Resource Management Strategies and Learners Academic Performance in National Examinations in Public Primary Schools in Makindu District, Makueni County, Kenya

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Abstract
The gist of the study was to examine the relationship between resource management strategies and learners academic performance in national examination in public primary schools in Makindu District, Makueni County, Kenya. The study had two fold objectives namely to: i) analyze the physical and human resource management strategies that enhance learners' academic performance; ii) assess the relationship between resource management and learners performance. 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 s 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. Quantitative data from questionnaires were analyzed using descriptive statistical generated by statistical package for social science (SPSS) version 20. Analysis of variance (ANOVA) was used to test the hypotheses. Qualitative data from interviews were analyzed through interview transcription and thematic analysis and   used mainly to support the data generated through statistical analyses. The major findings were that resources were managed effectively in most schools using various strategies. In addition, there was a positive and significant correlation between the effectiveness of resource management strategies and learners' academic performance in national examination. The overall result indicates that the human resource management techniques that focus sharply on the learner and teacher translate positively to pupils' enhanced academic performance in national examinations 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.[281 words].
Keywords: Resources, Management strategies, Academic performance,   National Examinations, Public Primary Schools,   Makindu District, Makueni County, Kenya.

I.INTRODUCTION
Background to the study
Literature is abundant which attempts to relate the concepts of teaching and learning resources and eventually on their overall influence on classroom management and effective curriculum implementation (Coleman &Anderson 2001; Birimana & Orodho, 2014;   Orodho, 2013;Mwinyipembe & Orodho,2014;   Orodho, Waweru, Ndichu & Nthinguri, 2013; Ondieki & Orodho,2014;   Sherman, Bohlander& Nell, 1996; Woodford, Jack, Gillard, Crazy, & Glennonn, 2003).A study by Birimana and Orodho(2014) on teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, in the Republic of Rwanda established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual students academic performance. This finding was in tandem with the findings documented earlier by Orodho, Waweru, Ndichu and Nthinguri (2013) in Kenya who established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results. The finding also echoed the results of a study by Waweru and Orodho (2014) in secondary schools in Kiambu District, Kenya on management practices and students academic which established that effective resource management is a prerequisite to enhanced students academic performance.

The foregoing studies allude to the fact that resource management strategy is the efficient and effective deployment of an organization's resources when they are needed, and are very critical to enhanced academic performance in schools. Such resources may include financial resources, inventory, human skills, production resources, or information technology. It consists of analysis, decisions, and actions an organization undertakes in order to create and sustain competitive advantages (Birimana & Orodho, 2014; Gregory, 2005).

Throughout the world, educational policy makers, practitioners, and scholars have acknowledged the importance of principal leadership in the generation and implementation of innovations (Harris, 2004) as well as the effective utilization of resources for students enhanced academic performance (Orodho,2013) . In this context the cognitive domain that emphasizes excellence in examinations are necessary as part of quality indicators of educational provision (Adan, & Orodho, 2014).

In Makindu District like any other district in Kenya, every year around the end of December Kenya Certificate of Primary Education (KCPE) results are released. This ushers in a period when most parents complain so much through the media about the poor results in their schools (Waweru & Orodho, 2014). Most parents demonstrate in streets demanding removal of some teachers from particular schools due to the poor performance in KCPE (The Daily Nation, 2014). It is against this background that this study on resource management strategies in relation to learners' performance in Makindu District, Makueni County, Kenya was prompted.

State of the Art Review
Literature is abundant which attempts to relate the concepts of teaching and learning resources and eventually on their overall influence on classroom management and effective curriculum implementation (Coleman &Anderson 2001; Orodho, 2013; Orodho, Waweru, Ndichu & Nthinguri, 2013; Sherman, Bohlander& Nell, 1996; Woodford, Jack, Gillard, Crazy, & Glennonn, 2003). Orodho, Waweru, Ndichu and Nthinguri(2013) established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner , hence fostering discipline and good attainment of good academic results. According to Woodford et. al. (2003), a resource is a useful or valuable possession or quality of a country, organization or person. Sherman et. al. (1996) contends that resources available for organizations are human, financial, physical and informational. Coleman and Anderson (2001) say that in education area resources fall into two main categories: those used to provide support services such as the running costs of the buildings, administration and management and those for operational core of teaching and learning like physical or tangible resources.

