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Effects of Resource Management on Academic Achievement of students in Public Secondary Schools in Garissa Sub-County, Kenya

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Abstract

The purpose of this study was to establish the effects of resource management on academic achievement of students in public secondary schools in Garissa Sub-County, Kenya. The study's objectives were to examine the effects of human resources and the influence of financial resources on students' academic achievement in secondary schools in Garissa Sub-County. The researcher employed survey research design and all the 8 public secondary schools where 8 principals and 40 Heads of Departments (HODs) were used as a target population. The sample comprised of 8 principals and 20 heads of departments on which interviews and questionnaires were used to collect data for the study. Reliability of questionnaire items was ensured by use of Cronbach's alpha index and was found to be 0.749 while validity was ascertained with the assistance of supervisors. Data collected through questionnaires was analyzed using Pearson r with the aid of Statistical Package for Social Sciences (SPSS) while that from interviews was reported verbally. Interpretation of results was based on an alpha of .05 and a df of 20. The findings of the study revealed that there was a significant relationship between academic achievement and human resource and financial resources management. Out of this study recommendations were made to the national government and Garissa county government.

Key words: *School based factors, internal efficiency, Human resources, financial resources Physical resources and T/L resources.*

Introduction

Resource management is a vital ingredient in academic achievement of a learning institution. It is the process of using institution's incomes and assets in the most efficient way possible to achieve the set goals. These resources include physical such as buildings, playfields and equipment; financial resources such as funds from government, Non-governmental organizations (NGOs), donations and fees paid by students; and material resources like books in the libraries and human resources such as school managers, teachers and students (UNESCO, 2007; OECD, 2008). Resource management comprises of acquiring, allocating and utilization of resources.

Background to the Study

Globally, education is recognized as a basic human right. It is a form of investment that is perceived to contribute to development of both individual and society. Investing in educational resources is the key to ensuring that schools become institutions where students work together, learn from each other and benefit from a supportive school environment, and consequently maximize student learning so that all students achieve their full learning potential. The main goal of education is to prepare individuals for society by transmitting the knowledge, skills, attitudes and cultural norms of the adult world to the younger world (United Nations Scientific and Cultural Organization (World Bank, 2005; UNESCO, 2007; UNICEF, 2008).

According to Wenglinisky (2005) the availability and utilization of human and non-human resources determine the efficiency of the school system. Schools that do not have adequate facilities such as workshops, laboratories, classrooms, teaching learning materials are unlikely to post good results. Abayomi and Olukayode (2006) state that resources in schools are important in education because learning takes place best through discovery, exploration, and interaction with the internal and external environments. As a result, one of the main emphases in education today is the shift from a teacher centred approach to a more learner centred approach. This involves putting the learner's needs at the center of activities. To achieve this goal teachers need to use a wide variety of resources, which can enrich the learning environment.

In Kenya, education resource management entails prudent utilization of personnel, materials, funds and equipment to enhance efficiency in delivery of quality education. Education is the most costly service in the nation and unaffordable to many Kenyans (Republic of Kenya, 2003). However, the government of Kenya is committed to improving academic performance and fulfillment of her goals as articulated in her Education Sector Support Programme (RoK, 2005). Garissa Sub-county has 9 public secondary schools and only 8 have been presenting KCSE up to 2016.

Statement of the Problem

Although the Kenyan government has put several measures in place to improve the quality of education like teacher salary increase to boost performance, students' academic achievement in public secondary schools in Garissa Sub-County has been persistently low. In 2013, for instance only 15% of students enrolled scored at least a C+ in KCSE, a grade required to join university for degree courses. The performance was weakest in 2014, where only 11% of students scored a mean grade of C+.

In 2015 the performance slightly improved to 17% and in 2016 the performance was only 16%. According to Garissa County Director of Education Report 2017, this is associated with financial and human resources and their management in schools.

This situation is worrying due to the fact that the schools enroll students with favorable entry behavior and receive adequate funding from the government and other stake holders that expect good outputs.

Research Hypotheses

- There is no relationship between human resource management and academic achievement of students in public secondary schools in Garissa Sub-County.
- There is no relationship between financial resource management and academic achievement of students in public secondary schools in Garissa Sub-County.

