

Financial resources in the government is scarce due to the needs of the various sectors, hence there is need to optimize on the little which comes to every sector. Education is one of the sectors which take the lions share in terms of development and recurrent expenditure. There is need to ensure that the investment achieve the intended purpose. This was done by studying the influence of the management of the scarce resources and the outcome in terms of performance in national examinations. The three facilities classrooms, libraries and laboratories were studied since they are the very basic and vital facilities. The nature of the curriculum offered in a school is closely related to the resources which are available and most importantly, how well they are used. Resources are essential to get our work done. One of the main resources is material resources as given by Otieno & Muathe (2009).

3. Research Methodology

Descriptive survey research design was used in this research to obtain teachers' perceptions on the influence of selected instructional resources on performance in national examinations in public secondary schools. Performance of students in secondary schools in Konoin Sub County is low; hence this study was intended to find out teachers' perceptions on the influence of management of selected resources on performance in national examinations. Survey method was found to be appropriate because it has an advantage of collecting information at a particular point in time (Nassiuma & Mwangi, 2004). Information on teachers' perception was obtained by administering questionnaires to teachers in the Sub County. Qualitative data was obtained by interview schedule with principals in Konoin Sub County for triangulation.

3.1 Sampling Procedures and Sample Size

In survey research appropriate sampling techniques should be used if the entire population is not manageable (Mugenda & Mugenda, 1999). Since the population of teachers in the Sub County are many it was advisable to sample to obtain manageable number. Stratified sampling procedure was used in this study to obtain schools where teachers to respond to questionnaire were obtain from relevant department by simple random sampling Orodho, (2012).

The departments from which teachers were selected from are Mathematics/computer, sciences, languages, humanities and technical. Principals and teachers are chosen since they have information about school administration hence conversant with management of resources Mugenda & Mugenda, (1999).

Table 3 gives the summary of how the sample size was obtained

Table 3: Sample size

Category of School	Population	Sample size	
		No. of principals	No. of teachers
Girls' Schools	3	3	15
Boys' School	3	3	15
Co-educational Schools	24	14	70
Total	30	20	100

Table 3 shows how schools are selected in order to have representation of different categories of schools. The number of schools selected from each category depend on the total number of schools in that category. The study used two instruments to obtain the data, Principals' Interview Schedule (PIS) and Teachers' Questionnaire on Management of Resources (TQMR). The instruments were pilot tested in three schools in Bomet County to improve on their validity and reliability. Three schools are normally recommended in piloting instruments (Mugenda & Mugenda, 1999).

A questionnaire is a collection of items or questions to which a research subject is expected to respond (Kathuri & pals, 1993). The items in questionnaire comprised of close ended questions in order to ensure that responses address the objectives. The study was assessed through question items on a five point Likert scale ranging from Strongly Disagree S.D=(1), Disagree D=(2), Undecided U=(3) Agree A=(4) and Strongly Agree S.D=(5) ranked from 1 which is the lowest to 5 being the highest. Each of the items in the questionnaires was designed to obtain information based on research questions of the study. The questionnaire had items design to obtain information on teachers' perceptions on management of classrooms. Data was collected by researcher visiting schools after getting permission from the relevant authorities

3.2 Data Analysis

Nassiuma and Mwangi (2004) explain that the information collected usually consists of large sets of disorganized data and there is always the urgent need to organize or to classify the sample. The study generated both quantitative and qualitative data, hence quantitative and a qualitative method was used for data analysis based on research question.

4. Results and Discussions

4.1 Demographic Characteristics of the Respondents

The respondents in this research were 76 teachers and 16 principals. Teachers were sampled from the five academic departments including Languages, Mathematics, Sciences, Humanities and Technical. One teacher was sampled from each department, per school from the 16 schools hence obtaining representation of the entire relevant departments to respond to TQRM.

A summary of percentage of perceptions of teachers on the influence of management of classrooms on performance of students in KCSE based on a 5 point likert scale

Table 4: Summary of Perceptions of Teachers on Management of classrooms

Item	Response Percent N = 76				
	SD	D	U	A	SA
Well maintained classrooms in the school has boosted performance in KCSE	8.0	22.7	4.0	52.0	13.3
Painting of blackboards, walls, floors and ceiling positively influence students' performance in KCSE	13.3	28.0	8.0	36.0	14.7
Presence of wall charts displayed in classrooms affects performance in KCSE	10.8	5.4	8.1	52.7	23.0
Classrooms have enough furniture which allows students to study comfortable leading to good performance in KCSE	1.3	22.7	6.7	45.3	24.0
Furniture in the classrooms are comfortable and durable this promotes performance in KCSE	9.3	24.0	12.0	34.7	20.0
Average percent	8.5	20.6	7.8	44.1	19.0

The information on table 4 shows the distribution of perception of teachers on the management of classrooms and the influence on performance of students in KCSE. The results shows that 65.3 % of teachers were of the view that well maintained classrooms in school boosts performance of students in KCSE while 30.7% did not view classroom management to influence students' performance in KCSE.

5. Conclusions

Based on the study findings, the following conclusions were made:

Management of classrooms influence the performance of students in KCSE and hence prudent management should be emphasized.

There should be proper delegation of duties and responsibilities by principals on the management of classrooms. Good classrooms were seen to enhance performance of students in KCSE. Stakeholders should herefore focus on expanding and improving the existing classrooms. This may enhance teaching and learning and sustain students' progress in climbing the academic ladder. Classrooms have to be adequate in number and sizes. The number and sizes of this facility must match the number of learners. Inadequacy in number and sizes may lead to strains on their utilization.

5.1 Recommendations of the Study

Based on the findings of this study, the following recommendations were made:

Principals and school management should ensure that there is proper management of classrooms. Government should allocate enough funds to schools and remit in time in order to facilitate acquisition and maintenance of classrooms. This, impacts positively on students' performance in KCSE.

To ensure that classrooms are utilized effectively, it is imperative that the government formulates policies and ensure the enrolment of 45 students per class policy is implemented for cost effective use of these educational facilities. Monitoring the putting up of enough classrooms and ensure they are of the correct sizes is critical. Creating more streams in those schools that have attained more than the maximum enrolment per class can be the most appropriate option. Expanding the facilities to accommodate the increase in number of students is important for sustaining internal efficiency levels.

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