

Resource Management Challenges and Learners Academic Performance in National Examinations: What are the coping strategies in Public Primary Schools in Makindu District, Makueni County, Kenya?

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Abstract

The gist of the study was to examine the challenges and main coping strategies on resource management and academic performance amongst primary schools in Makindu District, Makueni County, Kenya. The study was premised on Hunts (2007) theory on project management. A descriptive survey design was adopted. A combination of Purposive and simple random sampling techniques were used to draw 25 head teachers, 200 teachers and 25 chairpersons of Parents Teachers Association (PTAs), yielding a total sample of 250 respondents. Interview schedules and questionnaires were used to collect data from chairpersons and headteachers/teachers, respectively. The study established that the various resource management challenges were: inadequate funding by the Government through the Ministry of Education, overstretched physical facilities as well as inefficient utilization of the available physical and human resources in schools. In addition, there was a positive and significant correlation between the effectiveness of resource management strategies and learners' academic performance in national examination. The researcher recommended that schools managers should involve teachers and learner in decision making process and management strategies that enhance learners academic performance in national examinations in the study locale of Makindu District, Makueni County, Kenya.

Keywords: Resources, Management strategies, Academic performance, National Examinations, Public Primary Schools, Makindu District, Makueni County, Kenya.

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