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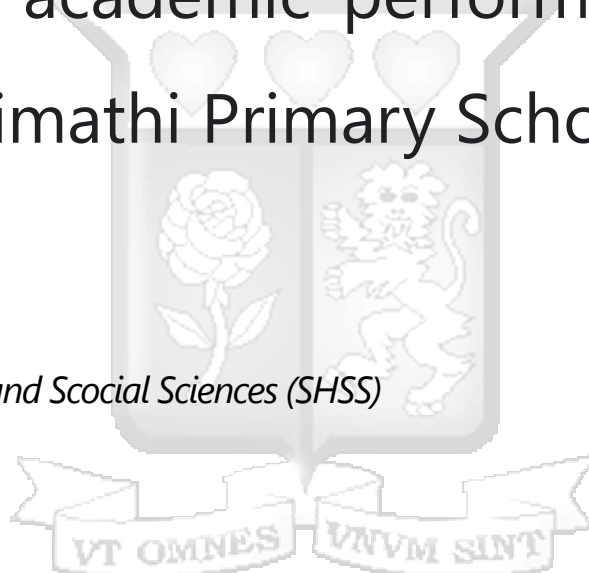
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Effective utilization of physical resources in relation to academic performance. a case study on Kimathi Primary School

Angila Grace A.

School of Humanities and Social Sciences (SHSS)

Strathmore University



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**STRATHMORE UNIVERSITY
INSTITUTE OF HUMANITIES, EDUCATION AND DEVELOPMENT STUDIES
(IHEDS)**

TITLE:

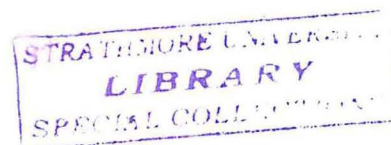
**EFFECTIVE UTILIZATION OF PHYSICAL RESOURCES IN RELATION TO
ACADEMIC PERFORMANCE. A CASE STUDY ON KIMATHI PRIMARY
SCHOOL**

**RESEARCH PROJECT
(PGE 7305)**

BY ANGILA GRACE A.

STUDENT NO: 049125

**PRESENTED TO STRATHMORE UNIVERSITY, IHED'S, IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF THE POSTGRADUATE
DIPLOMA IN EDUCATIONAL MANAGEMENT.**



APRIL 2008

PROJECT PERFORMANCE REQUIREMENT

STUDENT NAME : GRACE A. ANGILA
STUDENT NUMBER : 049125
ADDRESS : BOX 18597 CODE 00100 NAIROBI
DEGREE : POSTGRADUATE DIPLOMA IN
EDUCATIONAL MANAGEMENT
UNIT : RESEARCH PROJECT – PGE 7305

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DECLARATION

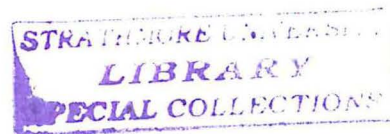
I declare that this is my original work and that relevant consultation was done and appropriate reference made to come out with this item. This project has not been presented for any other degree or diploma study programs in any other University.

Name: Angila Grace Achieng

Signature: _____

Angila ✓

Date: April 2008



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Special thanks go to my project supervisor Dr. Freddie Acosta for his unswerving guidance in undertaking this project. The writer extends her gratitude and appreciation to all, those who assisted her, especially Mrs. Beatrice Odhiambo whose advice and encouragement made her complete the present study.

My special thanks to the staff of Strathmore University IHDES Department and Kimathi Primary School Head teacher and staff for the invaluable information they availed to me and the patience they offered me in the collection of the research data.



DEDICATION

This Research Project is dedicated to my three lovely sons; Barry, Clinton, Bonventure and my only daughter Nelly. Also to my loving husband Chris Gor who has been an inspiration to my dreams. My parents John, Angila and Damaris Adhiambo for their dedicated parental guidance.

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ABSTRACT

The primary stage of education is the most important for every child since it is here that basic knowledge is given to the child and a firm foundation for an economically productive and fulfilling life are laid. For this to be realized, there is a need to provide essential educational resources effectively and equitably to all pupils in order to facilitate effective teaching and learning. The quantity and quality of physical facilities and instructional materials that are available in the school determines partly the quality of education that the children experience through relevant curriculum coverage. The study endeavored to investigate the effect of the availability and the utilization of physical resources and their impact on pupil's performance in Kimathi Primary School.

Using a case study approach, the process, organizational mechanisms and practices that are aimed at effective management of resources for improved performance were viewed. Classroom observation, interviews, questionnaires and literature review were used, focusing on availability, adequacy and utilization of these physical facilities within the school. The study was guided by the research questions, which were set to establish effectiveness and efficiency in the usage of the physical resources and the instructional materials and whether these have an effect on performance.

The target population was all the pupils at the school with a total current population of 1420 pupils. The sampled population comprised 10% of the whole population; hence 142 class eight pupils, who were randomly sampled in strata to get a figure of 48. The head teacher and fifteen teaching staff. The school management committee (SMC) and two support staff were reached through personal interviews. The study examined the adequacy of the Physical Resource such as classrooms, teaching and learning resources, sanitary facilities, computer facilities and sports field, how these resources are effectively utilized for the purpose of teaching and learning, which is the core business of a school.

The selected design for the study was *ex-post facto*, where correlational method was specifically applied. The study assumed that the respondents would respond to the questions objectively. The collected data was then analyzed using statistical measures such as frequencies, percentages, averages and bar graphs. The research findings indicate a positive relationship between effective utilization of physical resources, and the pupils' performance. The findings were analyzed and discussed in light of the effect of the usage in promoting good performance.

Recommendations given include initiation of income generating projects for extra money for repairs and school development, as shown in the sample five-year strategic plan for the school. Further research include replication of the study using a larger sample like a whole Division.



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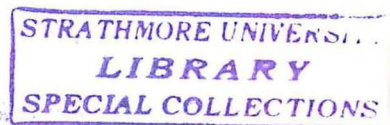
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LIST OF ABBREVIATIONS

MOEST	-	Ministry of Education Science and Technology
MOE	-	Ministry of Education
KNEC	-	Kenya National Examination Council
KCPE	-	Kenya Certificate of Primary of Education.
UPE	-	Universal Primary Education
EFA	-	Education For All
CDF	-	Constituency Development Fund
ICT	-	Information Communication Technology
KESSP	-	Kenya Education Sector Support Programme
KCSE	-	Kenya Certificate of Secondary Education
SMC	-	School Management Committee. Committee in charge of managing the resources of a Primary School on behalf of the parents.

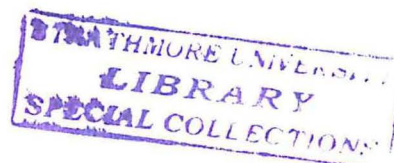


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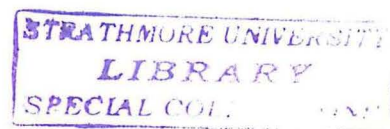
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CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

Good performance in K.C.P.E has been a great concern for both the parent and the government. With the introduction of Free Primary Education (FPE), the potential effect of underutilization of available resources within the schools, is believe to have been promoting poor performance in these schools.

The poor performance of Public Primary Schools under FPE has been a source of concern and research interest since the introduction of FPE in 2003.

According to the MOE, the provision of Funds for both Teaching and Learning Resources and the general Infrastructure improvements should be a source of inspiration for teachers, pupils and parents, to effectively utilize the available resources for quality performance as stated by Quality Assurance Department of the Ministry of Education (MOE). The challenge given by Private schools in good performance due to effective utilization of physical resources should be a challenge to the public schools, such as Kimathi Primary. Availability of physical facilities like classrooms, computer laboratory, library, playing fields, science laboratory, latrines, toilets, staff rooms and offices, swimming pool and the general conditions of the buildings was looked at and finally, the availability of instructional materials like course book, chalk etc.

Heightened national concern about student poor performance in public schools has contributed to increased research interest in the last 5 years on the course of this poor performance. Although it would probably be virtually impossible to eliminate excellent performance due to provision of resources to all schools, it may be possible to monitor/ supervise sustainable approaches to effective usage and resulting effects on high performance, hence the need of investigation. Therefore the task will be to investigate the effect of quality resource use in relation to performance in the National Examination in Kenya with specific focus on Kimathi Primary School in Nairobi.

The researcher wants to assess and evaluate the available physical resources at the school, their utilization for sustainable development, and the impact of this on quality performance. The aim is to take appropriate remedial measures and actions that will ensure efficiency and effectiveness, sustainability and high performance at the school. Education is a worthwhile investment. For example, investment at the primary school level earns the government more social returns than all other levels of education.

According to Reilly (1995),” Elementary schools serve as children’s first introduction to the world of education, a world that will dominate and shape the lives for the next 12 or

13 years. A child's economic and social issues is to a significant extent determined by how well he or she performs, in school during these first critical years. The evaluation and prediction of a child's future, based on his/her performance occurs through both formal and informal educational efforts. Says Reilly. The goal of Primary education is to provide access to quality education to all children of school going age on an equitable basis thus ensuring Education For All (EFA) at this level. (MOEST 2001:15).

1.1 BACKGROUND INFORMATION

A brief History of the school is as follows:

Kimathi Primary Schools is located in Bahati Location, Pumwani Division, Kamkunji constituency, Nairobi East District, Nairobi Province. The school was built by the City Council of Nairobi and was opened to the pupils in January 1973, with a population of about 85 pupil's and 3 teachers.

It was later officially opened in November 1973 with a population of 704 pupils'. it is a mixed day school with almost equal enrolment of boys and girls totaling about 1442 pupils. The school's main feeder is own Nursery and Pre-unit section, which offers Pre-primary Education in Early Childhood Development Program me together with several Kindergartens surrounding the school.

Reports on the implementation of the FPE suggest that there have been quantitative achievement in the past four years particularly with regard to enrolment, expansion teacher recruitment and deployment, construction of classrooms and sanitary facilities, provision of teaching and learning materials.

The table below shows the targets and the achievement by 2005 and the variance.

Table 1: FPE targets of the educational materials.

Requirement	Target	Achievement by 2005 Nation	Variation
Teachers	1:45	1:60	
Textbooks	1:1	1:3	
Desks	1:2	1:4	
Classrooms	1:45	1:50	

Source: Basic statistics and planning QUAS Department (MOE)

The trend has been to create better conditions at school level (inputs). As remarked by HakiElimu (2004): "The teaching and learning process needs to be transformed to become participative, interactive, gender sensitive, child focused in safe and supportive school environment."

A participating and interactive teaching and learning is very common when the learner manipulates the physical resources or materials available in the school. A learner who participates in swimming Physical Education (P.E), ball games or athletics, operates a computer, is actively involved in the learning process. This leads to development of

interest, which the learner's carries own in his/her classroom activities, during instructional programme.

