

Perceptions of Teachers on the Influence of Management of Classrooms on Academic Performance of Students in Public Secondary Schools in Konoin Sub-County, Kenya

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Abstract: *Performance of students in Kenya Certificate of Secondary Education (KCSE) in Kenya and more so in Konoin Sub-County is poor. Performance of students in examinations is influenced by several factors among them being management of educational resources, both human and physical. Management of resources in education entails manipulating resources in order to achieve intended educational goals. One of the goals of education in Kenya is to produce quality and relevant manpower. This can only be achieved by providing quality and relevant education. One of the factors used to measure quality of education is performance of students in examinations especially the national examinations. The purpose of this study was to establish the influence of management of instructional resources on the performance of students in KCSE in Konoin Sub-County. The resource under the study is classrooms. These was selected because it is directly used for academics and related programs. This was done by studying the teachers' perceptions on the influence of management of classrooms on performance in KCSE. Descriptive survey research design was used in this study. The target population was 300 teachers in 30 public secondary schools in Konoin Sub-County. Sample of 76 teachers were sampled from specific departments in 16 secondary schools. Principals of selected schools were interviewed to get their views on management of resources used for triangulation of data. Data was collected using Teachers Questionnaire on Management of Resources (TQMR) while Principals Interview Schedule (PIS) was used to get information from the principals. The study instruments were validated by six experts from the Department of Curriculum, Instruction and Educational Management in the Faculty of Education and Community Studies at Egerton University. The instruments were pilot tested in three schools and items in TQMR were split into two that is even and odd and used to compute Cronbach alpha coefficient where a coefficient of 0.82 was obtained which was within acceptable limit of 0.7. Descriptive statistics including frequencies and percentages were used in the analysis of data by use of Statistical Package of Social Science (SPSS) version 17.5 for Windows. The general observation from the finding is that teachers perceive management of classrooms to greatly influence performance of students in the national examinations. The study finding provides data which can be used by principals to improve on their management in order to better students' performance in exams and that ministry of education officials can also find the data useful in making decisions on schools management and that data obtain can be used for further studies.*

Keywords: Management, Perception, Performance, Principal, Stakeholders

1. Background to the Study

Formal education is a tool for effective national development in every country. Developed countries like Japan started by giving educational resources a lot of emphasis (Leiward, 1992). In America there were big inequalities where in some classrooms \$ 6,000 was spent per unit and \$ 100 was spent in others. Educational resources in schools where less money was spent between 1988 and 1992 stood in deplorable condition (Leiward, 1992). It was also recorded that one third of all junior high school students were more than two years behind in reading, and 10,000 seventh graders were reading four years below level in schools in America where less funds was spend as given by the same report.

If a school is expected to act as a model of micro community, it will need to design projects which have an economic value to the community and at the same time demonstrate the spirit of independent and creative thinking. In Tanzania, announcement of the new education policy popularly called self-reliance led to development of very many school farms which were uneconomical (Tsuma, 1978). A school may design a well-controlled farm or workshop which the theoretical classroom knowledge is

translated into practical co-operative activities and disseminated to communities.

Developing countries need to invest more in educational resources and ensure that those resources are efficiently managed so that they are beneficial to the community (Government of Kenya, 1997; United Nations Environmental Science Organization (UNESCO), 1996; World Bank, 1996). In Kenya education has been given emphasis in Kenya Vision 2030 under social pillar (Government of Kenya (GOK), 2007). The amount of resources invested in education has direct bearing with the performance in examinations (Bakhda, 2004). Kenya as a country spent 80% of her Gross Domestic Product (GDP) on education according to 2011/2012 budget (GOK, 2010) yet the performance in Kenya Certificate of Secondary Education (KCSE) is still wanting.

In Konoin Sub-county, Bomet County the government disbursed Kshs 591,208,696.00 in the year 2010/2011 under the vote heads shown on Table 1 (Konoin Sub-county Data 2011).

Table 1: Financial allocation to Konoin Sub County 2010-2011

<i>Vote Head</i>	<i>Amount Ksh</i>
FPE Account 1&2	246,594,175.00
FDSE-Tuition & Operation Accounts	146,674,424.00
ECDE Community Support Grants	5,180,057.00
Infrastructure Improvement Grants (KESSP)	30,579,590.00
Economic Stimulus Program (ESP) Centres of Excellence	30,000,000.00
Model Primary Schools	7,000,000.00
Tree planting	1,200,000.00
ICT-Computers	1,500,000.00
Laboratory Equipment	3,317,536.00
Pockets of Poverty Grants	115,600.00
Education Projects	885,100.00
CDF Funds towards Education Infrastructure Improvement	118,162,214.00
Grand Total	591,208,696.00

Source: Konoin Sub County Report on Financial Period 2010-2011

The figures in Table 1 show that large amount of funds are spent on educational resources by the government in the Sub County. A principal is expected to effectively manage the resources that are in school. The effective use of these resources ensures that the school achieves its goals (Kenya Education Staff Institute (KESI, 2011).

