EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

INFLUENCE OF RESOURCE ALLOCATION ON THE ACADEMIC PERFORMANCE OF PUBLIC SENIOR SECONDARY SCHOOLS IN CHEPALUNGU SUB-COUNTY, KENYA

Koech Emily Chepkemoi[1*], Dr. Kipkirui Joseph Rono[2], & Dr. Viviline Ngeno[3]
[1,2 & 3] Department of Educational Administration, Planning and Management, University of Kabianga.
PO BOX 20230-20200, Kericho, Kenya

ABSTRACT
This study examined the relationship between resource allocation and academic performance in public senior secondary schools in Chepalungu Sub-County, Bomet County, Kenya. A correlational research design was adopted to establish the relationship. The target population comprised 607 teachers and 76 principals from 76 public senior secondary schools. Stratified and simple random sampling techniques were used to select 159 teachers and 10 principals from 10 schools, giving a target sample of 169 respondents. Data were collected using structured questionnaires, while validity was assessed through expert review and reliability was evaluated using Cronbach's alpha, with a threshold of 0.70. Data were analysed using descriptive and inferential statistics in SPSS version 26. Pearson's correlation analysis revealed a strong positive and statistically significant relationship between resource allocation and academic performance ($r = .734$, $p < .001$). Simple linear regression results indicated that resource allocation accounted for 53.9% of the variation in academic performance ($R^2 = .539$) and was a statistically significant predictor. The study concluded that resource allocation was an important factor associated with academic performance in public senior secondary schools in Chepalungu Sub-County. It recommends that the Ministry of Education and school management boards strengthen the adequacy, equity, and timeliness of resource allocation, with particular attention to financial resources, staffing, instructional materials, and school infrastructure. These measures could support teaching and learning and contribute to improved academic outcomes.

KEYWORDS: *Resource Allocation, Academic Performance, Public Senior Secondary Schools, Correlational Research, Chepalungu Sub-County*

INTRODUCTION

Resource allocation is a fundamental concern in educational management because it shapes the capacity of schools to translate educational objectives into measurable academic outcomes. Public secondary schools depend on financial, human, physical, and learning resources to deliver the curriculum, facilitate effective instruction, and provide learners with opportunities to attain expected academic standards. However, the relationship between resources and academic performance extends beyond their availability. It also concerns how resources are distributed across competing instructional needs, whether their allocation reflects differences in school requirements, and whether the resources provided adequately support teaching and learning. Groenewald et al. (2024) examined financial management practices in public schools and highlighted the importance of budgeting, allocation, procurement, and financial accountability. These considerations suggest that resource allocation should be understood as a strategic educational management process whose relevance lies in matching available resources with the demands of curriculum delivery and learner achievement.

Human resources constitute a critical dimension of school resource allocation because teachers are responsible for curriculum delivery, assessment, academic guidance, and the identification of learners requiring additional support. Their distribution across subjects, classes, and levels of enrolment can affect instructional continuity and the extent to which learners receive appropriate academic attention. Amos et al. (2021) emphasised the importance of financial management competencies in supporting the provision of quality education, while research on resource utilisation in Kenyan secondary schools has identified teacher resources as one of the institutional inputs relevant to academic performance (Peter, 2023). These findings underscore the importance of considering whether teacher deployment corresponds to subject requirements and instructional workloads rather than examining staffing levels in isolation. Where teachers are unevenly distributed relative to curriculum demands, some subjects may receive insufficient instructional attention, potentially constraining learners' achievement in national examinations and core subjects. Human resource allocation is therefore relevant to understanding variations in academic performance across public secondary schools.

Physical resources provide the infrastructure necessary for effective teaching and learning. Classrooms, laboratories, libraries, furniture, and other facilities influence the conditions under which teachers deliver lessons and learners engage with academic content. The availability of suitable classrooms supports the organisation of instruction, while laboratories and libraries facilitate practical learning, research, and independent study. Evidence from South African public secondary schools indicates that the allocation, distribution, and utilisation of school resources are associated with learner performance (Molaudzi, & Adeyemo, 2022). Nevertheless, the educational value of physical facilities depends on their adequacy, suitability, accessibility, and condition. Facilities that are insufficient for

enrolment levels or unavailable when required may constrain instructional activities despite their nominal presence. Appropriate physical resource allocation is consequently important not simply for providing school infrastructure, but for ensuring that facilities correspond to curriculum requirements and support the academic targets schools seek to achieve.