Birimana and Orodho (2014)   write that school teaching and learning resources include buildings particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials. Hence, according to Birimana et.al.,(2014) , at a bare minimum level, schooling would require a building; some provision for seating children, drinking water, and sanitation facilities, teaching material; teachers and provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective and render management of educational resources cumbersome (Kinyanjui & Orodho, 2014).

Farrell (1993) writes that a teaching and learning resource is any support material available for use by the teacher in the class and a reading material for children. Mintzberg (1979) and Kinyanjui and Orodho (2014) contend that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (i.e. books, stationery materials and equipments, wall pictures, blackboards, audio-visual aids, globes, maps, atlases, concrete objects and classroom environment). Callahan and Clark (1982), UNESCO (1996) and Kabaana (1999) recommend audio-visual materials namely wall pictures, charts diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and video.

NCERT (2005) arguments that teaching and learning resource appear in three types. The first type of instructional materials includes such objects and phenomena as minerals, rocks, raw materials; semi finished and finished manufactured articles, and plant and animal specimens. Included among these materials are reagents and apparatus for producing chemical and other reactions and for demonstrating and studying such reactions during laboratory sessions. Also included in the first group are materials and equipment for students' expeditions and other travel, as well as supplies, instruments, and equipment for production training and for courses in drafting and the representational arts. Among such supplies, instruments, and equipment are wood, metal, plastic, and glass objects, measuring and monitoring instruments and equipment, equipment for the assembling and finishing of various products, and machines and machine tools.

The second type of educational materials, that of representations of actual objects and phenomena, NCERT (2005) goes on to say that this category includes three-dimensional materials (castings, globes, and experimental models), two-dimensional materials (charts, pictures, photographs, maps, diagrams, and drawings), and audiovisual materials (motion pictures, film clips, filmstrips, slide sequences, transparencies, records and tape recordings, and radio and television broadcasts). Audiovisual materials, including the resources of films, radio, and television, help acquaint students with the achievements of modern science, technology, industry, and culture and with phenomena that are inaccessible to direct observation. Audiovisual materials also acquaint students with early periods of history and with distant places in the world and in space. Such materials elucidate natural and social phenomena and enable students to study the inner world of matter and the internal motion of waves, elementary particles, atoms, molecules, and living cells.

The third type of instructional materials, that of written descriptions, includes scientific, scholarly, reference, and methodological teaching aids, as well as textbooks, books of problems and exercises, books for recording scientific observations, laboratory manuals, manuals for production training, and programmed textbooks (NCERT, 2005). Another type of instructional materials is technological instructional media. Among these are equipment for the transmission and assimilation of information recorded on film or on phonograph recordings: film projectors, tape recorders, phonographs, and television sets. Monitoring devices include punched cards and various types of automatic apparatus. Teaching machines include language-laboratory machines, closed-circuit television systems, and computers (NCERT, 2005).

With regard to the effects of resource availability on classroom management and content delivery, Ominde cited in Kabaana (1999) aver that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings. The lack of physical resources inevitably hampers the teaching; depress the spirit of the children and the enthusiasm of the teachers. In a similar vein, Eicher, et. al. (1982) counsels that in order to improve the effectiveness of their teaching, teachers use techniques and tools like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources.

The need for the availability of teaching and learning resources for teacher effective classroom management and content delivery is stressed by Eicher et.al. (1982) as they compare education to a motor-car industry. They say that like in motor-car industry teachers use techniques and tools to achieve their goals. These are like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers. Doff (1988) stresses the interrelation of teachers, teaching and learning resources and students in teaching and learning operational core of education. He says, "*Teaching is a three-way relation between the teacher, the materials he/she is using and the students*."

