

responses were an indication that the schools had put in place systems and structures geared towards sustainable provision of teaching and learning materials. The responses denoted the ability of the schools to have regular follow-up as regards the availability of the requisite teaching and learning materials and plans for requisition by individual subject teachers.

The responses equally denoted the potential of the schools having accounts for the procured teaching and learning materials and systems for the replacements driven by demands. These reflected the potential of the schools in terms of the ability to ensure wellness and probity in the procurement of teaching and learning materials in terms of having a sequential program of events. This was a pointer to the premium attached to the provision of teaching and learning materials in the affected schools. This was going by the ability to have them dedicate time to the planning for the assurance of sustained teaching and learning materials going by the presence of programs of events to assure the realization of the activity.

The responses confirmed the ability of the secondary schools to adhere to the expected current best practices as regards the documentation of the procurement activities that they engaged in the quest of provision of teaching and learning materials. It can thus be interpreted to mean that most of the sampled secondary schools had put in place effective plans and programs of action to assure them of capacity to acquire teaching and learning materials in the requisite manner.

A very significant percentage 24 (84%) of the respondents were of the view that the BOM were tasked with mandate of ensuring regular supply of pedagogy materials. The responses were an indication that the schools had put in place provisions for the direct involvement of the BOM members in the procurement of the pedagogy materials. This was an indication that most of the schools had adhered to the requisite provisions as regards ensuring the involvement of the BOM in teaching and learning materials acquisition. It was evidence of the fact that they conformed to the provisions of the education act and dutifully carried out their mandates.

Some of the Principals were of the view that the BOM was not effectively engaged in the procurement of pedagogy materials. This was an indication that in some of the schools there was lack of synergy between the school administration and the BOM in the procurement of teaching and learning materials. This depicted a situation whereby the administration stifled the BOM members' levels of influence and activities in the procurement of teaching and learning materials. It can be interpreted to mean that in some of the schools the BOM members did not fully undertake their duties in the requisite manner as regards the procurement of teaching and learning materials.

The sub county director of education and the BOM members had a similar but slightly varied position from that taken by the head teachers. They affirmed that they were involved though to an insignificant extent that entailed just facilitation of the procurement process.

Inferential Statistics Analysis on Provision of teaching and learning resources by school Boards of Management

Data collected from the Principals and BoM members was put into two categories namely: **agree** and **disagree**. The responses in strongly disagree and disagree were termed as disagree generally. The responses in agree and strongly agree were termed as agree generally. The chi-square test and Pearson Product Moment correlation tests were done and results displayed as shown below.

Test Statistics

Table 2 : Inferential Statistics Analysis on Provision of teaching and learning resources by school Boards of Management

	AGREE	DISAGREE
Chi-Square	.857 ^a	.714 ^b
df	4	5
Asymp. Sig.	.931	.982

a. 5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.4.

b. 6 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.2.

Correlations

		AGREE	DISAGREE
AGREE	Pearson Correlation	1	-.981**
	Sig. (2-tailed)		.000
	N	7	7
DISAGREE	Pearson Correlation	-.981**	1
	Sig. (2-tailed)	.000	
	N	7	7

** . Correlation is significant at the 0.01 level (2-tailed).

The chi-square was assessed on the basis that $p > \alpha$: value of p is .931 and .982. The value of α is 0.05. Both the p values obtained were more than 0.05 indicating that the observed frequencies for agree and disagree would not be significantly different from what the researcher would have expected to get by chance. Thus the researcher concluded that there was no difference between agree and disagree in the head teachers and BoM members on provision of teaching and learning resources by school Boards of Management. The Pearson Product Moment correlation at two tailed is .000 and the significance level is 0.01. This means .000 is less than 0.01 thus showing a significance level. This means that there was significant difference in the variables from what could have been expected by chance.

Thematic Analysis on Provision of teaching and learning resources by school Boards of Management

The Sub County Director of Education interviewed agreed that Provision of teaching and learning resources by school Boards of Management was low. However, he noted that the head teachers were the ones to blame since they are the people on the ground and are supposed to report to the BoM of the availability of teaching and learning resources as one he said,

“I am not sure if the head teachers report to the BoM on the availability of the teaching and learning resources. If they would do so the BoM should make a provision on the available resources to increase and make them available to all.”

Mixing of Data on Provision of teaching and learning resources by school Boards of Management

The data captured on availability of Provision of teaching and learning resources by school Boards of Management was looked at from the qualitative and quantitative angles. In both cases, it was established that there was a deficiency in the provision of teaching and learning resources. It is imperative that head teachers should report to the BoM on the availability of the physical resources for (Westwood, 2011).

Conclusion

The study drew the following conclusions:

The BOM members were considered to have been involved in the provision of teaching and learning materials within the schools. The BOM members were regularly involved in the procurement of teaching and learning materials by way of authorizing expenditure geared towards the procurement of the teaching and learning materials.

The BOM members were considered to have been involved in the provision of physical facilities in the institutions. The BOM members could effectively ensure that their schools were provided with the requisite physical resources by way of engaging in fundraising activities from donor institutions and well-wishers.

Recommendations

The study made the following recommendations:-

The Ministry of Education should put in place measures to ensure that only competent persons sit on the Boards of Management of the public secondary schools. Emphasis should be placed on previous exposure with regard to training and proficiency in the education sector to ensure that the BOM members have good interaction with the teaching and learning requirements. This will see to it that the procurement and provision of teaching and learning materials is done in the requisite manner.

Measures should be put in place to ensure that the exchequer makes provisions for budgetary allocations to be expended in the procurement of physical facilities for the public primary schools. This will ensure that the BOM members realize the requisite capacity to effectively make provisions for all the required infrastructure in the public primary schools. It will ensure that optimal academic performance is posted owing to the capacity to access the required infrastructure.

The Ministry of Education should strive to make sure that the provisions in place for the teacher pupil ratio are met. This is by way of employing the required teacher number in all the public primary schools. In the event of shortfalls, the public secondary schools should be empowered through monetary appropriations with an aim of facilitating them to employ teachers to bridge it.

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