Learning resources, including textbooks, reference materials, teaching aids, and subject-specific instructional materials, constitute another important dimension of resource allocation. These resources complement teacher instruction by enabling learners to practise, revise, consolidate concepts, and undertake independent study. Their distribution across subjects and learners influences the extent to which students can access the materials required for effective curriculum engagement. In Kenya, Simiyu et al. (2020) examined funding practices, the adequacy of teaching and learning materials, and learners' academic achievement in public secondary schools in Bungoma County. Their findings indicated associations between funding practices and the provision of adequate learning materials, as well as between the utilisation of those materials and academic achievement. Similarly, Ololo et al. (2024) investigated principals' allocation of teaching and learning resources in relation to Kenya Certificate of Secondary Education performance in public schools in Kisii County. This line of research reinforces the importance of examining how instructional resources are distributed and made accessible to learners. However, the extent to which learning resources support academic performance depends on their relevance to the curriculum, adequacy across subjects, and effective use in the instructional process.

Financial resources underpin the provision, distribution, and maintenance of the other resource categories. Funding enables schools to meet expenditure associated with instructional materials, infrastructure, essential learning activities, and other educational requirements. Groenewald et al. (2024) identified budgeting, procurement, resource allocation, and financial oversight as important aspects of financial management in public schools. Amos et al. (2021) similarly highlighted the importance of school heads' financial management skills, particularly in mobilising funds and monitoring budgets and expenditure. In the Kenyan context, Sika and Nyawanda (2024) examined the relationship between non-teacher unit costs and Kenya Certificate of Secondary Education performance in public secondary schools in Vihiga Sub-County, drawing attention to the relationship between school expenditure and examination outcomes. Financial resource allocation therefore requires consideration of how available funds are distributed among competing educational priorities and whether expenditure responds to the instructional needs of the school. Funding alone does not guarantee academic success; its potential contribution depends partly on whether it enables the provision of adequate teachers, suitable facilities, and appropriate learning materials.

The four dimensions of resource allocation are interdependent. Financial resources support the acquisition and maintenance of physical and learning resources, while human resources determine, in part, how effectively these inputs are translated into classroom instruction. A school may possess adequate facilities but be unable to maximise their educational value if staffing or instructional materials are insufficient. Equally, the availability of textbooks may not fully support learning where classroom conditions or teacher deployment restrict their effective use. Research on institutional resources in Kenyan secondary schools has reported a significant relationship between resource availability and school academic performance (Obwoge et al., 2022). Evidence from Makueni County has also highlighted the relevance of textbooks, infrastructure, teacher resources, and instructional materials to students' academic performance (Peter, 2023). These findings support an integrated examination of resource allocation, while also indicating the need to distinguish between resource availability, utilisation, and distribution when interpreting its relationship with academic outcomes.

Academic performance in public senior secondary schools can be assessed through several complementary indicators. Achievement in national examinations provides a standardised measure of learners' attainment, while attainment of university-entry grades indicates whether students meet the relevant academic thresholds for progression to university education. Pass rates in core subjects provide information about achievement in essential curriculum areas, and attainment of school academic targets reflects performance against institution-specific expectations. These indicators capture different aspects of educational achievement and provide a broader assessment than reliance on a single outcome measure. Their relationship with resource allocation is important because schools must distribute resources in ways that support curriculum coverage, subject mastery, examination preparation, and the achievement of established academic expectations. Accordingly, assessing academic performance through these indicators enables a more comprehensive examination of the possible relationship between school resource allocation and educational outcomes.

Although studies conducted in Kenya and other African contexts have examined school resources and academic performance, the evidence does not eliminate the need for context-specific investigation. Existing studies have addressed particular resource categories, resource utilisation, financial management, or examination performance in different geographical and institutional settings (Obwoge et al., 2022; Ololo et al., 2024; Simiyu et al., 2020). Their findings provide a useful empirical foundation, but the relationship between the combined allocation of human, physical, learning, and financial resources and multiple indicators of academic performance requires further examination in the specific context of public senior secondary schools in Chepalungu Sub-County, Kenya. In particular, it is necessary to establish how these resource dimensions relate to national examination achievement, university-entry grades, core-subject pass rates, and the attainment of school academic targets. This study therefore examined the influence of resource allocation on the

academic performance of public senior secondary schools in Chepalungu Sub-County, Kenya, focusing on human resources, physical resources, learning resources, and financial resources in relation to the specified academic performance indicators.

Main Objective of the Study

The main objective of the study was to determine the influence of resource allocation on the academic performance of public senior secondary schools in Chepalungu Sub-County, Kenya.

Hypothesis of the Study

H_0: There is no significant influence of resource allocation on the academic performance of public senior secondary schools in Chepalungu Sub-County, Kenya.