Literature Review

According to Olagboye (2004), people and knowledge, skills and attitudes in them constitute resources. Okwori (2006) agreed with this assertion and added that expertise in technical, mechanical, managerial, social and other areas potentially available for utilization in social and economic institutions constitute human resources. It is argued that human resources is an important aspect in school academic performance (Gori, 2015). Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work (Ivan, 1994). Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison & Mayer, 1964; Husen, 1978 & Heinemann, 1981). Gori (2015) on the other hand found out that there is a link between human resource management and academic performance of students in secondary schools.

Financial resource is a key element among educational resources. Financial resources are used for the acquisition of other resources such as physical facilities, teaching-learning materials and human resources (Lumuli, 2009). Availability and adequate financial resources will enable a school acquire other resources. Despite the importance of financial resource in promoting acquisition of other resources, a draft report on cost and financing of education found that schools have a narrow revenue base which consists of mainly school fees (RoK, 1995). School fees make up over 90% of total revenue collected by the schools (Selina, 2012). According to Lyons (2002) learning is a complex activity that puts students' motivation and physical conditions to test. It has been a long-held assumption that curriculum and teaching are the only major parameters that have an impact on learning.

Research Methodology

The study was carried out in Garissa Sub-County in former North Eastern province, Kenya. The target population was 48 respondents (8 principals and 40 heads of departments) from all the 8 public secondary schools in Garissa Sub-County. The researcher used a survey research design which was helpful in indicating trends in attitudes and behaviors, and enabled generalization of the findings of the research study (Neuman, 2000). It was also suitable in

this study because allowed the conducting of research within a short period of time (Gall, Gall & Borg, 2003). The researcher used census sampling to arrive at 8 principals for interviews while simple random sampling was used to select 50% of heads of departments (HODs) to arrive at a total of 20 for questionnaires in the study. Quantitatively collected data were analyzed using Pearson product-moment correlation coefficient analysis with the help of Statistical Package for Social Sciences (SPSS) while qualitatively collected data was analyzed verbally. Interpretation of results was based on α (.05) and a df of 20 and 8 for quantitative and qualitative strategies respectively. Results were presented using Tables.

Questionnaire's Reliability and Validity

The tool's reliability for data collection was tested using Cronbach's alpha index and was found to be .749. To ensure whether the measure reflected the content of the concept in question, the researcher applied face validity before the items were used to collect data from HODs.

Presentation of Data Analysis, Research Findings and Interpretation of Results

Hypothesis 1

There is no relationship between human resource management and students' academic achievement in public secondary schools in Garissa Sub-County.

A Pearson product moment correlation was run to determine the relationship between human resources management and academic achievement of students in public secondary schools in Garissa Sub-County. A computation that involved human resource ($M = 2.28$, $SD = .465$) and students' academic achievement ($M = 2.75$, $SD = .405$) was done as shown in table 1.

Table 1

Study Variables' Means and Standard Deviations

	Mean	SD
Human resource	2.28	.465
Financial Resources	2.40	.562
Academic Achievement	2.75	.405

The analysis produced an r of .515 and a p value of .020 at a df of 20. This shows there was a positive correlation which was statistically significant; $r(20) = .515$, $p < .05$ as shown in table 2. Based on this, the null hypothesis was rejected; hence there was a significant relationship between human resources and students' academic achievement. The results revealed that an improvement on human resources will lead to positive students' academic achievement.

Table 2

Pearson’s Correlation Analysis of the Relationship between Human Resources Management and Public Secondary Schools’ Academic Achievement

Management	Human Resource Achievement	Academic
Human Resource	Pearson correlation	1
	Sig-2 (tailed)	
	N	20
Academic Achievement	Pearson correlation	.515
	Sig-2 (tailed)	.020
	N	20

$P < 0.05, df = 20$

The principals from the 8 public secondary schools under study were assigned numbers in order to identify them as respondent 1 to respondent 8 with the aim of getting their opinion on effects of resource management on academic achievement of students in public secondary schools in Garissa Sub-County.

On variable 1, the researcher wanted to get their opinion on whether human resource management had a relationship with students’ academic achievement in public secondary schools in Garissa Sub-County. To do this, Questions 1, 2 and 3 of the structured questions from the interview schedule were used. Question one was used to get information on whether they had adequate number of teachers in the school to implement the curriculum. They had this to say: respondent 2 said, “We have a shortage of teachers especially for science subjects”. Respondent 3 said, “There is an alarming shortage for language teachers for both English and Kiswahili”. Respondent 4 said, “There is need to add more teachers since the current teachers have a large workload which may compromise the quality of education offered to students”. Respondent 6 said, when teachers go on transfer they take too long to get a replacement or the school may never get a replacement at all”. Respondent 7 had this to say, “We need more teachers to enable us implement the curriculum”. Respondent 8 said, “Currently we are managing with what we have but we would appreciate if we got more teachers”. Respondents 1 and 5 both agreed that they had enough teachers to implement the curriculum.