The investment on educational resources is expected to give high returns in form of performance of students in examinations but this is not true for the Sub County due to poor performance posted in KCSE as shown by the results analysis between 2008 and 2012 inclusive as given on Table 2.

Table 2: KCSE Results for Konoin Sub County 2008-2012

Year	Entry	A	B	C	D	E	No Results	Ms	MG
2008	898	3	56	472	350	11	6	4.22	D+
2009	979	3	83	528	336	25	4	4.20	D+
2010	994	3	129	585	282	8	12	4.89	C-
2011	1166	11	188	641	280	9	8	5.14	C-
2012	1343	15	298	485	52	14	11	5.48	C-

Source: Konoin Sub County KCSE Results Analysis 2012.

The KCSE grading system ranges from grade A to grade E with the highest Means score (Ms) of 12 being grade A, and the lowest one being grade E. The figures on Table 2 show that the Sub County is performing below average since the expected average is 6 or C. A research carried out by Keraro, (2002) in Bomet shows that most schools which were well equipped with science teaching and learning facilities which were properly managed, normally ended up getting better results in science subjects in national examinations. Resources in schools include but not limited to classrooms, offices, stores, laboratories, workshops, staff houses, dormitories, sanitary and health units, dining hall and so on (Olembo et al.,1992).

The poor performance was likely to be due to the way the classrooms, libraries and school science laboratories were managed. Therefore it was necessary to find out the influence of management of the mentioned instructional resources on performance in KCSE. These are resources that

are directly used for academic activities.

1.2 Objective of the Study

Establish teachers' perceptions on the influence of management of classrooms on the performance of students in KCSE in public secondary schools in Konoin Sub County.

1.3 Research Question

What are the perceptions of teachers on the influence of management of classrooms on performance of students in KCSE in public secondary schools in Konoin Sub-County?

2. Literature Review

2.1 Management Process

Management is broadly defined as the process of getting things done through others, such as employees in an organization (Sagimo, 2002). For management to be effective it requires people to perform the functions of staffing besides utilizing resources like money (capital), equipment and machinery among others with the aim of achieving some goals/objectives for the growth of the organization. In Kenya the management of each public institution particularly secondary schools is the responsibility of Board Of Management(BOM) (Mbiti.2007). This is the body which is legally entrusted with the management of all programs in secondary schools under the guidelines of the legal documents like education Act, the principal being the chief executive officer and secretary to BOM. Figure 1 is an organizational chart that shows the management structure in secondary schools. The management structure include agencies such as Higher Education Loan Board (HELB), Commission for University Education (CUE), Kenya National Examinations Council (KNEC) Kenya Education Management Institute (KEMI), Kenya Education Staff Institute (KESI), Kenya Institute of Special Education (KISE)

The work of the principal in a school is to manage curriculum to follow national guidelines, to develop a school curriculum and organize school life in a way which will enhance the hidden curriculum. The principal needs to take a leading role in ensuring that the resources are properly utilized in order to achieve curriculum objectives.

It can actually be said that the success of a school in achieving its goals depend solely on how effectively one utilizes the resources at once disposal (KESI, 2011). This begins with the sourcing of the necessary materials, how much are HODs' utilized in planning on what to purchase that are needed within the term (Secondary schools' principals' workshop, training manual 2010-2011).

The role of management can be done more effectively when there is proper delegation of duty and that those who are delegated duty are properly inducted in order to avoid duplication and/or gaps. The teachers perceptions of the extent to which their head teacher exercise transactional leadership are usually significantly correlated with own satisfaction with as well as their effectiveness on their job

(Olembo et al., 1992). In order to perform its role effectively and efficiently, a school, and by implication the education system, must be able to afford a foresighted educational leadership which is based on sound management principles and techniques (Okumbe, 1999). It is therefore incumbent upon the educational manager that he or she ensures that the policies and objectives of the school are clearly stipulated and well known to both the occupants and society. It is through policies and objectives that the direction and destination of the school activities can be patterned. An education manager should be able to identify the sources of appropriate resources for learning and teaching, the appropriate curriculum and above all a congenial human resource. Having identified these resources, the educational administrator must ensure that these are procured in good time for the successful achievement of the objectives (Okumbe, 1999). Teachers count on their principals as sources of information on current trends and effective instruction practices (Otieno & Mauthe, 2009).