LITERATURE REVIEW

Resource allocation and academic performance of public senior secondary schools

Resource allocation in public senior secondary schools involves the distribution of financial, human, physical, and learning resources to meet instructional needs and support academic achievement. Its effectiveness depends on the adequacy of available resources, the priorities guiding their distribution, and their alignment with teaching and learning requirements Groenewald et al. (2024). Decisions concerning staffing, budgeting, procurement, learning materials, and infrastructure shape the conditions under which teaching takes place and learners pursue academic targets. Understanding resource allocation therefore requires examining how resources are distributed across competing school needs and how this distribution relates to academic performance.

Groenewald et al. (2024) examined financial management practices in public schools, with emphasis on transparency, accountability, efficiency, and the effective utilization of school resources. These practices are relevant to resource allocation because financial management influences how available funds are prioritized and distributed among competing educational needs. However, effective financial management does not necessarily establish whether resources are allocated adequately across staffing, physical facilities, and learning materials or whether their distribution corresponds with schools' academic requirements. The relationship between financial management and the broader allocation of educational resources therefore warrants examination in relation to measurable academic outcomes.

Lavu and Maina (2019) investigated the influence of organizational resources on strategy implementation at the Kenya Medical Research Institute (KEMRI) Wellcome Trust Research Programme in Kilifi County, Kenya. The researchers adopted a descriptive survey design and collected data from 60 management staff using self-administered semi-structured questionnaires. Their findings highlighted the importance of human resources, financial resources, and technological competence in supporting strategy implementation. Although the study demonstrated the relevance of organizational resources to institutional performance, its focus was on strategy implementation rather than student academic achievement. Consequently, it did not establish how the distribution of human, physical, learning, and financial resources relates to academic performance in public senior secondary schools. This distinction provides a basis for examining resource allocation within an educational setting using indicators that reflect students' academic achievement.

Ogunode et al. (2023) examined the relationship between adequate funding and the implementation of the Core Curriculum and Minimum Academic Standards (CCMAS) in public universities in North-East Nigeria. The study employed a survey design involving 300 academic staff, with questionnaire data analysed using Pearson product-moment correlation and descriptive statistics. The findings emphasized the importance of adequate funding in supporting curriculum implementation through the provision of academic staff, infrastructure, instructional materials, and training programmes. These findings highlight the contribution of financial resources to educational delivery. Nevertheless, curriculum implementation in universities is distinct from academic performance in public senior secondary schools. The study did not directly establish how the allocation of financial resources, alongside human, physical, and learning resources, relates to national examination achievement, university-entry qualifications, or performance in core subjects at the secondary-school level. This leaves an important question concerning the relationship between resource allocation and measurable academic outcomes in public senior secondary schools.

Amos et al. (2021) examined school heads' financial management competencies and their implications for the provision of quality education in secondary schools. Drawing on documentary and literature sources, the study identified fund mobilization, budget monitoring and evaluation, and auditing as important financial management competencies. It also highlighted challenges associated with inadequate financial management skills, insufficient school funds, and weaknesses in monitoring and auditing. The study draws attention to the importance of school leadership in managing finances and supporting the provision of educational resources. However, its focus on financial management competencies does not establish how the distribution of financial resources, considered alongside human, physical, and learning resources, relates to specific academic performance indicators. Examining resource allocation in relation to

academic achievement therefore requires attention to the resources provided, their distribution across instructional needs, and their association with measurable school outcomes.

Collectively, these studies address complementary aspects of financial management, organizational resource allocation, and educational resource provision. Their findings underscore the importance of resources in supporting institutional operations and educational delivery, but their principal areas of investigation include financial management practices, strategy implementation, and curriculum implementation. They therefore provide an incomplete account of how the allocation of different resource categories relates to academic performance in public senior secondary schools. Specifically, the relationship between the allocation of human, physical, learning, and financial resources and achievement in national examinations, attainment of university-entry grades, pass rates in core subjects, and achievement of school academic targets requires further empirical examination. The present study addressed this concern by examining resource allocation in relation to these academic performance indicators in public senior secondary schools in Chepalungu Sub-County, Kenya.

THEORETICAL FRAMEWORK

This study was guided by Resource-Based Theory (RBT), which explains how organizational resources and capabilities contribute to institutional performance. The theory originated in Penrose's (1959) analysis of firm growth and was developed as a strategic management framework by Barney (1991). Barney argued that differences in organizational performance can arise from variations in the resources organizations possess and their capacity to deploy them effectively. The framework identifies valuable, rare, imperfectly imitable, and non-substitutable resources as potential sources of sustained competitive advantage. Although initially developed within the private-sector context, RBT provides a useful analytical foundation for examining the relationship between resource allocation and performance in public educational institutions.