Education world over has been recognized as an important means for promoting economic and social development both at the individual and national level. Primary education has captured the world attention. This has led to it being declared a human right, which every child is entitled to and the government has the responsibility of providing it (Republic of Kenya 1997). It is intended to develop basic learning skills, as well as some basic life skills necessary for the children to survive to improve the quality of their lives and continue learning.

With the implantation of Universal Primary Education (UPE) in Kenya in 2002, Primary Education challenges ranged from retention, equity, quality and relevance, and efficiency of the education system. However, as a spin-off, the government provided funds for which were used to buy learning and teaching materials. Teachers then effectively covered the syllabus, improved their delivery and learners were able to do private studies at home and at their own time. With the increased enrolment, funds provided by the government purchase textbooks, exercise books and other teaching and learning materials were far from adequate. This had adverse effects on the quality of education.

Other emerging challenges to UPE included the low transition rate from primary to secondary schools, gender disparities, regional imbalances, high drop out rates, repetition, poor governance and management of educational institutional as well as poor and irrelevant curriculum (education insight, issue 10 2006).

Source: Teachers and Educational quality:

Monitoring Global Needs for 2015 by UNESCO Institute of statistics, April 2006.

The introduction of Free Primary Education (FPE) has increased enrolment in primary schools, including Kimathi Primary. It has also brought with it a number of challenges including teacher shortage, insufficient infrastructure and educational material.

Shortfall of textbooks was initially at the ratio 1:7 as per a report on the sector review development of 2003 instead of the recommended 1:2 (MOEST, KESSP Policy Review Plan of 2005 to 2010). The government now projects to have a textbook for each pupil in every subject by 2010.

The schools textbook ratio differs according to class and subject. This is due to the unproportionate enrolment in different classes of the school. One class may have an enrolment of 48 pupils while the other class has 68 pupils.

The revision of the school curriculum leading to the reduction of subjects to enhance mastery and reduce pupils workload, plus benefits like provision of science kits in every primary school, has led to improved teaching of science, hence improved performance in the same. The government together with other stakeholders have devoted significant resources to the expansion and improvement of education at all levels. (Republic of Kenya, 2002-2008). However, increased enrolment in the schools has surpassed the government's financial capability to supply the needed educational resources equitably to all schools.

The implementation of FPE programme in January 2003 has worsened the situation. The country experienced unprecedented influx of children to schools. The huge enrolment in the schools has extremely strained the few educational resources found in the public schools. There are serious shortages of classrooms desks and other facilities. Teachers too are in short supply with the National deficit estimated at 31,000 (MOEST, UNESCO 2003.)

Performance in examination is very important in the education system as well as to the individual learner. This is because the results provide a means for assessing the degree of past achievement of the learning objectives and in the process serve to stimulate the individual to put the necessary effort into learning. Another major purpose of examination result is the selection and placement of candidates into various institutions and stations in society (Eshiwani, 1993). Pearce (1972) articulated this when he said,

“Examinations are based above all to identify and define those adjudged suitable to proceed to the next stage of education. By passing an examination a pupil obtains and confirms an identity, a notion of who and what society thinks he is”.

Kenya like any other developing countries suffer from a certificate syndrome which is a result of the adopted examination system where by one paper certificate fails to secure an individual a vacancy in the next level (Eshiwani, 1993). He observes that structure of education in Kenya is a funnel with very high push-out rates at the end of primary education. Many students are left behind after K.C.P.E. While just a few proceed to secondary schools and even fewer get a vacancy in the prestigious national schools.

In Kenya a, National Examination results indicate that certain schools perform better than others. This places their pupils in better position for secondary education and for employment while competing with others. In the 2003 K.C.P.E analysis, Kimathi Primary School was placed position 58 in Nairobi Province with an entry of 130 candidates and a mean score of 270.60 out of a possible 500. it was position 6 out of 17 schools in

Kamukunji Division and position 4 out of 10 schools in the zone (DEO's office, Kamukunji, Nairobi).

The table below, indicates the K.C.P.E. Analysis for the past six years for the school.

Table 2: KCPE Analysis for the past six years for Kimathi Primary.

Year	Mean score out of 500	Position in Kamukunji Division (17)	Bahati Zone (10)
2002	275.80	7	4
2003	270.61	6	4
2004	280.14	5	4
2005	265.84	7	4
2006	262.50	6	4
2007	247.70	8	4

Source: District Education Office, Kamukunji Division, Nairobi.

Kimathi Primary School has persistently performed poorly in the national examinations especially in 2007 where the mean score went below average compared to the Provincial means score of 275.2, Divisional and Zonal rankings. This has raised a lot of concern on the part of parents, education official and the researcher. During the 2007 prize giving day for the school, The Director City Education Mrs. Thiongo, voiced this concern when she commented on the schools poor performance. She reminded both the parents and the teachers that Kimathi is a highly potential school, which is endowed with enough

education resources and should not compare with other regions in ASAL (Arid and Semi-arid Lands). She expected better performance from the school.

KCPE 2007 – There was a drop in the percentage performance as compared to the previous years performance in that the year 2006 the school had an average of 52.49% as compared to 49.55% a drop of 2.94%. a big number scored less than 200 marks out of a possible 500 as shown in the summary below:

350 – 399 – 2
300 – 349 – 23
250 – 299 – 34
200 – 249 – 44
Below 200 – 26

Examination performance has aroused great interest among researchers who have tried to look into factors that influence performance. This is in a bid to ensure equality in educational provision where all pupils should be provided with all that is necessary for them to perform well. Performance is determined by so many factors. Among most important of these are educational resources.

Ramani (2003) when commenting on the 2003 KCPE results attributed good performance to the availability facilities in the schools. He says:

“Those who learn in high cost academies have better facilities hence their better performance which puts their counter parts from overcrowded public schools at a disadvantage” (Sunday Standard, 2003).

The observation by Ramani concurs with those of Eshiwani (1993) where he noted that the difference in performance is attributed to the various levels of resource availability and utilization in the schools.

Digolo (1997) identified inadequacies of resources both human and physical to determine performance in national examination. To improve the performance means therefore that there is need to improve the provision of educational resources.

Kinyanjui (1997), summarizes this when he says:

“ The worth of a learners output is determined by the quality of education offered to him. To raise and sustain the quality of education offered in the institution of learning adequate provision and effective utilization of education resources should be the utmost priority”

It was against this background that this study was undertaken the main aim was to investigate and utilization of available educational resources and their influence on pupil performance in KCPE in Kimathi Primary School. No such study has been conducted in such a single level as one school..

1.2 The School Mandate

The school mandate is established under the Ministry of Education Act, to provide Basic education to the young ones in readiness to receive Kenya Certificate of Primary Education (KCPE) by the end of the eight-year period of learning. It maximizes on the use of existing facilities to boost its performance. Such physical resources include 24 classrooms, 4 offices, 1 staff room, a block of workshop, home science room, computer room well equipped with over 30 computers, catering equipment, co-curricular facilities, Electricity, sanitary facilities and adequate water supply with enough reservoirs (water tanks).

With all theses one expects the school to perform above average. Our task is therefore to review the ways in which such resources are made good use of for the purpose of improving performance of the pupils.

1.3 Introduction to the problem

The core business of schooling is the teaching and learning process, which is measured through performance in National Examination such as K.C.P.E. There is a need for the school to think about its performance plans and priorities. Effective schools are focused primary on teaching and learning. They carefully consider time on academic and non-academic learning. They deploy their resources strategically to enhance teaching and learning. Therefore it is upon the school management team to create a performance and development culture, through effective utilization of physical resources within the school, to enhance quality performance. Lack of awareness of the need to effectively and efficiently manage the resources may have led to mismanagement or negligence, hence negative impact on the academic performance of the school. Teachers and the pupils may not have recognized the effect of resource utilization on performance of individual child, which leads to overall performance of the school. With the introduction of e-learning facilities by the government in various secondary schools across the country, Kimathi Primary School stand a better chance of competitive advantage over the other primary schools without computer facilities. The effective use of the ICT is important for every school whatever level as ICT (Information Communications Technology) is becoming the backbone of economic development in the 21st century Technologically driven world.

In his speech during the Sub-Saharan African (SSA) Regional workshop for African teachers held on September 24th to 28th 2007 in Nairobi, Professor George Saitoti, the Minister for Education said that Kenya's education sector like other countries in Sub-Saharan Africa was also faced with social economic circumstances, poor infrastructure, poorly trained teachers and lack of access to educational resources thus hampering the

delivery of quality education. And that shortage of teachers remains a major challenge to the realization of the Education For All (EFA) goal.

Free Primary Education (FPE) of which Kimathi Primary is part and parcel, does not require parents and communities to build new schools. Instead the government is encouraging communities to improve, refurbish and use existing facilities. Where necessary and possible use locally available materials.

In his remarks during the schools golden Jubilee (May 24 2006), Mark Kariuki the Principal of Meru schools attributed their success (impressive results in KCSE) to dedicated teachers who were provided with teaching materials while students had most of the learning resources. "We always complete the syllabus on time to enable us to prepare the candidates for exams" the Principal says.

The syllabus coverage cannot be exclusive of the infrastructure or physical facilities available in the school and effectively utilized for the purposes of teaching and learning.

In his comment to the Administrative functions of the Directorate of Basic Education (2007), the Director, Mr. Stephen Karaba says, "Every Kenyan has a right to quality education from the early years. Besides teachers and books the institutional infrastructure will contribute to the emotional needs of the students. The Ministry under Kenya Education Sector Support programme (KESSP) and its partners has provided substantial financial investment towards schools infrastructure." (MOE, Elimu News Vol.2 2007).

There is therefore a need to effectively utilize these available resources for quality education, which is good performance.

For this reason we hypothesize that the continuous poor performance of the school at the national level (KCPE) is due to underutilization of physical facilities within the school, coupled with mismanagement of the available physical resources.

1.4 STATEMENT OF THE PROBLEM

Kenya has ever since early 1970s been committed to the Universal Primary Education (UPE). However by late 1990s the Primary Education system was in crisis with fewer children of school age population attending school. In response to this situation, in recent years 2003, the Government of Kenya, like many other developing countries has committed itself to providing high quality UPE, through the Introduction of Free Primary Education (FPE), partly with reference to the insights gained from the in-depth research conducted within a selection of Primary Schools and their communities and partly from the political field where the Narc Government promised to fulfill its election/campaign pledges, one of which was the introduction of FPE. There are debates as to whether the increases in Key Qualitative inputs in the education process, notably classroom construction/expansion, provision of textbooks, teaching and learning materials and teacher recruitment have been sufficient to compensate for the rapid expansion in access to primary education.