A resource management strategy is the efficient and effective deployment of an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology. It consists of analysis, decisions, and actions an organization undertakes in order to create and sustain competitive advantages (Gregory, 2005) .

School leadership and academic performance
The early academic research on school leadership focused primarily on the individual role of the school head (Camburn, Rowan, & Taylor, 2003). Later on, however, leadership in schools was increasingly viewed as a collaborative rather than an exclusively individual activity (Smylie, Conley, & Marks, 2002) and the research focus broadened to include other players including teachers. This perspective positions school leadership not just as a function of what the principal does but rather a "dyadic, shared, relational, strategic, global and complex social dynamic" model (Avolio *et al,*2009: 3). Marks and Printy (2003) posit that school leaders seeking to improve academic performance of their schools often involve teachers in dialogue and decision making. The belief that leadership matters when it comes to academic performance is generally accepted within educational leadership studies (Wahlstrom & Louis, 2008), yet some scholars have questioned the validity of this claim (Witziers, Bosker, & Krüger, 2003).

Those that hold this divergent position have argued that there is no sufficient proof that school leadership really matters. Some empirical studies, especially in the Netherlands, have reported finding no significant influence of school leadership on students' academic performance (Hallinger & Heck, 2005). There is thus little consensus about how school leaders impact school outcomes and little is known about how leadership is enacted within the schoolhouse and the means by which it influences school outcomes (Spillane *et al*, 2004).These contrasting positions leaves the question about the degree of influence of school leadership on students' academic performance unanswered.

Most contemporary studies that have sought to understand the relationship between school leadership and academic performance have focused on the distributed/shared aspects of leadership (for example Harris, 2004; Leithwood *et al*, 2007; Wahlstrom & Louis, 2008). This focus is driven by a widespread belief about the superior benefits of distributed against concentrated leadership. Moreover, it has been argued that distributed forms of leadership reflect the reality of the day-to-day division of labor in schools and minimize the probability of error in decision making by use of additional information available from diverse, leadership sharing sources (Leithwood & Mascall, 2008).

Distributed leadership has also been seen to enhance organizational learning by creating opportunities for capacity-building and exploiting individual capacities of its members (Harris, 2004; Leithwood & Mascall, 2008). Hopkins and Jackson (2002:95) argue that *...distributed leadership along with social cohesion and trust" are at the core of capacity building*. Two forms distributed – additive and holistic – have been identified by Leithwood *et al* (2007). The additive or cumulative pattern of distribution has different individuals

uncoordinatedly engaging in leadership activities while the holistic pattern is a conscious alignment of leadership activities to foster collaboration between leaders and followers (Mascall *et al*, 2008). However, it is not clear which pattern of leadership has greater influence on school academic performance (Harris, 2004).

Quality Management in Organizations

Management has been perceived by several scholars and researchers as the process of designing and maintaining any setting in which people work in groups (Adeyemi, 2012; Waweru & Orodho, 2014). In recent years, quality management has become a vehicle for organizations to achieve competitive advantage in the local and global arena (Waweru & Orodho, 2014). Thus, it is arguable that   quality management is the process that the organization must utilize to produce products and services of the highest possible quality (Birimana & Orodho, 2014). This argument borrows from the last century writings in which there has been a growing interest in the issue of quality management in organizational theory and practice (see: for example, Carr & Littman, 2006). The research literature agrees that proper implementation of a quality and excellence based management system can drastically affect company performance. Two important studies recently focused on the relationship between quality and excellence based management systems and performance (Hendricks & Singhal, 2001). In both studies, quality appears to make a central and important contribution to long term organizational performance. This leads to the suggestion that implementing a performance management system based on quality and excellence is a long term process requiring the support of management and the organizational culture at both Government and institutional levels (Waweru & Orodho, 2014).