On question 2, the respondents were asked what the role of teachers in the school was and they had this to say: Respondents 1, 4 and 6 had a similar response that their role was to teach the set curriculum and ensure syllabus coverage as required. However, respondents 2 had this to say, “Other than teaching the set curriculum we offer guidance to students with indiscipline issues and involve their parents for follow-up”. Respondents 3 and seven had a similar response but respondent seven added that; “we offer guidance and counseling through the department

of guidance and counseling and instill discipline in students”. He further added that; “we mentor students and encourage them put more effort in their studies through organized speeches and open forums whereby students express themselves and air their opinions in a bid to make them feel as part of the school community”.

Respondents 5 had this to say: “other than teaching the set curriculum and syllabus coverage on time, each teacher is assigned a group of students who are called “his” or “her” children and if any of her children has a problem the guardian teacher has to handle it. The guardian teacher to each group establishes a bond with the students and they feel free to share their academic challenges”. Respondent 8 had this to say: “a teacher’s work is to teach students as long as they attend to lessons without failure”.

Question 3 of the interview schedule sought information from principals whether they had daily register for staff members and they had this to say: All the 8 respondents agreed that they had a daily register for staff members although respondent 3, 6 and 7 said staff absenteeism is a major challenge to them since teachers who are absent several times fail to cover the syllabus resulting in poor academic achievement.

The analysis of data collected using questions 1, 2 and 3, can help to give a conclusion that human resource management has a relationship with students’ academic achievement. The analysis clearly reveals that a teacher’s commitment on his job greatly affects the students’ academic achievement. This is similar to the Pearson product-moment correlation analysis that is also supported by the findings of Juma (2011), who found out that human resource as a factor of production was affected by adequacy and quality as reflected by level of training and level of motivation. On the other hand, overloaded teachers do not have enough time to prepare well for class work and this impact negatively on students’ academic performance (Sneider, 2002).

Hypothesis 2

There is no relationship between financial resource management and students’ academic achievement in public secondary schools in Garissa Sub-County.

A Pearson product moment correlation was run to determine the relationship between financial resources and academic achievement of students in public secondary schools in Garissa Sub-County. The computation was done between financial resources ($M = 2.40$, $SD = .562$) and students’ academic achievement ($M = 2.75$, $SD = .405$) as indicated in Table 1. The analysis produced an r of $.639$ and p of $.002$ at a df of 20 . This shows that there was a positive and significant relationship between financial resources and academic achievement, $r(20) = .639$, $p < 0.05$ (See table 3). The null hypothesis was rejected, hence there was a significant relationship between financial resources and students’ academic achievement. This means that the increase of the funds availed for use in secondary schools had a high increased effect on students’ academic achievement for public secondary schools in Garissa Sub-County.

Table 3

Pearson’s Correlation Analysis of the Relationship between Financial Resources Management and Public Secondary Schools’ Academic Achievement

Management	Achievement	Financial Resources	Academic
Financial Resources	Pearson correlation	1	
	Sig-2 (tailed)		
	N	20	
Academic Achievement	Pearson correlation	.639	1
	Sig-2 (tailed)	.002	
	N	20	20

$P < 0.05, df = 20$

Principals from the 8 public secondary schools that had presented KCSE results up to 2016 under study were interviewed with the intention of getting their opinion on whether financial resource management had a relationship with students’ academic achievement. To do this, Questions 4,5 and 6 of the structured questions from the interview schedule were used. Question 4 was used to get information on whether their schools had enough funds for use and they had this to say; all respondents 1-8 said they had a shortage but they said sometimes they reallocate the funds assigned to specific tasks depending on urgency of school needs and availability of funds. Respondents 1 added that, “the funds from government delay in most cases and force us to distort our school budget”.