There has been much criticism about the programme in terms of the physical facilities available in the schools to accommodate the influx brought about by the FPE. Therefore there is a gap in knowledge particularly with regard to utilization of resources for the improvement of performance (quality education) in school such Kimathi primary. Teachers being one of the single most important factor for the realization of quality performance they need to acknowledge the fact that effective utilization of available physical resource will boost academic performance both in the classroom C.A.T.S and Tests and KCPE (Kenya Certificate of Primary Education). The Kenya Certificate of Primary Education (KCPE) results of 2004 indicate pupils performed slightly better with a mean score (280.14) district mean score of Kamukunji was (283.02).when this is compared with the current K.C.P.E results of 2007 pupils at Kimathi performed poorly with a mean score of (247.67) while the district score for Kamukunji was (258.17)

Effective utilization was defined to mean sustainable management of resources available in the school to promote good performance, since the school has experienced substantial growth in the number of learners in the FPE Programme over the past five years and there appears to be a sub-substantial decline in the performance at the K.C.P.E Examinations.

Poor utilization and distribution of school resources, has been cited as one of the factors hindering good performance of the school. In order to address the situation, the researcher wishes to investigate and assess to what extent the physical resources available in the school are utilized for the right purpose of teaching and learning and the effect of this utilization on the performance of pupils in National Examinations (KCPE) in Kimathi Primary School, which is competing with 19,000 Public Schools for limited chances in 4000 public secondary schools (MOEST Statistics and Planning Division).

Effective job performance by teachers (Teaching Function) involves both attitudinal, mental and physical development of the Kenyan youth to become good citizens. This entails importing the necessary knowledge, skills and attitudes necessary for moulding behavior to standards acceptable to the society.

The function further involves effective classroom teaching, preparation and maintenance of lesson notes, schemes of work, student assessment report, record of work and other records.

1.4.1 Poor utilization and Distribution of School Resources

Many teachers complain about lack of teaching/learning resources for their subject areas, even though they themselves are guilty of not efficiently using what is available within their environment. In addition, they ignore the fact that with improvisation they can organize numerous meaningful and focused activities for their students. The school managers also have got wrong priorities when it comes to the management of school resources as stated in the background knowledge above. Therefore, poor utilization of physical resources is a factor contributing to poor performance of the school in the National Examinations.

1.4.2 Inadequate supervision/ Guidance from MOEST

There is inadequate supervision/guidance of the teachers by the Quality Assurance and standards section of the MOEST. The inspection is frequently carried out and mainly aimed at fault finding instead of being clinically conducted and advisory. Most teachers consequently resent visits by the inspectorate because these sessions are not advisory in nature and so result in condemnation and intimidation.

1.4.3 Abrupt Curriculum Change

Constant curriculum changes also affect the teaching, hence the performance. The change results in a lot of waste as far as textbooks are concerned.
New curriculum new textbooks

1.5 OBJECTIVE OF THE STUDY

The purpose of this study was to investigate the utilization of physical resources and the extent to which this has an impact on pupil's performance in Kimathi Primary School.

OVERALL OBJECTIVE OF THE STUDY

The purpose of this study is to evaluate and assess the utilization of available physical Resources at Kimathi Primary School and its effect on pupil performance in National Examinations.

Specific Objectives of the Study

1. To examine the availability of the educational resources in the school.
2. To examine the effect of utilization of physical resources on pupil performance in the KCPE Examination.
3. To determine the effect of materials resources on pupil performance.
4. To examine the effects of improper utilization and distribution of Physical Resource on effective teaching and learning in the school.

1.6 Research Questions

1. What educational resources are available in the school?
2. Is there any relationship between physical resources and pupils performance?
3. Do the provision of material resources affect pupil performance?
4. Does the availability and utilization of resources influence curriculum development in the school?
5. What is the financial capacity of the school management in maintaining these Physical and material resources for improved performance

1.7 Significance of the study

This study tries to illustrate the fact that, poor performance in KCPE leads to undesirable wastage through dropouts and repeaters. It denies pupil the continuation of schooling, which is a basic human right. This in turn affects the transition rate from primary to secondary levels, and it poses a threat to the governments policy of achieving education For All (EFA) by 2015, UNESCO (2002) and from achieving the Ministry of Education (MOE) Strategic Plan of 2006 – 2011, whose policy frame work No.1.9 states that, the providing education opportunities to all Kenyans is central to the Government's Economic Recovery Strategy.

The findings of this study shall reveal the relationship that exists between educational resources and performance in examination. The information shall be useful to the school and the Ministry Of Education on the allocation of funds for essential resources, which have a direct impact on school performance.

The educational managers and planners shall utilize the findings in formulating the optimum ratios for the different physical and material resources in terms of learners' numbers and stage of development for the improvement of performance.

The Inspectorate under Quality Assurance and Standards Department of the Ministry shall use the finding in developing a comprehensive framework for the improvement of the quality of education in primary schools in terms of quality, adequacy of physical resources needed in the schools.

The findings shall also benefit parents and learners to re-evaluate and strategize on the resource utilization at the school, with a clear focus on improved performance of the pupils in national examination at the school. Students, teachers and parents are made aware of the crucial role that each play in ensuring optimal usage of the enormous physical resources at the school in order to achieve good performance at KCPE, which is sustainable.

1.8 Scope and Limitations of the Study

The study is focusing on utilization physical resources in relation to performance in Kimathi Primary School.

The researcher experienced the following limitations:

- Inadequate time, to make a comprehensive evaluation of poor performance caused by underutilization of physical resource. The major one being the fact that the programme is school based and the research has to go alongside normal teaching, practicum assignments, time to carry out a thorough and detailed literature review of related literature from libraries. It is more appropriate to carry out a total research covering the whole Kamukunji Division, Nairobi.
- The other limitation was inadequate finance for typing, printing, duplication.

- There was suspicion, in the initial stages of personal interview and lack of seriousness among the respondents some of who expected to be given a token for their views (response).

1.9 Basic Assumptions of the study.

This study assumed that availability of educational resources; mainly the physical and material resources affect pupil's performance. The study also assumed that the intended respondents would be in a position to respond to the items in the data collection instruments and that the responses from these respondents would be objective.

1.10 HYPOTHESIS

The study was guided by the following hypothesis:

- H1.** There is relationship between physical resources and pupils performance.
- H2.** Availability of material resources in the school affects pupil's performance in KCPE Examination.
- H3** Effective management of human and material resources influences pupil's performance in the KCPE Examination.

1.11 Definition of Significant Terms

Public Primary Schools

Refers to schools maintained or assisted out of public funds by the government.

Physical Resources

Physical resource in this study refers o the buildings like science laboratories, classrooms, workshops, administration offices, toilets and playing grounds, fields plus swimming pool.

Information

Originates from data and can be regarded as the final product that is created once the data has been processed. For example, a report on learner absenteeism originates form the numbers of learners absent on a specific day (eg. data) that have been processed in a certain way (information), so that the person who has to act on it can make the necessary decisions.

Management Information System

A logical, well-ordered system aimed at providing information of various types to different parts of the organization to facilitate effective planning, supervision, and decision-making at managerial level.

Curriculum

Syllabus organization of the coursework, which include co-curricular activities.

Communication

The transfer transmission, or exchange of ideas, knowledge, beliefs or attitudes from one person to another.

Physical Resources

The material features available in the school eg. the infrastructure.

Effective utilization

In this research it means, sustainable management of resources available in the school to promote good performance.

Relationship

A commonness or connection between two variables in this case, the textbook and pupil performance.

Sample

A number of individuals selected from a population for a study preferably in such way that they represent the larger group from, which they were selected.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter presents the review of related literature with respect to:-

2.1 INTRODUCTION

In their study, Heryneman and Loxley (1983) found that school effects are significant determinants of achievement in a sample of countries that included sixteen developing countries and thirteen developed countries. The studies found that the absolute achievement levels of children in poor countries are lower for a given time spent at school than in the richer groups. The factors that influence these levels of achievement in the two groups were also significantly different.

The results suggest that the lower the per capita income of the country the weaker the influence of socio-economic background and the greater the effects of schools and teacher quality on pupils achievement. Fuller (1987) considered more than 50 empirical studies. The reviews suggest that the school institution exerts a greater influence on achievement within developing countries compared to industrialized nations after accounting for the effect of pupil background.

Quality education is influenced by many school-based factors. The availability of educational resources: physical, human and teaching-learning materials have been seen to be of crucial importance in determining the quality of a school especially as judged by cognitive achievement of pupils in the national examination (Coldough and Lewin 1993, Eshiwani, 1993, Thomson 1981, Njeru and Orodho 2003).

Many scholars concur on the factors associated with the institutional process. According to Fuller (1985), there are some elements whose qualities have been found to be consistently related to achievement. These are desks, instructional materials especially textbooks, school library activities, teacher quality length of instructional programme and school administration.

Eshiwani (1993) observes that the level of material inputs allocated to schools per pupil and the level of efficiency with which a fixed amount of material inputs are organized and managed does raise pupil achievement. He further adds that once a child enters into school, the characteristics of the institution may influence his or her achievement. The quality of instructional process experienced by each pupil therefore determines the school quality (performance).

2.2 Physical facilities and pupil achievement

It is generally agreed that a school physical facilities such as classrooms, laboratories desks and books have a direct bearing on good performance amongst students in developing countries (Ayoo, 2000). Nwamwenda and Mwamwenda (1987) as quoted by Ayoo (2000) carried out a study on the effects of schools physical facilities on performance of standard 7 pupils in examination in Botswana. The study established that availability of facilities had a direct link with the performance of pupils in examinations.

A study by Eshiwani (1983) in Western province of Kenya on factors affecting performance, pointed out that schools that had the best facilities like libraries, laboratories, playing fields and electricity were among the high achieving schools and that those that had inadequate facilities performed poorly in Kenya certificate of education (KCE). The study concluded that the presence or absence of school facilities distinguished between high achieving and low achieving schools. Wamahiu, Opondo and Nyanga (1992), as quoted by Ayoo (2002) in their study on the educational situation for the Kenyan girl-child supported this view. They established that poor learning environments in unaided (harambee) schools, restricted the curriculum and lack of laboratories and unqualified staff led to poor performance of majority of students in national examinations in Kenya.

Physical facilities have a bearing on quantitative growth, and quality of education's certain minimum of class space per pupil and other requirements like furniture, toilet facilities and recreational grounds, are prerequisite for quality education (Republic of Kenya 1997). School effectiveness researcher suggests that minimum standards must be met for schools to be effective. Ministry of education guidelines on pupils to classroom and pupil to desk ratios are 1:1 metres and not higher than 1:2 respectively while each pupil must have sufficient seating space (Republic of Kenya 2002).

This has changed with the introduction of FPE In January 2003, where government wanted all the school going age children to attend school, irrespective, of the school's physical facilities.

Nguru (1986) observes that crowded classes in their sitting positions make it difficult for children to write while teachers find it difficult to move around to help a need child or mark students work while the lesson is going on.