Statement of the Problem

Despite the large body of knowledge regarding the positive and statistically significant association between effective resources management and students academic performance, many schools still perform dismally and tend to direct the blame on lack of resources in these institutions. The performance in public primary schools in the national examination in Makindu district has persisted to be poor despite the implementation of free primary education (KNEC, 2013). What strikes most is how little   research has been undertaken on resource management strategies in the study locale. It has being reported that well managed resources stand a better chance of performing better than miss managed resources. As a consequence, the evidence base on the possible causative factors is very weak and urgent steps are needed to develop a comprehensive research program in this area. The majority of public primary schools in Makindu District performed poorly in KCPE   posting a mean grade of 300 out f a possible 500 marks (Republic of Kenya, 2013).

Purpose and Objectives of the Study

The main purpose of the study was to find out the resource management strategies in relation to learners' performance in national examinations in public primary schools of Makindu district, in Makueni County. The researcher was guided by the following research objectives.

i) To analyze the physical resource management strategies that enhance learner's performance in primary schools
ii) To assess the human resources management strategies that enhance learner's performance in primary schools
iii) Analyze the relationship between human resource management strategies and learner's performance
iv) Analyze the relationship between physical resources and learners performance

Hypothesis of the study

H_O1: strategies applied in physical resource management have no significant relation on the learners' performance in national exam (KCPE).

H_O2: strategies applied in human resource management have no significant relation on the learners' performance in national exam (KCPE).

Theoretical and Conceptual Frame Works
Theoretical Framework

This study was premised upon Bertalanffy (1968) theory known as System Theory. According to this theory, a system can be said to consist of four things. The first is objects – the parts, elements, or variables within the system. These may be physical or abstract or both, depending on the nature of the system. Second, a system consists of attributes – the qualities or properties of the system and its objects. Third, a system has internal relationships among its objects. Fourth, systems exist in an environment. A system, then, is a set of things that affect one another within an environment and form a larger pattern that is different from any of the parts (Infante et al. 1997).

According to Infante, et. al. (1997), the fundamental systems-interactive paradigm of organizational analysis

features the continual stages of input, throughput (processing), and output. Several system characteristics are: wholeness and interdependence (the whole is more than the sum of all parts), correlations, perceiving causes, chain of influence, hierarchy, supra-systems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, inputs/outputs, the need for balance/homeostasis, change and adaptability (morphogenesis) and equi-finality.

The conceptual framework

The study was based on the variables depicted in Figure 1: conceptual framework relating resource management strategies and pupils academic performance. A conceptual framework is a diagrammatic representation of the interrelationships between the independent and dependent variables (Orodho, 2009a) . In the model displayed in Figure 1, the independent variables related to learners performance in national examination includes; personnel, working condition, teachers commitment, school incentives, confident headship, classrooms, playground, desk, textbooks and latrines. The intervening variables includes: political influence, learners background, community influence and role model. The dependent variables are the learners' performance in national examination.
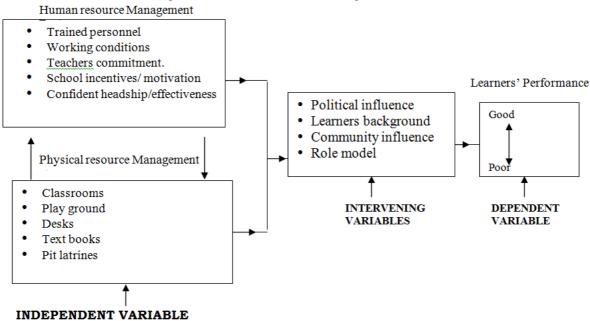

Figure 1: Conceptual framework on Resource management strategies

The conceptual framework is neatly related to the Systems theory. Theory because schools are systems where the teaching/learning process is observed as a throughput (process) used to transform inputs students and resources into outputs (graduates with different skills and attitudes). In schools we also observe an interrelation between teachers, resources and students which constitute a sine quoi none condition for the effectiveness of the teaching/learning process. Realistically, any school has objectives to achieve and achieving them requires it to treat all the elements involved in the process (inputs like students, teachers and resources; throughput like teaching methods and outputs like graduates with different skills and attitudes) as interdependent

RESEARCH DESIGN AND METHODOLOGY

Research Design

The study used a descriptive survey research design, employing mixed methods of and analysis quantitative and qualitative approaches. The researchers choose descriptive survey because it involves gathering cross-sectional data from a wide range of respondents and making interrelationships between the various variables of interest (Brooks, 2013; Orodho, 2009a;).