The above processes are incomplete without the mention of finances. In secondary schools in Kenya the main source of finances are parents and the government. As a financial controller, head teacher must ensure that proper budgeting and accounting is done with the help of the school bursar and / or accounts' clerk (Olembo et al., 1992). It is important to note that the bursar plays a very important role in the management of school finances and physical facilities. He/she assists the Head teacher who is the legal manager of the school and supervisor of any activity taking place in the school. In that case the bursar takes the role of a professional in matters regarding finances and property while the head teacher holds the power of authority on budget expenditure (Ochieng, 1996). The head teacher should engage experts who are qualified and committed at the relevant positions like that of bursar and storekeeper to help him manage the school properties well.

Schools can also look for ways and means of getting more revenue to meet the schools increasing demands. Some schools have started revenue generating projects like farming, dairy production, and poultry and hiring out of school facilities like halls, fields and buses. This is carefully done to avoid diverting the schools core objectives to that of business.

Modern technology is another pertinent issue in education management. If teachers are expected to perform competently in development and administration of the processes of planning for instructions, schools must put in place basic infrastructure like secure school buildings, which are structurally and architecturally appropriately designed (Kafu, 2010). Other related infrastructure is electricity, water and communication network.

Security of the school and school property is very important. The safety factor is of paramount importance in all aspects of human life. In the school situation, safety standards cover those practical measures which have been put in place to minimize injuries arising from structural negligence, in the use of equipment, or any other anticipated danger (Mbiti, 2007).

2.2 Management of Physical Facilities in Secondary Schools.

The school property refers to all the physical facilities, equipment and the land which a school possesses (Mbiti, 2007). The school property is at the custody of the school management. The principal being the chief executive and accounting officer manages the school properties together with the Board of Management (BOM) on behalf of the Ministry of Education (MOE). The head teacher must ensure that all the physical facilities in the school are available and well maintained. Such facilities include classrooms, offices, stores, laboratories, workshops, staff houses, dormitories, sanitary and health units, dining hall and so on (Olembo et al., 1992).

Since 2003, Kenya has made a lot of progress in a bid to expand access and retain children in school. These methods have been accelerated by adoption of Sector Wide Approach Program (SWAP) and Kenya Education Sector Support Program (KESSP) as part of strategies to achieve Education for All (EFA) (GOK, May 2010)

Physical facilities dictate the enrolment in a school. Physical facilities in a school range from the very basic of classroom to the most complex such as Information Communication Technology (ICT), Information Technology (IT) and internet. All these facilities should exist in an ideal situation however; the opposite is true. This necessitates adapting facilities and using space for multipurpose activities (Bakhda, 2006). It is important to have proper planning by prioritizing the school needs where learners' instructional need takes top priority. This can be managed wisely by ensuring that they are acquired in time, properly maintained and wisely used.

For teachers to perform competently in development and administration of the process of planning for instruction, schools must put in place basic infrastructure like secure school buildings, which are structurally and architecturally designed. These institutions should have steady supply of electricity and effective communication systems installed/established, seek government's support in the development of good transport systems, and develop staff housing facilities preferably in the school system premises that can provide a facilitative environment for the development of the process of planning for instruction (Kafu, 2010). A good head teacher, together with his team, should be able to adapt and utilize the available facilities to suit the school curriculum, and to suit the many kinds of functions and occasions organized for students, parents, teachers and visitors (Bakhda, 2006).

2.3 Management of Instructional Resources

Resources management aims at optimizing performance in meeting customers service requirements while at the same time adding to profitability by minimizing costs, and making the best use of resource. Organizational effectiveness refers to the ability of an educational organization to procure and efficiently use available resources in order to achieve the goal for which it was established (Olembo et al., 1992). The question of equipment requirements demands on not only

what is necessary but also what is modern and up to date if good quality work is to be done (Mbithi, 2007). It embraces planning, purchasing, production and inventory control, storage, material handling, physical distribution and disposal of materials (Sagimo, 2002). A recognized secondary school is a school which is following a well formulated educational programme.

Instructional materials range from teachers' requirement for lesson preparation and delivery to office requirements for management purposes. The most commonly used materials are chalks, foolscaps, printing papers and ink, exercise books, textbooks, chemicals and apparatus, games facilities and any other related materials.