Libraries, laboratories and workshops also boost performance. The lack of libraries was responsible for the declining standards in English while lack of laboratory equipment had affected standards in the sciences (Republic of KENYA, 1999). James Nga'nga' (2007). ANU, Librarian, in his speech to the September-November trimester 2007, stated that, students must learn, re-learn and learn again, through the use of library, because it encourages knowledge sharing. Those who don't make use of the library facilities are said to be educated illiterates, that is people who never learn how to learn re-learn and learn again. Students need to know that learning is a life-long process. If pupils develop

positive attitude towards the need for life-long learning, they will use the library facilities effectively and this will boost their performance.

Increasingly, reference is made to the importance as rich literate environment: newspapers electronic media. Investment illiteracy programmes automatically helps in achieving all the other EFA goals.

2.3 The Utilization Of Computers In Relation To Pupil Performance

Introduction of the role of Computers

At present, computers are widely used for varied purposes. Educational, Commercial, Industrial, Administrative, transport, medical, social and financial. Several other organizations are increasingly depending upon the help of computers to some degree or the other.

The motorists, the air passenger, hospital patients and those working in large departmental stores, are some of the people for whom computers process information. Everyone who pays for electricity or telephone has their bills processed by computers. Many people who are working in major organizations and receive monthly salary have their salary slips prepared by computers. Computers are used not only in numerical applications but also in non-numeric applications such as proving theorems.

Computer applications in education include the following:-

- i) Provide a large data bank of information.
- ii) Aid to timetabling
- iii) Carrying out lengthy and complex calculations
- iv) Assist teaching and learning processes
- v) Provide students profiles
- vi) Assist in career guidance.

In order to achieve effectiveness and efficiency, one needs **Quality Information** at the time when a decision must be made so that the best possible decision is made.

If managerial functions are to be carried out both efficiently and effectively, then, it is a prerequisite that high-quality information is available to inform planning, supervision and decision making at the various managerial levels. This high-quality information must be reliable and provide:

- The right information
- To the right people
- At the right time
- In the right way
- To facilitate effective planning, supervision and decision making.

An educational institution may need a wide range of information about learners, teachers, parents, resources, financial matters and the like. An example is shown in the table below:-

Table 3: Educational Needs

DECISION TO BE MADE	INFORMATION NEEDED	DATA SOURCE
Increasing the School funds	Current income and expenditure statements Budget for the following year Calculations of the predicted shortfall and scenarios for possible increases	Receipts of monies received Record of payments made Bank statements Budget requests from staff
Promoting learners to the next grade	Academic records extramural activities	A class list with test marks Class register

A school therefore needs an effective Management Information Systems (MIS) in order to function well and promote learner performance. An effective MIS leads to effective school, since the information will be useful in facilitating planning and decision making, e.g. on how to acquire, supply and utilize the resources at the school. The information will be timely, that is, when needed and the accuracy of the information will help avoid negative impact on decisions. This information needs to be user-friendly for easy analysis, at the same time it must be accessible and needs – driven. As much as the information may contain the above basic requirements, it must also meet the requirements of confidentiality and security. That is learner records and ensures that necessary safety precautions have been built in to ensure confidentiality.

A school manger is responsible for the planning of school development, organizing and allocating resources, and supervising and monitoring the implementation of the development plans. For each of these tasks, specific information will be needed. These information needs will help the management

to run the school effectively, hence good performance. The information may be classified as follows:-

- **Information about learners**, which include personal details (name, age, gender) admission date, academic records, disciplinary records, attendance records, extra-curriculum activities, and subject/learning areas.
- **Information about parents**, which include personal details (name, address, contact numbers), indemnity forms, payment records if any.
- **Information about teaching staff and support staff**, which includes biographical details, contact numbers, qualifications, experience, subjects taught, fields of interest, extramural activities, subject and class allocation and time tables.
- **Financial Information** such as capital budgets, running expenses, payments received, expenditure records, cash flow, petty ash, budgets, bank statements, and income generating activities.
- **Resource information** in terms of stock, capital items, asset registers, allocation of resources to teachers, classrooms, laboratories, libraries.
- **Information about curriculum** that includes the subjects that are offered and the syllabuses, number of lessons per week, timetable, and subject specific data.
- **Information about the School Management Committee (SM)**, such as names, contact details, minutes of meetings and reports.
- **Departmental or panel information** such as annual reports, reports, orders for stock, official communiqués.
- **Information about the goals and objectives of the school** the community needs, and the environment in which the school is situated.

When a proper situation analysis is done on the information needs, the school core business of teaching and learning will be enhanced and obviously there will be good performance in the National Examinations.

The three main types of decisions include; operational decisions, tactical decisions and strategic decisions. Many of the tactical decisions are aimed at ensuring the effective and efficient use of resources. That is, to ensure that resources are allocated to areas where they are needed so that the institution's goals will be attained.

In his comment to Sunday Nation Business Column of January 13, 2008, Sam Wambugu (Monitoring and Evaluation specialist) supported the need for Technology in all that one does, in school, business or at home. He retaliated that even the most basic jobs often demand more than a passing knowledge of computers and related technology. That the influence of computers is universal. In today's economy, every profession and trade now needs computer skills just as reading, writing and arithmetic proficiency.

Individuals and organizations alike now have to contend with e-government and save time and money by filing many government forms online.

The creation of a simple spreadsheet using Ms Excel, use of Internet search engines, spell-check functions in a word processor are some of the most important basic computer knowledge that the pupils and the teachers need to have.

The teachers can create and store data in form of notes. The kind of play-games in the computer are essential to the pupil (learner) in that it helps them to learn skills of defending themselves, protecting themselves in case of danger. They gain skills of playing games like football.

In the above case therefore, computer knowledge motivates the learner who develops creativity for active participation in learning process, hence improved performance.

2.4 Class Size and the Pupils Performance

Every educator would argue strongly that large classes have an adverse impact on education, learning and society. Large classes have continued to wreck many positive advances in education and learning.

In contrast, many politicians, school management committees and the general public would assert that reducing class size is too costly, and furthermore, that there is no proof or evidence that small class sizes make a difference in learning. Classes are continuing to increase (estimates put by the MOEST under Free Primary Education is 8 million children in primary schools by September 2007) and because many of these new pupils are from different environments and different age levels, so, the need for small classes is more important especially in the lower grades and class 8, the examination class.

The literature on the effect of class size versus a good education is varied and enormous, and no clear consensus had been established until 1995. A team of researchers undertook the daunting task of analyzing the research literature so that they could hopefully find evidence on which to form a competent response to the issues raised in the debate about class size, school funding under FPE and the quality of education, the research has

shown that small classes of between 15 and 20 students result in learning gains as measured by standardized tests in reading and mathematics with the most marked improvement in the earliest grades (lower classes). The advantages gained from being in small classes have been shown to have a lasting benefit into the later years of students' lives. These studies have shown that small classes have a beneficial effect on the academic achievement of children who are slow learners. These are the pupils that the majority of teachers are increasingly dealing with in various classes at the school (Kimathi). The overcrowded classrooms are associated with lower student achievement as confirmed by the internal tests of different classes in the school.

Not only do large class sizes have an adverse impact on learning, but also on the teaching staff itself. Many teachers who work in overcrowded classes have low morale and self-esteem. Motivation suffers and classroom methods are restricted to little more than lecture, which brain-based learning has already shown to be the poorest of all teaching methods. With overcrowded classrooms, new and more dynamic teaching strategies and techniques cannot be implemented. Teaching and learning materials cannot be fully utilized for the purpose set.

Overcrowded classes also burden teachers with an increased workload. This leaves less time for dealing with the other duties teachers must attend to. Besides academic achievements and working conditions, another reason large class sizes are harmful is their effect on pupil behavior. Research indicates that increasing class sizes have a detrimental effect on student behavior, such that it reduces the opportunities for schools to provide the level and quality of teaching that is needed to enhance student learning and achievement. With smaller class sizes, students and teachers can get to know one another and the teacher can much more readily identify the strengths and weaknesses of each student. This gives students the confidence to continue their education and not feel abandoned in an overcrowded and boisterous atmosphere where learning takes a back seat to bringing the class under control.

A good example of the effect of large class size is the K.C.P.E. Results of 2003 when the FPE was introduced and the public primary schools were overcrowded with teacher pupil ratio of 1:70 while the counterparts in private schools had a teacher-pupil ratio of 1:25. The examination results indicated a very high performance in private schools. According to Education Watch Volume 23, February – March 2008 Issue, out of 200 schools nationally in KCPE 2007, only seven among them were public schools. Looking at the ranking of the Top 10 schools in KCPE 2007, the class size has a great effect on achievement.

Table 4: TOP 10 SCHOOLS NATIONALLY IN K.C.P.E. 2007

NAME OF SCHOOL	ENTRY	TOTAL MEAN SCORE	POSITION
Makini – Ngong Road	14	435.93	1
New Light Komarock	21	435.50	2
Mwingo Academy	32	425.20	3
Star Sheikh Academy	20	422.80	4
Gilgil Hills Academy	40	422.44	5
St. Joseph Academy	35	418.88	6
Fred’s Academy	26	418.06	7
St. Keven Hill Academy	84	415.73	8
Logitech	33	408.43	9
Broadway Academy	27	406.61	10

Source: Education Watch Volume 23, 2008.

In the above list, public primary school that comes top is Ganjoni Primary with an entry of 124, mean score 397.49 and position 20 nationally. Observations from table 1 indicate all the top 10 schools were private Academies with few class sizes below 40 except for St. Keven Hill Academy with an entry of 84 candidates.

Poor education can lead young people to crime. R.J. Rios quotes “*May be since we educators in New York City have had to deal with overcrowded classes for so many years, we have become immune and desensitized to the harm large class sizes have (sic) n our students and ourselves. We must fight for the mental and academic health of our students and for respect and good working conditions for ourselves*”.

The congestion in some of the classes poses a health risk as some of the learners are physically sick (exposed wound or has a communicable disease like TB), with poor ventilation, the whole teaching and learning process does not augur well. The Ministry of Education standard ratio of teacher pupil in the FPE Programme is 1:45, which is still much higher compared to private schools. The area of study has a minimum ratio of 1:60; with the same physical facilities available if poorly utilized will lead to poor performance in the National Examinations.

2.5 Playground and swimming pool (core-curricular activities).

In his description of the term physical education, Mathews (1968) helps to clarify the objectives and purpose of physical education, as thus, the physical education helps the pupil to reach the aims of education. Those objectives in physical education are tangible. They can be adequately observed, and for the most part, objectively measured. When

accomplished, result in attributes vitally necessary for complete growth and development of youngsters.

Physical education helps the pupil in becoming physically fit, that one has the capacity to perform a given task. This involves the psychological fitness, that is, the pupil has emotional stability necessary to meet the everyday problems characteristic of one's environment, and sufficient psychological reserve to handle a sudden emotional trauma. It promotes health or normal physiological function. It boosts body mechanics or efficient performance in skills from the common everyday skills of standing walking and sitting to the most complex such as that manifested by a football player executing a block, or the performance of an intricate pattern of movement by a dancer in a drama dance.