The Study Locale

The research was conducted in public primary schools in Makindu district; Makueni County.makindu district is located along Nairobi-Mombasa high way. Makindu district borders Kathozweni district to the east, Nzaui district to the north, Kibwezi district to the south and Kajiado County to the west. Makindu District was chosen basically because the District Development Plan laments that resources in primary schools are inadequate. Thus, it was the contention of this paper that these resources would either be unavailable or the few that are available were not being managed effectively, hence the need to establish whether these variable could be related to the poor learners' academic performance being witnessed in the district.

Population and Sample selection

Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern, especially for the purposes of statistical inference (Brook, 2013; Orodho, 2009a). Orodho,(2012) further argues that the sample size depends on what one wants to know, the purpose of inquiry, what is at stake, what was useful, what had credibility and what can be done with time and resources.

According to Orodho (2009a), if there is no estimate available of the proportion in the target population assumed to have the characteristics of interest, 10% and above should be used as the recommended method. The target population was 2120 comprising of 60 headteachers, 60 chairpersons of the Parents Teachers Association (PTAs) and 2000 teachers distributed in 60 primary schools in Makindu District, Makueni County. Purposive sampling was used to select 25 schools to constitute the sampling units for the study. From each school, purposive sampling technique was used to select a headteacher and chairperson of PTA, from each school yielding 25 headteachers and 25 chairpersons of PTA. Simple random sampling was used to select 10 percent of the teachers, yielding 200 teachers. The entire sampling process yielded total sample of 250 respondents to participate in the study. This sample size constituted 31 percent of the entire population, hence deemed adequate to be a representative sample (Orodho, 2009a, 2012; Brook, 2013).

Research Instruments

The study used questionnaires and interviews. The questionnaire was preferred because it can be used to generate large amounts of data from large samples over a short period of time (Kerlinger, 2004; Orodho, 2012). This tool contained both open ended and closed ended questions, because the closed ended questions are easier to analyze since they are in an immediate usable form, easy to administer because each item is followed by alternative answers and are economical in terms of time and money. The open-ended questions can stimulate a person to think about his feelings or motives and to express what he considers to be most important. Matrix kind of questions were used in the head teachers and teachers questionnaires, because it was easy to compare responses given to different items, when question are presented in a matrix form, they are easier to compete and hence the respondent is unlikely not to be put off. Space is also used efficiently (Orodho, 2009a)

The questionnaires were piloted using a small sample not included in the final sample to determine the validity and reliability**.** While validity is the extent to which the instrument measures what it purports to measure, reliabity is the stability or consistency of the instrument in measuring the particular trait (Orodho, 2009a, 2012). The content validity of the instrument was determined by discussing the items in the instrument with experts from the university in the Department of Educational Management and Curriculum Studies, School of Education. The advice by these people helped the researcher improve the validity of the research instrument.

In order to test the reliability of the instrument to be used in the study, piloting was carried out in two primary schools in Makindu District. The schools are Kari- Mwailu and Kawelu primary schools. The developed questionnaires were given to two head teachers and four teachers, the answered questionnaires were scored manually, the same questionnaires were administered to the same group of subjects after a period of two weeks and questionnaire responses scored manually. A comparison was obtained between the two results. A Pearson product moment formula for the test-retest was employed to compute the correction coefficient in order to establish the extent to which the content of the questionnaires were consistent, that yielded a coefficient of r= .87. This was above the .75 level suggested by Creswell (2009) and Orodho (2009a) for establishing the reliability of the questionnaire.