A major part of the success of a good school is how well resources are managed and maintained. This includes text books and other learning materials and physical facilities that make-up the school environment; building furniture, land, animals and equipment (MOE, 1999). Therefore it is important to manage resources prudently in order to facilitate attaining of set objectives and goals of a school. The major purpose of maintaining high standards of upkeep of school property is that, at the end the place may be habitable, safe, and aesthetically appealing as a teaching and learning environment (Mbithi, 2009).

2.4 Curriculum implementation and Performance in Examinations.

Performance of students in examinations depends on the way curriculum is implemented in respective schools. The implementation of curriculum in turn depends on management of instructional resources. The school curriculum normally contains the goals, aims and objectives of education, and it indicates and defines the learning experiences prescribed for a student (Kafu, 2010). Management of curriculum then means ensuring that learning activities are centered on the set goals. Professionally, a school curriculum is the total sum of learning experiences/activities planned and developed for students /target group of learners by an appointed or established educational authority over which an educational institution has responsibility (Kafu, 2010). Normally the school curriculum is based on the national aims, objectives and goals of education. School programs should be designed

to benefit the child. The school head advised by subject heads/departmental heads should ensure that the school has obtained the correct syllabus in any particular school, one from KNEC and that of KICD and teachers should harmonize both syllabuses to avoid using KNEC syllabus alone for examinations (Masiga & Ouya, 2012).

The school program is not a haphazard activity but is made up of several programs and activities in various departments. All programs need a lot of planning and organization to be effectively executed for the purpose of benefiting the learner in the school (Wango, 2010). Curriculum implementation can be evaluated by use of standard assessments. Education standards are drawn on the national curriculum and other assessment tasks that the school is expected to put in place in order to ensure that quality education is offered to students in schools (Wango, 2010). The process of assessment reviews the existing school curriculum, teacher-training programs, administration of education, and the development and management of appropriate learning facilities and resources (Kafu, 2010). This is effectively done through national examinations and hence examinations cannot easily be separated from curriculum implementation. Every school must have laid down goals, aims and objectives. If the institution is set up and financed by the government, it is expected that the school will teach and examine using the curriculum set by the Ministry of Education. The government authorities will stipulate the subject syllabus, timetables, textbook titles and examinations requirements (Bakhda, 2006). It is unfortunate that the main yardstick used to measure the success of a school is the performance in national examinations regardless of resource endowment of the school.

2.5 Conceptual Framework

This model was developed to include the interrelationships between independent, intervening and dependent variables of the study. The model attempts to combine the units of analysis in the study. These are teachers' perceptions on the influence of management of resources which is restricted to classrooms, libraries and laboratories on the performance in national examinations in secondary schools. The relationship between the variables was studied and conclusion drawn before making recommendations based on objectives.

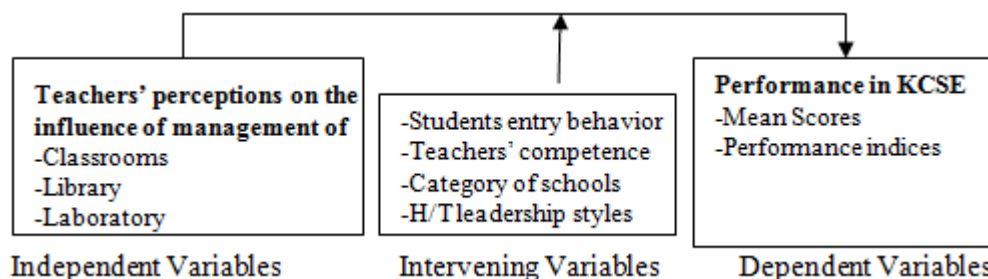


Figure 2: Conceptual Framework on the Teachers' Perceptions on the Influence of Resource Management on Performance in National Examinations.

Teachers are expected to give information on the perception on the effect of management of classrooms, libraries and laboratories as independent variables on performance in

KCSE as dependent variable. The intervening variables can be controlled by use of variance and trends.

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.

6. Acknowledgement

I highly acknowledge Anditi, Z.O., Koross, P.K.A for their unfailing encouragement and support during my research. Their personal commitment has contributed in making this research journal what it is. Their valuable feedback and professional advice received from them were very instrumental towards the completion of this work. Finally my gratitudes goes to the teachers of public secondary schools in Konoin Sub-County especially those who were involved in the study for their unfailing assistance and understanding.

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