The provision and effective utilization of sports facilities, swimming pool, the physical education lesson programme in the school, will make the individual achieve the following:-

- (i) Optimum organic health
- (ii) Sufficient coordination, strength, and vitality to meet emergencies as well as the requirements of daily living
- (iii) Emotionally stable to meet the stresses and strains of modern life.
- (iv) Social consciousness and adaptability with respect to the requirements of group living.
- (v) Sufficient knowledge and insight to make suitable decisions and arrive at feasible solutions to problems.

Attitudes, values and skills that stimulate satisfactory participation in a full range of daily activities and lastly but not least

Spiritual and moral qualities that contribute the fullest measure of living in a democratic society.

Swimming and athletics helps improve excellent cardio respiratory condition which reflects a strong heart, good blood vessels, and properly functioning lungs, such a pupil who is totally fit is able to concentrate in teaching and learning activities, hence improved academic performance. Recreational fitness helps pupils to possess sufficient skill in a variety of activities to enjoy participating in them. It raises the performance standard from low mediocrity to a level of enjoyment of the activity. A classroom activity calls for enjoyment in order for the learner to grasp the content. When teaching and learning is enjoyable, the pupils will perform exceptionally well in their exams.

Social fitness encompasses the ability of an individual to get along with people. It is here that ideals and behavior are developed or nurtured. Attitudes, appreciation, leadership ability, command of social graces. The pupil learns to respect rules, to cooperate with others. The pupil is a total being and what affects any part affects the whole. Therefore the school should develop the playground and make it fit for various games and sports. All pupils should use the swimming pool during PE Lessons, irrespective of the payment by the individual child. In short there is a need for provision and utilization of play fields,

grounds, swimming pool as they form part of the physical infrastructure of the school. This will boost the school's performance as indicated in the data analysis.

Through music, dance and allocation, promising performers expose their talents by encouraging creativity that will embrace emerging issues, provide a forum for cultural interaction that will foster national unity and promote opportunities for career development. Learning institutions provide the appropriate forum for nurturing talent and other related arts. Music and drama contribute to better learning as they support teamwork in schools and bring joy. The pupils develop life-skills to boost their performance.

2.6 SUMMARY OF THE LITERATURE REVIEW.

The resources that are available in the schools determine the quality of schools. These resources as reported by many studies cover the human, physical and instructional material. They determine the quality or instructional process that each child that goes to school experiences. Many studies have shown that the provisions of adequate and quality resources facilitate effective implementation of the curriculum in the schools and this result in improved academic achievement of pupils. Priority of the school should therefore be the provision of these resources to very sector of the school so as to raise pupils performance and hence the education standard of the school.

Creative classroom management requires the teacher to understand, appreciate and accommodate differences in personality (Zabel & Zabel, 1996:21). It also involves understanding how the physical and psychological environment affects the learners and the teacher. Van derHosrst and MacDonald (1997:95) claim that a careful use of physical space makes a considerable difference in classroom behavior. The physical features of a classroom are thus important to student learning and behavior.

Excellence in education thrives in an environment where students are highly motivated through adequate books in a conducive classroom situation, where learning resources are readily available; and where management and support system are efficiently and effectively in response to changing needs.

2.7 CONCEPTUAL FRAMEWORK

The conceptual framework supporting education resources was adopted from educational production function (EPF) The EPF assumes that the impact attained form educational resources on performance occurs due to the provision of adequate and quality educational resources and proper utilization of the same in the teaching and learning process. This relationship is promoted by teacher management skills, which include:

1. Planning the programme of learning and teaching of his pupils
2. Decision making concerning resources, teaching strategies and discipline.
3. Organizing routine matters and pupils learning activities

4. Co-coordinating learning in the classroom with learning from other sources.
5. Communicating with pupils and parents.
6. Influencing other teachers who shared in the education of his pupils
7. Evaluating the effectiveness of his work.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This research was intended to give results that can be generalized to the people who are concerned with the acquisition, management of the school physical facilities or resources, so that they may discover the importance of their effective utilization to the performance of pupils at the Primary Level (KCPE).

In this chapter of the methodology, the researcher describes the data collection methods as well as the instruments used and the processes undertaken to obtain this data.

3.1 SAMPLES AND SAMPLING DESIGN

The research was conducted in Kimathi Primary School from where the data was collected. The sample for this study was selected from the total population of 1,442 pupils in the school, 30 teaching staff. The population is made up of classes 1 to 8. Out of this total population, a sample population that is 10% of the 1,442 pupils were chosen for the study, also considered for the study.

The 10% pupil sample formed 144 numbers of pupils to be representative of the total pupil population in the school. The researcher then purposively chose class 8 to be the study sample, due to the fact that they are mature enough to respond to the question and the fact that they have stayed in the school for a longer period of time, that is eight years when the facilities were still new and not available. They have enough experience in relation to the infrastructure distribution of the school and they determine the overall performance of the school at National Level (K.C.P.E).

The 142 class eights were further divided into strata (using stratified sampling) due to the three stream system of the school and for proportionality that is 16 pupils in each of the 3 classes, 8P1, 8P2 and 8P3 were chosen to form 48 pupils selected for the study. The 15 selected teachers formed the 50% of the teaching force. This was due to the need of equal representation in all the 24 classrooms plus the administration and the management committee (SMC).

Each of these groups play an important role as; the class one teacher determines the good foundation of a child in a primary school, to a class eight teacher who prepares this child for the final and most important Exam in a child's life, that is K.C.P.E. The Head teacher and the School Management Committee (SM) ensures that the Physical Resource which forms part of the Education Resource

are requisitioned, distributed, well utilized for the education purposes and the success of the pupil in the school.

3.3 DATA COLLECTION METHODS/INSTRUMENTS

Interviews were conducted and observations made of the daily programmes of the school, for a period of three months. The Chairman of the SMC was interviewed and a few parents also who had come for class meetings.

The main data collection method or instrument was questionnaire. The questionnaires were distributed to the 48 pupils of class 8; the 15 teachers systematically sampled, that is, every Kth teacher, 2nd person in the Teachers' Daily Register, which has an orderly entry from class 1 teacher to class eight teachers. This made the instrument reliable in that each group of professionals was represented. The lower class 1 to 3 teachers, the middle class 4 to 5 teachers, the upper class 6 to 7 teachers and the senior class (candidates) class 8.

In order to collect data on the utilization of physical resources in the school, questionnaires and observation was used and analysis done as shown in the tables of Data Analysis. The researcher also used documental analysis method to collect data on the past examination results. The documents were gotten from the KNEC analysis Report sent to schools every year, and the Divisional Analysis (Results) from the Divisional Advisor to Schools, Kamukunji Division, for comparison purposes and predictability of the future results of the school (Kimathi).

3.4 INSTRUMENT VALIDITY

The data collected on the KCPE Results was for the past five years that is from 2003 to 2007. The five-year period gives a concrete analysis of such documents, hence the validity of the instrument. The five-year period is also unique in that it includes the period in which the Free Primary Education (FPE) was introduced in Kenya coupled with a variety of challenges one of which the researcher wanted to verify (effective utilization of physical resources in promoting the performance at the Primary school).

The data collection instruments used were tables of the types shown in appendices and the graphs.

The study was carried out through structured and unstructured questionnaires under the following headings:-

- Physical facilities – the use of computers, playing ground swimming pool
- Instructional materials
- Classroom size and facilities.

Personal interviews were conducted with the selected respondents at some specific times.

A general observation was carried out within the study area, mainly during the interviews. A comparison was then made between the results of personal interview and observation. The review of available literature was widely done in relation to the utilization of physical resources and the impact on performance.

3.5 DATA COLLECTION PROCEDURES

For this research, the researcher was fully involved in the data collection through the distribution of questionnaires to both the pupils and the teachers. Using observation, to come up with an observation schedule as indicated in Appendix. No research assistants were employed.

- The data collection on physical resources utilization was divided into three groups. One was utilization of computers and pupil performance, the second one was utilization of classroom facilities and pupil performance and the last group was utilization of playground and swimming pool and pupil performance. From these three groups, the researcher tabulated the results in frequency tables as shown in the Appendices and clarified in the Data Analysis.

CHAPTER FOUR

4.0 DATA ANALYSIS

The quantitative data gathered from interviews was analyzed and categorized according to patterns and themes. These were interpreted so as to provide insights into utilization. Quantitative data obtained through the observation and the checklists were analyzed using frequencies and percentages.

4.1 OBJECTIVE 1: To Examine the effect of Physical Resource on pupils' performance

Availability of particular facilities in the school was analyzed in terms of adequacy and utilization of these facilities and linked to the performance. It emerged that most facilities showed a direct relationship to performance. Utilization of the fields/playground, classrooms, desks, toilets, water and staff room adequacy, seemed to show a link with the performance. Adequate stores, workshop, hall did not show a direct relationship to performance.

Table below shows the adequacy of computers, the usage and mean standard scores in the school.

Table 5: Computer usage and pupil performance.

ATTENDANCE	FREQUENCY (F)	PERCENTAGE	AVERAGE STANDARD MEAN SCORE
Regularly	32	66.7	295.1
Irregular	10	20.8	271.6
Not attending	6	12.5	
Total	48	100	

Classes which attended computer lessons regularly had an average mean standard score of **66.7%** than the ones who attended irregularly **20.8%**. This implies that children who attended computer lessons are more exposed and the lessons inspire them to be more innovative even in the classroom as they are able to write correct spellings using spelling check. Therefore there is a direct relationship between computer usage and pupils performance. The children who did not attend the computer lessons, due to lack of payment formed **12.5%**. This group could not get the spelling dictation correctly and they had a hard time or took too long to explain the meaning of given terms and also do simple multiplication work.

These children are found to be competent in English language and composition writing. English language is the backbone of the other five subjects done in KCPE, that is,

Mathematics, English, social studies, Religious Education, and Science. A part from Kiswahili, the child uses English as a mode of communication to get the concept in the above subjects, hence good performance.

Computers encourage the dullness in the child with excitement and curiosity. This promotes active participation in the teaching and learning programme, hence improved performance. Computers encourage the dullness in the child with excitement and curiosity. This promotes active participation in the teaching and learning programme, hence improved performance.

Table 6: Ict Literacy and the Teacher’s Instructional Activities

COMPETENCY	FREQUENCY	PERCENTAGE	AVERAGE STANDARD MEAN SCORE
Competent	9	60	280.9
Incompetent	6	40	262.3
Total	15	100	

Every teacher in any school or level is expected to be ICT literate. Due to the information driven world, the teachers need knowledge in computer applications in this digital world. E learning is becoming the order of the day, therefore there is no need of any teacher lagging behind by being illiterate in Information Technology.