Data Collection Procedure

A research permit was obtained from the National Commission of Science Technology and Innovation (NACOSTI) to enable the researchers collect data. The other permit was obtained from the County Director of Education, Makueni County, Kenya. The major task of collecting data started immediately after the two sets of authorization had been obtained. Data was collected primarily through the use of questionnaires and interview schedule.

For the interview schedule the researcher made an appointment with the chairpersons. The researchers conducted a one hour face to face interviews with the chairpersons, administered the questionnaires personally to head teachers and teachers and collected them on the same day. During the interview schedule, a tape recorder was used to record the interview process   in order to reduced the tendency for the interviewer making unconscious selection of data in the course of the recording. This was also useful as the tape could   be played back and studied more thoroughly than would been the case if only notes were taken.

3.9 Data Analysis

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. It involves data coding, data entry and entering data in computer programme such as the Statistical Package for

Social Sciences (SPSS) Computer version 20.00 (Creswell, 2009; Orodho, 2009b). Descriptive statistics was used to analyze data. Descriptive statistics used percentages and frequencies. Inferential statistics such as chi-square ($\chi^{2)}$, Persons Product Moment Correlation (r)   were used to test the hypotheses.

RESEARCH FINDINGS AND DISCUSSION
Physical resource management strategies
The first objective of this study was to analyze the physical resource management strategies that enhance learners' performance in public primary school of Makindu District, Makueni County.   The teachers, chairpersons of PTAs and headteachers were requested to indicate their opinion regarding the extent they agreed that physical management strategies and their responses displayed in Table 2.

Table 2: Presence of physical resource management strategies

Response	Teachers		Chairpersons of PTA		Headteachers	
	N	%	N	%	N	%
Agreed	160	80.0	21	84.0	19	76.0
Disagreed	40	20.0	4	16.0	6	24.0
Total	200	100.0	25	100.0	25	100.0

The results in Table 2 indicate that a majority of respondents, constituting 80.0 %, 84.0% and 76.0% of the teachers, chairpersons of PTA, and headteachers of the primary schools sampled respectively agreed that there were effective physical resource management strategies in place that were geared towards the enhancement of pupils academic performance in national examinations. The minority of the respondents, especially the teachers indicated that they were not actively involved in decision making process regarding the utilization of physical resources in their respective schools. They were of the opinion that most decisions were top-down with teachers not consulted on most issues except being expected to execute decisions made at the top management level. From Table 2, it is evident that over three quarters of all respondents were in agreement that teamwork and resource sharing arrangements as well as better working conditions in their school were   the main   physical resource management strategy that encouraged the effective utilization of resources for better academic output.

Human resource Management strategies
The second objective of this study was to assess the human resource management strategy that enhances learners' performance in public primary school of Makindu District in Makueni County. The headteachers and teachers were requested to state whether or not the strategies used to manage human resources were used in their respective schools. The results are presented on Table 3.

Table 3: Human Resource Management Strategies

Strategies Applied	Headteachers		Teachers	
	N	%	N	%
Power to make decisions	15	60.0	120	60.0
Employee Knowledge	13	52.0	160	80.0
Performance information unit	16	64.0	170	85.0
Learner motivation	21	84.0	143	71.5
Teacher motivation	16	64.0	110	55.0

In terms of power to make decisions in school, the results in Table 3 indicated that slightly less than two thirds of teachers and headteachers agreed that the strategy was used in their schools. A good proportion of the respondents, constituting about one third of the respondents were of the opinion that the power to make decisions rested with the school managers.

With regards to employee knowledge as a human resource management strategy, there were mixed results. While over three quarters of the teachers were of the opinion that employee knowledge was an important factor, only slightly more than half of the headteachers shared similar opinion. The implication of this finding is that most headteachers do not see the central role of knowing the background of the employees as a prerequisite to effective human resource management. The involvement of employees of different background is, thus, limited.

With respect to performance information unit,   slightly less than two thirds of headteachers and over three quarters of the teachers agreed that performance information per unit was a human resource strategy applied in their schools. The implication is that both the headteachers and teachers perceive performance information as a critical human resource management strategy that could enhance pupils' academic performance in national examinations.