Based on interview question 5 they were asked if they kept proper books of accounts and they had this to say: All agreed that they kept books of accounting but out of the 8 respondents 4 and 6 said they have never engaged an auditor to audit their books of accounting. On question 6 of interview schedule the principals were asked if they adhered to the procurement policy and they had this to say: respondents 1, 3, 4, 6, 7 and 8 were on agreement that they adhered to procurement policy but respondent 1 said, “we do it as a local arrangement with the school procurement committee”. Respondent 2 said, ‘our school does not adhere *per se* but we are in the process of establishing a procurement committee’.

The analysis of data collected using questions 4, 5 and 6, helped to reveal that financial resources are inadequate in Garissa Sub-county. Majority of schools keep proper books of accounting and this reveals that they spend the scarce resources appropriately. Adherence to government procurement policy by almost all the public schools is another indication that they follow the laid down procedures by the Ministry of Education. This implies that there is need to equip the school principals with financial utilization skills to properly manage the institutions, to avoid ineffective use of school resources as indicated by some few heads of institutions. Further, the study revealed that

record keeping, income and expenditure transaction were poorly done in some few identified schools. It also shows a picture of careless managed schools that should be a concern of the government and ministry of education.

In conclusion, if funds were inadequate, some of the requirements needed to fully implement the curriculum may not have been met resulting in partial coverage and this negatively impact on students' academic achievement. Therefore the results agreed that there was a relationship between financial resource management and academic achievement of students in public secondary school in Garissa Sub-County. These findings were in support of Lumuli (2009) who found out that financial resource was a key element among educational resources. Financial resources are used for acquisition of other resources such as physical facilities, teaching-learning materials and human resources. Availability or adequacy of financial resources will enable a school acquire other facilities that will lead to a positive students' academic achievement.

Discussions

Resources management is a process of using an institutions assets and incomes in the most efficient way possible. Education is a form of investment that is perceived to contribute to development of both individual and society.

Data analysis results of this study indicate that the human resources management in Garissa Sub-County had a direct relationship to secondary schools' academic achievement. Human resource management for organizational performance is a widely conceived notion which has shown that managing of the availed resources to a higher degree can have an impact on secondary schools outputs and later outcomes. Managing human resources form an integral part in integrating school activities and that it is the cornerstone for school effectiveness. The results indicate that human resources management in Garissa Sub-County has an impact on academic achievement of students in public secondary schools. The rejection of null hypothesis one on the effects of human resources management as a factor for secondary schools academic achievement reveals that the best management tactics should be applied for better results. These results agree with the findings of Gori (2015) who found out that there is a link between human resource management and academic performance of students in secondary schools. It is also similar to the findings of Juma (2011) who found out that human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation. It is also in support that performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison & Mayer, 1964, Husen, 1978 & Heinemann, 1981).

Financial resource management has an impact on secondary schools' academic achievement in Garissa Sub-County. The implication for the rejection of null hypothesis two is that if the funds in schools are managed badly, then this will impact negatively on the academic achievement of secondary schools in Garissa Sub-County. This is in support of findings by Selina (2012) who found out that schools need to have income generating activities in order to boost on their financial requirements which avoids strain on existing resources. This on the other hand generally enables to improve on schools' infrastructure and teacher motivation which bring about positive academic achievement.

Summary and Conclusions

The purpose of this study was to find out whether resource management had any relationship to students' academic achievement in public secondary schools in Garissa Sub-County. To establish this, survey research design was used and questionnaires were used to collect data from 20 HODs while 8 principals were interviewed.

Analysis of data was done using Pearson product-moment correlation coefficient analysis with the help of SPSS software. The findings revealed that there was a relationship between human and financial resources management and students' academic achievement in public secondary schools in Garissa Sub-County.

Recommendations and Further Research

Based on the findings, the following recommendations were made:

- That the government should employ and post more teachers to the public secondary schools in Garissa Sub-County. It was found out that human resources had an influence on students' academic achievement.
- That the government through the MoE should avail adequate funds for the schools. Research findings revealed that funding was essential in public secondary schools in Garissa Sub-County.

There are many factors that affect academic achievement of secondary schools that were not considered in this study. There is need to consider other factors that are likely to affect secondary schools' academic achievement that can form a basis for further research. These include the following:

- Research on whether physical resources in public secondary schools have any relationship with academic achievement of students in public secondary schools in Garissa Sub-County.
- Research should be done on whether other methods of funding other than the government and the county can be devised for public secondary schools in Garissa Sub-County.

Conflict of Interest

No potential conflict of interest was recorded by the authors

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