The teachers who have competency in computer applications find it easy to store data, retrieve relevant information, and do personal entries of student marks using Microsoft Excel without relaying on any other person or paying for such services that are easily available in the school. The knowledge of computer instills creativity and critical thinking in the preparation of lesson notes, schemes of work, timetable and the preparation of teaching and learning resources. These well-equipped teachers are able to disseminate the relevant reliable information in form of teaching, to the learners. Therefore, there is a close link between computer literacy among the teacher and the performance of the pupils.

In the above table, 60% of the teachers are ICT literate while 40% are ICT illiterate. Computer literacy of the teacher has a direct relationship between instructional activities and pupil’s performance. It promotes efficiency and effectiveness in the teacher’s work, hence good performance.

Table 7: Availability of the Classrooms Size and Pupil Performance

AVAILABILITY	FREQUENCY	PERCENTAGE	AVERAGE STANDARD MEAN SCORE
Adequate	10	66.7	254.3
Inadequate	5	33.3	272.8
Total	15	100.0	

In the above table, classes with inadequate classroom size scored better than those with enough size in the mean standard scores. The class size here means the number of children in a given class. The frequent number of the low size was 48 and the frequent number of the large size was 65 pupils per class.

The above analysis may conclude that the teachers who handled large sized class were effective classroom manager, who exploited the available classroom resource to impart the reliable knowledge to the learners. The number did not influence their core duties, teaching and learning. Therefore, we can conclude that there is no direct relationship between availability of classroom and pupil performance. Learning should take place anywhere using varied techniques to make the pupils perform.

4.2 OBJECTIVE 2: To Determine the Effects of Teaching and Learn Material Resource Utilization on Pupil Performance

Many studies have found textbooks to have significant influence on the teaching – learning process and the consequent pupil’s performance. (Heyneman, 1981; 1984; Fuller 1987). This is because the textbooks facilitate effective delivery of the curriculum.

This study therefore, considered the availability of textbooks in the various subjects using the pupil textbook ratios and their corresponding performances as shown in Table:

Table 8: Pupil Textbook Ratios and Performance

Subject	Textbook Ratio	Frequency	%	Average Mean Standard Score	Average Pass
English	1:1	6	26.09	86.95	
Mathematics	2:1	5	21.74	69.32	
Kiswahili	3:1	3	13.04	63.01	
Social Studies	5:1	4	17.39	51.48	
Science	3:1	3	13.04	78.86	
Religious Education	6:1	2	8.70	56.34	
TOTAL		23	100.0		

The study found that subjects with 1:1 ratios performed better with an average mean standard score of **86.95** and a percentage pass of **26.09%**. This represented **87%** of the sampled pupils. This was followed by science with an average mean standard score of **78.86** and a percentage pass of **13.04%**, despite the ratio of 3:1. This may have been attributed to the fact that the subject science is more practical in nature and that the subject teachers involve participatory learning (experimental) which most pupils enjoy and hence conceptualization of the content. This could have also coincided with the pupils' sitting arrangements (grouping) in the various classrooms.

These findings indicated that performance was closely tied to availability of textbooks. More textbooks in the classroom allow for more common exercises to be presented to the pupils. Varied assignments and learning tasks can be given to learners depending on their different abilities. Pupils can also work independently or in groups and most of them are able to complete their homework before the next day's lesson. The findings agree with those of Heyneman (1984) who found a more and consistent relationship between pupils achievement and availability of books.

To further establish the kind of relationship that existed between instructional materials and pupil performance, Pearson correlation coefficient was used as shown in Table below:-



Table 9: Pearson Correlation Coefficient and Instructional Material Resources

STATISTICAL MEASURE	ADEQUACY SCORE X	PERFORMANCE SCORE
Mean	91	99
$\Sigma(x - \bar{x})^2$	17.5	
$\Sigma(y - \bar{y})^2$		10.83
$\Sigma(xy)$	93	
Pearson (r)	0.9078	

All the instructional materials (Table 8) were considered and the level of adequacy was represented in percentages against the respective mean standard scores. Using the Pearson – Correlation coefficient, the findings indicate that there is a positive relationship between availability of instructional material and pupils' performance with a correlation coefficient of **0.9078**. This findings concur with those of Eshiwani (1993) who observed that the level of material inputs allocated to schools per pupil and the level of efficiency with which a fixed amount of material inputs are organized and managed does raise pupils achievements.

OBJECTIVE 3: Play Ground/Fields/Swimming Pool and Pupil Performance

Of the 48 respondents, 30 actively participated in various games and sports like volleyball, tennis, rugby, football, athletics and swimming. This they did during PE Lessons and games days. A total of 210 hours a week or 6 lessons a week. This group seem to have developed physical fitness, recreational fitness and social fitness, which they inculcated in their academic endeavors, as shown by their average mean score of 321.06 out of a possible 500 marks, as compared with their counterparts 18 pupils who attended the same activity but participated passively, their mean score was 272.34 marks out of a possible 500. If the playground and the swimming pool are adequately utilized, then it means the whole school can improve in their performance.

However, when scores of adequate sanitary facilities were compared with inadequate the study found that adequacy of these facilities among the female respondents. The respondents claimed that they missed valuable learning time during their menstrual period as they have to skip school (absent) for at least 4 days every month. This affected their average mean score, as compared to their male counterparts.

Table 10: Availability of sanitary facilities and pupil performance

GENDER	AVAILABILITY	FREQUENCY	PERCENTAGE	AVERAGE MEAN SCORE
Boys	Adequate	20	41.7	321.0
	Inadequate	8	16.7	290.6
Girls	Adequate	1	2.1	326.7
	Inadequate	19	39.6	283.2
	TOTAL	48	100	

On average, the pupil – toilet ratio affects performance, which in most cases is very poor. According to the observation schedule in Appendix, the school has a toilet ratio as follows:

Out of 762 boys, there are 10 toilets and 2 urinals. That means a ratio of 76:1 and the total number of girls is 680. That means a toilet ratio of 65:1. The poor performance shown by the sample on the table could be attributed to the fact that pupils queue for so long in the latrine and eventually get to class late. This leads to delayed start of lessons thus losing valuable learning time. The availability of water in the school also seemed to influence pupil's performance. Latrines/toilets well maintained, water consistently supplied seemed to boost performance. This could be attributed to less absenteeism especially among girls during their menstruation periods as their privacy and hygiene needs were catered for.

Another important facility that seemed to influence performance was availability of adequate staff room as indicated in table.

Table 11: Availability of the Staff Room and Pupil Performance

AVAILABILITY	FREQUENCY	PERCENTAGE	AVERAGE MEAN SCORE
Adequate	10	66.7	263.2
Inadequate	5	33.3	256/8
Total	15	100.0	

There was better performance for the teachers who appreciated the fact that the school had a staff room with tables and chairs where they could plan and prepare for lessons adequately. A place where they could share corporately as a staff during tea, meetings. This motivated them to work cohesively to improve performance. The 33.3% of the teachers who did not appreciate the adequacy of the staff room had their views on what needed to be done in order to improve its state.

Some of the views included renovation in terms of painting, fixing of pigeon holes (lockers) for individual teachers to keep his/her personal items. Some of these views affected the respondents' attitude towards work, hence the low performance as indicated in the table above.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS. RECOMMENDATIONS AND FIVE-YEAR STRATEGIC PLAN

5.1 SUMMARY, CONCLUSIONS

The study was conducted to establish the impact of physical resources on pupil's performance in Kimathi Primary School. The research study was guided by the questions concerning the availability of these physical resources and the instructional materials. The impact of their utilization on pupil performance.

Data was collected using head teacher's questionnaire, teachers, questionnaire, and pupil's questionnaire, personal interview of the support staff and the school management committee representative, observation schedule. The pupil's respondents, 15 questionnaires by the teacher respondents, returned all the 48 questionnaires. The collected data was coded, tabulated and analyzed using descriptive statistics such as frequencies, percentages and averages. Pearson –correlation co-efficient was used to determine the degree and nature of the relationship between the availability, utilization and nature of relationship between this and pupil performance.

The area of study was 34 years old and the building was in need of repair, renovation, and proper management. Most of the classrooms had broken window glasses and frames, some doors not lockable. The respondents comprised of 57.6% male pupils and 42.2% female pupils, and 50% of the whole teaching staff who were all professionally trained and each was a class teacher. This assured the reliability of the responses. A rough floor, wide window openings of a congested classroom, greatly impedes the process of teaching and learning. Teacher movements in the classrooms to attend to individual learners are difficult. The school generally lacked adequate toilets (WC) as over 60 pupils shared one toilet, leading to long quell, inconveniences, hence time wasting. Core instructional materials like chalk, dusters and textbooks were adequate, as most subjects a minimum ratio of 1:3.

Playground needed some improvement, swimming pool and computer lessons needed to be free and compulsory for all the pupils, as these could boost pupils, performance. The teachers were to actively participate in co-curricular activities by involving the learners and making use of the timetable effectively.

To gauge the effect of these resources on pupil performance, the 2003 to 2007 KCPE average standard mean score was considered (Table-). The percentage pass was also used. Using the 2003 – 2007 KCPE analysis, the number of candidates who scored an average of 250 marks and above indicated a varying the rate of transition from primary school to secondary school which was worrying. The sample had an average mean standard score of 262.4 and a percentage pass of 53.8%. The highest mean score was

280.14 (2004) while the lowest was 247.70 (2007). The entry trend was reducing as the performance also went down. This called for a further investigation.

5.2 RECOMMENDATIONS

Educators as change agents should be able to promote awareness of the changing needs of the society. These needs are brought to therefore through recommendations on the education curriculum on the basis of monitoring and evaluation. The educators can then identify and develop innovative ways and take cooperative action aimed at providing solutions to problems related to development.

Another recommendation, which is related to the respondent's comments, is that, the Primary Teacher Training colleges should be reformed to accommodate subject specialization in primary schools and that ICT knowledge and competence is compulsory in every college.

By Emeritus Professor Shigekazu Takemura of project SMASSE (26th October 1999)

5.3 CONCLUSION

It is the duty of school managers to ensure that the school environment safe because good health and safe environment are essential for high academic achievement. There is a need to follow the Ministry of Education specification on construction of sanitary facilities in schools. Playing grounds should be free from sharp objects and manholes. First Aid kits should be available whenever there is a game going on. Rios argues a strong case for smaller class sizes in schools. The fewer learners there are in a classroom, the easier it is to cater for the unique needs of the learners.

5.4 FIVE YEAR STRATEGIC PLAN (2009 - 2013) FOR KIMATHI PRIMARY

With all these trend of events and in order to improve the performance of the school, the researcher has decided to give an action plan which will see the improvement of performance in the school. The action plan is indicted in the five-year strategic plan (2009 - 2013) as shown below.