The management strategy that received the highest rating by about three quarters of both headteachers

and teachers who agreed that learner's motivation was applicable as human resource strategy in their schools. It was evident that teachers and headteachers focus more on motivational styles that enhance pupils' academic performance such as rewards for top performing pupils and promises for a bright future.

Finally, the strategy to motivate teachers was least used compared to other strategies. While nearly two thirds of the headteachers considered teacher motivation as a commonly used strategy in primary schools, only about half of the teachers shared similar sentiments. It is apparent that most of the management strategies, especially those related to motivation tend to focus more on the learner than the teacher.

Relationship between resource management strategies and academic performance

The third objective of this study was to establish the relationship between resource management strategies and academic performance. To achieve this objective Pearson correlation was performed, and results indicating correlations of power to make decisions, employee Knowledge, learner motivation, and teacher motivation against same variables displayed in a multivariate matrix Table 4.

The results indicate that the power to make decisions is positive and significantly related to performance information(r= .748, p= .001) and learner motivation (r =.522, p= .007), at ∝ =.01 level of statistical confidence. This indicates that the management strategies that involve power to make decisions is positively and significantly related to performance information and learner motivation. Similarly, there is a   positive and significant correlation between power to make decisions and teacher motivation (r= .477,p= .016) and working conditions (r= .408, p= .043) at ∝ =.05 level of statistical significance.

Similarly, results in Table 4 indicate that there is a positive and significant correlation between employee knowledge and performance information (r= .554,p= .004) at ∝ =.01 level of statistical significance; and working conditions (r=.480, p= .015) at ∝ =.05 level of statistical significance. This implies that the strategy involving employee knowledge correlates positively and significantly with performance information and working conditions.

Table 4 : Pearson correlation between various management techniques

		power to make decision	employees knowledge	performance information	learners motivation	teachers motivation	physical facilities,	working condition
power to make decision	Pearson Correlation	1	.294	.748**	.522**	.477*	.050	.408*
	Sig. (2-tailed)		.153	.000	.007	.016	.811	.043
	N	25	25	25	25	25	25	25
employees knowledge	Pearson Correlation	.294	1	.554**	.239	.374	-.108	.480*
	Sig. (2-tailed)	.153		.004	.250	.065	.606	.015
	N	25	25	25	25	25	25	25
performance information	Pearson Correlation	.748**	.554**	1	.569**	.577**	.021	.667**
	Sig. (2-tailed)	.000	.004		.003	.003	.922	.000
	N	25	25	25	25	25	25	25
learners motivation	Pearson Correlation	.522**	.239	.569**	1	.739**	-.105	-.213
	Sig. (2-tailed)	.007	.250	.003		.000	.618	.306
	N	25	25	25	25	25	25	25
teachers motivation,	Pearson Correlation	.477*	.374	.577**	.739**	1	-.113	-.021
	Sig. (2-tailed)	.016	.065	.003	.000		.591	.921
	N	25	25	25	25	25	25	25
physical facilities	Pearson Correlation	.050	-.108	.021	-.105	-.113	1	.185
	Sig. (2-tailed)	.811	.606	.922	.618	.591		.377
	N	25	25	25	25	25	25	25
working condition	Pearson Correlation	.408*	.480*	.667**	-.213	-.021	.185	1
	Sig. (2-tailed)	.043	.015	.000	.306	.921	.377	
	N	25	25	25	25	25	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Finally, data carried in Table 4 further indicates that there is a positive and significant correlation between learner motivation and performance information (r= .599, p= .003) at ∝ =.05 level of statistical significance. In a similar vein, there is a positive and significant correlation between teacher motivation and power to make decisions (r= .477,p=.015)   and employee knowledge (r= .377, p= .005) at ∝ =.01 level of statistical significance. The overall result indicates that the human resource management techniques that focus sharply on the learner and teacher translate positively to pupils' academic performance in national examinations in the study district of Makindu District, Makueni County, Kenya.