5.4.1 VISION, MISSION AND STRATEGIC PRIORITIES OF THE SCHOOL

VISION

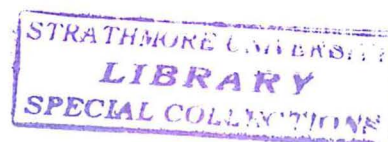
Committed to enhancement of our children's industry and integrity for a better future through the provision of quality education.

MISSION

Kimathi primary exist to provide quality education geared towards the Childs holistic growth while embracing the virtues of integrity, diligence, respect and service.

The school

The overall plan (2009 - 2013) reflects on the determination of the school to build a responsive institution of learning that is committed to service delivery (teaching and



learning) through improved performance and being accountable to all the stakeholders of the school.

As a government institution, first and foremost, it must exist for the good of the public, and to enable the Ministry of Education to carry out its policies and mandate of the Government contained in the MOE Policy review, (session Paper 1 of 2005, through KESSP). Upholding high professional standards will do this and offering high quality education geared to excellence in KCPE Examinations for this is the main reason for its existence as an organization.

5.4.2 The core values of the institution

As a school, there is a need to value:

PEOPLE

Upholding the MOE (TSC) Standards and ethics, being accountable to the Ministry of Education policies on the implementation of FPE, the Divisional department of education (DCE), the parents, (PTA), the Donors (UNICEF, CDF), the teachers and the pupils.

EXCELLENCE

Maintaining high standards of performance and professionalism, to secondary schools and aiming for excellence in everything the school does, including being fair, ethical and trustworthy.

TEAMWORK

Co-operating with one another and our partners in education (school community, churches) in an open and supportive way to achieve shared goals.

LEARNING

Creating a learning organization in which both staff members and pupils seek and share knowledge and information, and are committed to personal growth.

INNOVATION

Striving to address education resource needs for high-quality performance and seeking better way to achieve the goals of the school.

MAJOR STRATEGIC PRIORITIES FOR THE NEXT FIVE YEARS

- Breaking the back of illiterate primary school leavers through retention and transition in five years

- Developing the school as a center of excellent performance.
- Ending conditions of physical degradation in the school
- Developing the professional quality of the teaching force.
- Ensuring the success of active learning through outcomes-based education.
- Dealing purposefully with the HIV/AIDS emerging in and through the education.

THREE PROGRAMMES TO IMPLEMENT THE PRIORITIES WITH INDICATORS OF SUCCESS.

PROGRAMME 1: SCHOOL EFFECTIVENESS AND TEACHER PROFESSIONALISM

Priorities:

- Ensuring that the school become a Centre of excellent performance
- Ending conditions of physical degradation in the school
- Developing the professional quality of the teaching force
- Ensuring the success of active learning through outcomes-based education.

Project 1: Making the school work

Performance Indicators:

Knowing that success is achieved when:

- The school is well organized and run, and exhibits order and discipline.
- The school has rules and regulations that are known and adhered to by both the teachers and learners.
- The school is in session and operating for the stipulated number of hours in the school day and number of days in the school year.
- All learners and teachers, attend school daily and they both arrive at school on time.

Project 2: Leadership and Management

Performance Indicators:

Knowing that success is achieved when:

- The school has a competent head teachers and heads of department
- The school has a school improvement plan that sets performance targets for management, teachers and learners
- The school has a clear system for monitoring performance and achievement, including the undertaking by management (H/T) of regular:
 - (i) Classrooms visits
 - (ii) Reviews of learner performance by grade and by subject/learning area.
 - (iii) Review of teacher performance
 - (iv) Review of the school curriculum, and
 - (v) Staff meetings to discuss and review teacher and learner performance.
- The school establishes appropriate communication channels and structures to ensure timely and effective reports-back to parents and the Ministry of Education through DCE about the performance of the school.
- All members of the school management committee attend management training and development programmes.

Project 3: Governance

Performance Indicators:

Knowing that success is achieved when:

- The school has properly constituted and effectively functioning governing body (SMC), by timely holding of elections
- All members of the school management committee attend training and development programmes
- Materials for the training and development of SMC are developed, published and distributed.

- Adoption of code of conduct and ethics for teachers.
- All teachers are participating in teacher, development programmes
- There is a significant decrease of under qualified teachers.
- There is a significant decrease in the number and frequencies of incidents of misconduct are deal with decisively.
- Enhanced status of teachers in the school community.

Project 4: Learner Achievement

Performance Indicators:

- Knowing that success is achieved when:
- Classroom learning time is efficient and effectively used with all learners and teachers in the classroom for the stipulated hours during the school day.
- Learner performance is assessed at regular intervals and feedback is provided to both learners and parents.
- All learners meet national standards, in particular, competence in reading, writing and numeric skills at lower classes 1-3 and at key transitional stages in the learning leader, classes 4 to 8.
- A culture of non-performance is not tolerated in the school at all times.

Project 5: integrated planning and budgeting process

Performance indicator

- Development and effective utilization of planning tools to support informed management decisions and to assess the impact
- Balance budget particularly in relation infrastructure expenditure.
- Budget allocation reflect priorities
- Development of plans of the supply of learner support materials and for infrastructure development.



Project 6: School Safety

Knowing that success is achieved when:

- The school has adequate physical resources to ensure a basic level of security.
- Community involvement and participation in the school contributes to the development of a safe and secure environment
- Special programmes are provided for children with problems that could lead to anti-social behavior.

Project 7: School Infrastructure

Performance Indicators:

Knowing that success is achieved when:

- The new structures put up in the school confirm to the minimum requirements of the MOE.
- There is a coordinated plan with clear time-lines to deal with backlogs (eg. school hall), including the rehabilitation of the facilities that are in a state of disrepair.

Project 8: Monitoring evaluation and accountability

Performance indicators

- Procurement procedures established and operational
- Increased accountability for timely delivery
- Increased parents satisfaction
- Staff is satisfied with their work environment.
- Ongoing review and revision of plans and strategies
- Regular reports of the performance on a monthly basis.

PROGRAMME 2: HIV/AIDS

Priority:

Dealing purposefully with the HIV/AIDS emergency in and through education.

Project 1: Awareness, information and advocacy

Performance Indicators:

Knowing the successful achievement when:

- Myths about HIV/AIDS are eradicated in the school
- Established of non-discriminatory practices in all the areas of the school programme.
- Availing materials on HIV/AIDS education to all the stakeholders of the school

Project 2: HIV/AIDS within the curriculum

Performance indicators;

Knowing the successfully achievement when:

- Life skills and HIV/AIDS education is integrated across the curriculum.
- Increase in knowledge of and changed attitudes towards sexuality and HIV/AIDS among pupils.
- Reduction in incidence of HIV/AIDS among pupils
- Responsiveness of national plans and strategies to the impact of HIV/AIDS.

PROGRAMMES 3: LIFE-LONG LEARNING

Priorities:

- Equipping the pupils with a holistic education that will help them to meet the social and economic needs of the 21st century.
- Improving retention and transition to secondary schools

PROJECT 1: Capacity Building

Performance indicators:

Knowing the successful achievement when:

- All governance (management) structures are properly constituted and functioning effectively.
- Clear procedures and criteria for the appointment of the school management committee (SMC).
- The institution receives a clean bill of health from auditors.

PROJECT 2: Quality Enhancement

Knowing the success when:

- Overall mathematics mean score improve by at least 5% annually.
- Proper implementation of the Free Primary Education (FPE) Programme.
- Quality assurance frameworks and mechanisms are established and operational in the school programme.
- Increased community awareness of the regulatory framework of the MOE (FPE) leading to increase in yearly enrolment in the school.

These have been summarized in a Log Frame Matrix table as shown below:

CURRICULUM DEVELOPMENT ACTION PLAN						
OUTPUT	ACTIVITIES	PERFORMANCE INDICATORS	IMPLEMENTING AGENCIES	RESOURCES	TIME FRAME	CRITICAL ASSUMPTION
1. improve access by:	<ul style="list-style-type: none"> ▪ Repairing all classrooms ▪ Building Science Laboratory from the 8-4-4 workshop ▪ Completing computer lab ▪ In servicing teaching staff 	Enrolment Improves by 20% Increased learning space by 25% increase science performance by 10% Access to computers by students 100% Improved Teaching Methodology	<ul style="list-style-type: none"> ▪ Parents ▪ PTA ▪ TAC ▪ MoEST ▪ MoPW ▪ School Admin. 	<ul style="list-style-type: none"> ▪ Approved school budget ▪ Grants from Ministry of Education ▪ CDF 	Yearly	Fund will be available from expected sources
2. Improved Performance	In servicing Teaching Staff. In servicing SMC and PTA executive	School performance Improves by 25%	TAC PTA School Admin.	Approved school budget Grants from Ministry of Education CDF	Every term	Fund will be available from expected sources Parent and PTA will attend In-service seminars

ACTION PLAN FOR RESOURCE DEVELOPMENT (PI)

PRIORITY	BUILDING	TEXT BOOKS	FURNITURE
<p>TARGETS Agreed areas to improve: Brief description</p>	<ul style="list-style-type: none"> ▪ Construction of gymnasium. ▪ Improvement of poolside café ▪ Damaged electrical fittings ▪ Ablution facilities for female teachers in the school 	<ul style="list-style-type: none"> ▪ Initiate an effective cost sharing scheme of group buying of text books buy parents ▪ Buy necessary reference books for teachers ▪ Implement the MOEST – FPE- textbooks procurement strategy. 	<p>Classroom furniture Staff room furniture</p>
<p>TASKS Assignments Suggested tasks-these may be identified by staff and other stake holders Other additional tasks</p>	<ul style="list-style-type: none"> ▪ Generate plan drawings for the Gymnasium and poolside café. ▪ Prepare construction budget for the gymnasium and poolside café and ablution facilities. ▪ Repair and fit damaged windows ▪ Repair all damaged electrical fittings 	<ul style="list-style-type: none"> ▪ School committee, parents and the community to be sensitized during meetings ▪ Check existing book stock and review the needs-D/Head teacher. ▪ Train the procurement on MOEST-FPE-textbooks procurement policy. ▪ Sensitize the parents and students on their responsibilities about books. 	<p>Initiate furniture fund to take care of repair and purchase of new ones Students to replace what they break Teachers to be more vigilant Repair broken furniture Replace irreparable furniture</p>
<p>Amendments during the year</p>			

APPENDICES

APPENDIX A

QUESTIONNAIRE TO THE PUPILS

Your name _____

Your age _____

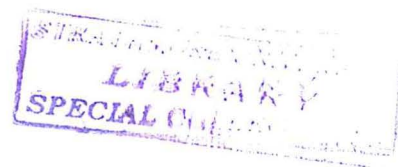
- When did you come to this school pre-unit () class 1 () other classes () indicate which class.
- Indicate the facilities you like using most while in school.
Computers () Swimming pool ()
Playground () School library ()
Classroom () School workshop ()
- How does your participation in the above influence your performance in the class? _____

- How often do you attend the computer lessons 1 once () twice () daily ()
- Name at least three computer application programmes you operate in the computer

- Of the above programmes which one do you find more educative

- Explain how educative the programme is in relation to your school performance.

- Should the computer lessons be made free of charge like any other lesson in the school test
Yes () No ()



- Do you have a desk and a chair?
Yes () No () we share ()
- How do you like the sitting arrangement in your classroom?
Good () fair () not good ()
- How does the above sitting arrangement influence your understanding of the lesson being taught?
 - i) I get the concept fully ()
 - ii) I don't get the concept at all ()
 - iii) I get a few concepts ()
- How does the distribution of textbooks affect your learning?

- Do you receive adequate supply of the learning materials you require in school?

Looking at our school infrastructure, what do you think should be done to improve it?

- (a) Classrooms _____
- (b) Toilets _____
- (c) Textbooks _____
- (d) Computer room _____
- (e) Playing field _____
- (f) Offices _____
- (g) Swimming pool _____

- Do you like your school?

Yes () No ()

- Is it easier for you to travel to school everyday?

Yes () No ()

If no, give your reasons. _____

- Give two reasons why you like your school. _____

- What don't you like in your school? _____

- How is the classroom arrangement suitable for your learning?

- How does the availability of the text books promote your performance in class?

- Are you involved in games and sports?

Yes () No ()

- Which sports do you take part in?

-
-
- Which other activity would you like to be introduced in the school, so that you enjoy participating in?

-
-
- Do you attend the computer classes?

Yes () No ()

- What interests you in the computer lessons?

-
-
- What don't you like about the computer class?

-
-
- Do you attend the swimming lessons?

Yes () No ()

- What interests you in the Swimming lessons?

-
-
- If you were given the opportunity, what would you chose as the best alternative?

- Which form of meals do you receive in the school?
 - a) Hot lunch ()
 - b) Being brought from home ()
 - c) Carrying own food ()
 - d) Buying from the school café ()

- How does the above marked () affect your performance?

- Indicate your percentage score in English and Mathematics.

English _____

Mathematics _____

- What was your average mean score in last term's exams?

- Did any of the resources available in the school motivate you to get the above marks?
 - (a) Computer lessons Yes () No ()
 - (b) Participation in extra curricular activities
(Swimming, ball games athletics) Yes () No ()
 - (c) Class size Yes () No ()

(d) Teaching and learning materials
(charts, blackboard, etc) Yes () No ()

(e) Textbooks Yes () No ()

(f) Sanitary facilities (toilets) Yes () No ()

- Briefly state how the above marked resources influenced your performance.

- How do you rate the sanitary facilities (toilets) in the school?

Adequate ()

Inadequate ()

APPENDIX B

QUESTIONNAIRE TO THE TEACHERS

1. In what way does the availability of physical resources within the school affect teaching and learning going on in the classroom?

2. (a) Does your reasons above influence the performance of the school?

Yes () No ()

- (b) Support your answer in (a) above _____

3. (a) Do you have any knowledge on the computer applications?

Yes () No ()

- (b) If yes which applications are you familiar with?

- (c) How relevant are these applications to the teaching and learning process in the school? _____

- (d) What number of children in your class attends computer lessons?

4. (a) _____
Do you have a system in place for filing documents needed for future use?



(b) Where are learners' records kept?

(c) How readily can you obtain a file or document from the administrative office?

(d) Do you have a cupboard where you can keep documents or where files are kept?

5. What is the general appearance of your classroom?

6. (a) Are you a member of the school procurement committee?

Yes () No ()

(b) If yes, how do you ensure proper acquisition, distribution and control over the stock (Books)?

7. (a) How often do the Quality Assurance Department of the MOEST visit your Classroom in a term?

Once () Twice () Quite often ()

(b) In such visits what impact does it have on your teaching / learning environment?

(c) Are such visits by the QUAS necessary?

Yes () No () Not sure ()

8. (a) How often do you take your pupils out for P.E. (Physical Education) Lessons?

As scheduled in the Time table () Once a week ()

Twice a week () Not at all ()

(b) What effect does your reason above have on the performance of the learners in your class?

9. (a) Is learner's sitting arrangement based on gender?

Yes () No ()

(b) Give reasons for your answer above.

10. (a) Are there times you feel that the increase in enrolment has caused problems that you encounter during your lesson?

Yes () No ()

(b) If yes, name some of the problems that you encounter during your lesson.

i) _____

ii) _____

iii) _____

11. What was the mean score of your class in the end term exam? _____

12. Give a brief comment on the mean score achieved in relation to the usage of the physical resources available in the school.

PHYSICAL RESOURCES

1. Does the school Administration affect the utilization and distribution of physical resources towards attainment of better performance?

If Yes, explain how.

2. In your opinion, does the Ministry of Education, provide appropriate supervision/guidance on the management of physical resources at the school?

3. How is the enrolment of students in your class?

4. How is this enrolment affected by the availability of resources in the

Classroom?

5. Are these resources adequate?

If not, explain how.

6. Does management affect team building and team teaching at the school?

If yes, how does it affect the above?

INSTRUCTIONAL MATERIALS

1. Do your pupils have enough textbooks for the following subjects?

	Yes	No
Mathematics	()	()
English	()	()
Kiswahili	()	()
Science	()	()
Social Studies	()	()
Religious Studies	()	()

2. Indicate for the following classes the extent to which the issue of text books to pupils is adequate.

Class	Adequate	Inadequate
1	()	()
2	()	()
3.	()	()
4	()	()
5.	()	()
6.	()	()
7	()	()

8 () ()

3. On average what is the pupils textbook ratio?

1:1 () 2:1 () 3:1 () 4:1 () 5:1 ()

4. In your opinion, does the above establishment of textbooks contribute to your school's KCPE performance?

Yes () No ()

5. Classes have class libraries Yes () No () Some ()

6. How do your pupils get class textbooks?

(a) They borrow from the library ()

(b) They have them in the class library (cupboard) ()

(c) They buy / carry from home ()

(d) There are not enough textbooks in the school ()

7. The table below shows instructional material that may be available in the school or your classroom. Tick as appropriate.

MATERIAL/ EQUIPMENT	AVAILABLE	ADEQUATE	INADEQUATE	NOT AVAILABLE
Science Equipment				
Radio				
Globe				
Models				
Chalk				
Dusters				
Maps				
Charts				
Teacher's Guides				
Teacher's Stationery				

Reference materials				
Pupils stationery				
Text books				
Teacher's table				
And chairs				
Cupboard				
Class library				

8. (a) In your opinion, do the availability of textbooks and other teaching – learning materials contribute to pupils performance?

Yes () No ()

(b) Explain your answer in 8 (a) above. _____

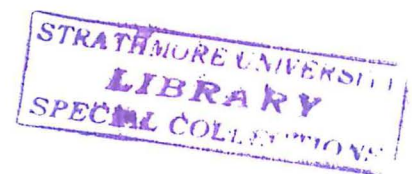
9. Give a general comment on the availability and utilization of the instructional materials at the school. _____

10. (a) Does the school have a functional library?

Yes () No ()

(b) Give your suggestions for 10 (a) above.

11. How does the teaching of life skills influence the utilization of the physical facilities in the school? _____



APPENDIX C

QUESTIONNAIRE TO THE HEAD TEACHER

1. Does every educator have a system in place for filing documents needed for Future use?

2. Are all the documents in a file currently filed?

3. Are confidential records treated with the necessary care and attention or are some confidential files lying around in the office?

4. What arrangements have you made to ensure that every teacher in the school has knowledge In Information and Communication Technology (ICT)?

5. How does the computer programme in the school contribute to the Academic performance of the school?

6. How do you assess the general condition of the buildings?
 - (a) Buildings need complete rebuilding ()
 - (b) Some need major repairs ()
 - (c) Most need more repairs ()
 - (d) Some need minor repairs ()
 - (e) All are in good condition ()
 - (f) The number of toilets are: Adequate () Inadequate ()
Boys toilets _____

Girls toilets _____

7. How does the school ensure sustainability of the water for use?

- a) Rainfall (tanks) ()
- b) Bow hole ()
- c) Piped water ()

8. Below is a table of physical facilities and equipment the school may be having. Tick as appropriate.

Facility/Equipment	Availability	Adequate	Inadequate	Not available
Head teacher's office				
Secretary's office				
Staff room				
Office equipment				
Library				
Storeroom				
Classrooms				
Desks				
Teachers tables				
Teachers chairs				
Telephone				
First Aid Kit				
School Garden				
Play Grounds/fields				
Electricity				
Teachers houses				

9. With the introduction of FPE, the provision of resources like teaching and learning resources are assured. How do you ensure requisition and control of these resources?

10. Does the effective management of the above resources contribute to the school's performance?



APPENDIX D

**OBSERVATION SCHEDULE
PHYSICAL FACILITIES**

Head teacher office

Staff room

Number of Building

Permanent

Semi-permanent

Facility	Available	Condition		
		Good	Fair	Poor
Library				
Teachers table and chairs				
Pupils desks and chairs				
Cupboards				
Ventilation				
Lighting				
Wall charts				
Chalk and dusters				
Chalk boards				
Text books				
Swimming pool				
Computer laboratory				
Stores				
Workshop				
School hall				
Playground				

General cleanliness of the classrooms

Clean _____ Fairly clean _____ Dirty _____

Organization of desks and chairs in the classrooms.

Spacing of the desks

Little space between desks _____

Enough space between desks _____

No space between desks _____

Classes are lockable

Yes _____

No _____

Fields Adequate _____ Inadequate _____

Toilets Adequate _____ Inadequate _____

Toilets position Good _____ Poor _____

Swimming pool

Condition good _____ Poor _____

Computer laboratory adequate _____ Inadequate _____

Stores Adequate _____ Inadequate _____

APPENDIX E

Grace A. Angila
Strathmore University
Institute of Humanities, Education and Development Studies (IHEDS)
P O Box
NAIROBI

THE HEADMASTER
KIMATHI PRIMARY SCHOOL

Dear Sir/Madam,

**RE: EFFECTIVE UTILIZATION OF PHYSICAL RESOURCES IN
RELATION TO ACADEMIC PERFORMANCE. A CASE STUDY ON
KIMATHI PRIMARY**

I am a postgraduate student at Strathmore University pursuing a Postgraduate Diploma in Educational Management. I am conducting a research in the above-mentioned topic.

Your school has been selected not only to take part in this study but also as a study area. Questionnaires have been designed for this research for three groups, that is, the pupils, the teachers and the Head teacher. Various interviews will be conducted within the school for the purpose of this research. Your acceptance, corporation and response to all these items would be highly appreciated. Your responses and that of the respondents will be treated with utmost confidentiality.

Thanking you in advance.

Yours faithfully

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