V. CONCLUSION AND RECOMMANDATIONS

The thrust of this paper was to examine the resource management strategies and students academic performance in public primary schools in Makindu District, Makueni County. In terms of power to make decisions in school, it was established that slightly less than two thirds of teachers and headteachers agreed that the strategy was used in their schools. A good proportion of the respondents, constituting about one third of the respondents were

of the opinion that the power to make decisions rested with the school managers.

With regards to employee knowledge as a human resource management strategy, there were mixed results. While over three quarters of the teachers were of the opinion that employee knowledge was an important factor, only slightly more than half of the headteachers shared similar opinion. The implication of this finding is that most headteachers do not see the central role of knowing the background of the employees as a prerequisite to effective human resource management. The involvement of employees of different background is, thus, limited.

With respect to performance information unit,   slightly less than two thirds of   headteachers and over three quarters of the teachers agreed that performance information per unit was a human resource strategy applied in their schools. The implication is that both the headteachers and teachers perceive performance information as a critical human resource management strategy that could enhance pupils' academic performance in national examinations.

The management strategy that received the highest rating by about three quarters of both headteachers and teachers who agreed that learner's motivation was applicable as human resource strategy in their schools. It was evident that teachers and headteachers focus more on motivational styles that enhance pupils' academic performance such as rewards for top performing pupils and promises for a bright future.

Finally, the strategy to motivate teachers was least used compared to other strategies. While nearly two thirds of the headteachers considered teacher motivation as a commonly used strategy in primary schools, only about half of the teachers shared similar sentiments. It is apparent that most of the management strategies, especially those related to motivation usually tend to focus more on the learner than the teacher.

The results indicate that the power to make decisions is positive and significantly related to performance information($r = .748$, $p = .001$) and learner motivation ($r = .522$, $p = .007$), at $\propto = .01$ level of statistical confidence. This indicates that the management strategies that involve power to make decisions is positively and significantly related to performance information and learner motivation. Similarly, there is a positive and significant correlation between power to make decisions and teacher motivation ($r = .477$, $p = .016$) and working conditions ($r = .408$, $p = .043$) at $\propto = .05$ level of statistical significance.

Similarly, results in Table 4 indicate that there is a positive and significant correlation between employee knowledge and performance information ($r = .554$, $p = .004$) at $\propto = .01$ level of statistical significance; and working conditions ($r = .480$, $p = .015$) at $\propto = .05$ level of statistical   significance. This implies that the strategy involving employee knowledge correlates positively and significantly with performance information and working conditions.

Finally, the strategy to motivate teachers was least used compared to other strategies. While nearly two thirds of the headteachers considered teacher motivation as a commonly used strategy in primary schools, only about half of the teachers shared similar sentiments. It is apparent that most of the management strategies, especially those related to motivation usually tend to focus more on the learner than the teacher.

In a nutshell, it was concluded that although the head teachers indicated that human resource management strategies were administered in their schools, the teachers' results were contrary. The teachers indicated that the human resource management strategies were not often administered in their schools. Counter checking with the chairpersons results which revealed that human resource management strategies were administered in their schools indicated that the teachers may not be satisfied with the human resource management strategies administered in their schools. As a result, it was concluded that the teachers required a better way to be communicated and might be involved in the decision making of their school administration.

Similarly with regards to the relationship between the resource management strategies and learners performance, it was concluded that there was a significant relationship between consistent learner's performance and the resource management strategies. Increased learner's performance   is also related with better working condition, teacher's motivation, learners' motivation, power to make decision and knowledge of employees.
The following are the recommendations of this research based on the findings of the study;

1. The school management should not ignore teachers and learners participation in their schools management strategies. Teachers and the learners should be involved in decision making as far as resource management strategies is concerned.

2. Increased learners performance is related with good working conditions, teachers' motivation, learners' motivation and employees' knowledge, therefore schools should have diversified ways of improving on the existing resource management strategies.

3. The school should set aside some funds from their budget to be utilized for motivating teachers, learners and support staff.

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