In public senior secondary schools, relevant resources include financial allocations, human resources, physical facilities, and learning materials. These resources support curriculum delivery, shape the learning environment, and influence schools' capacity to meet their academic objectives. From an RBT perspective, the contribution of resources to institutional performance depends not only on their availability but also on how they are distributed and utilized to address educational needs. Adequate teacher provision, appropriate classrooms and other facilities, sufficient instructional materials, and effective utilization of financial resources can strengthen schools' capacity to support student learning. Conversely, shortages or inappropriate distribution of these resources may constrain instructional delivery and limit schools' ability to achieve their academic targets.

The theory is particularly relevant to this study because it provides a basis for examining resource allocation as an organizational process associated with academic performance. The allocation of human resources determines the availability of teachers to support instruction, while physical resources provide the facilities within which teaching and learning occur. Learning resources support curriculum delivery and students' acquisition of knowledge, whereas financial resources enable schools to meet these and other educational requirements. The extent to which these resources are adequately and appropriately allocated may therefore be reflected in achievement in national examinations, attainment of university-entry grades, pass rates in core subjects, and achievement of school academic targets. RBT thus provides a theoretical basis for investigating the relationship between the four resource categories and the specified indicators of academic performance in public senior secondary schools.

Despite its explanatory value, RBT has limitations when applied to public education. Its traditional emphasis on competitive advantage does not fully capture the public-service mandate of schools, where academic outcomes are also influenced by socioeconomic circumstances, government policies, and differences in students' educational opportunities. Moreover, the availability of resources does not automatically translate into improved academic performance; their contribution depends on their adequacy, distribution, and effective utilization within each school's context. These considerations do not diminish the relevance of RBT but underscore the need to apply it with attention to the distinctive institutional conditions of public secondary education.

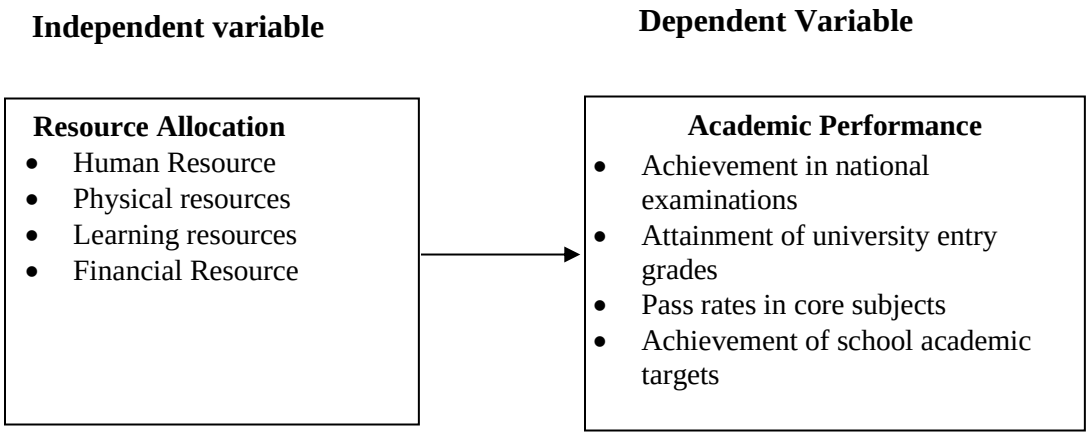
Accordingly, RBT guided this study by providing a theoretical basis for examining how the allocation of financial, human, physical, and learning resources relates to academic performance in public senior secondary schools in Chepalungu Sub-County, Kenya. Its application enabled the study to focus on resource allocation as a key institutional consideration and to examine its relationship with national examination achievement, attainment of university-entry grades, pass rates in core subjects, and achievement of school academic targets.

CONCEPTUAL FRAMEWORK

A conceptual framework illustrates the presumed relationship between the independent and dependent variables of a study. In this study, it presents resource allocation as the independent variable, comprising financial, human, physical, and learning resources, and academic

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

performance as the dependent variable, measured through achievement in national examinations, attainment of university-entry grades, pass rates in core subjects, and achievement of school academic targets.



METHODOLOGY

allocation and academic performance in public senior secondary schools in Chepalungu Sub-County, Bomet County, Kenya. The target population comprised 683 respondents, including 607 teachers and 76 principals from 76 public senior secondary schools. A sample of 169 respondents was selected using stratified and random sampling procedures. Data were collected through structured questionnaires with closed-ended Likert-scale items. The questionnaire was reviewed for clarity, relevance and alignment with the study objectives, while its reliability was assessed using Cronbach's alpha. The reported coefficients ranged from .803 to .858 across the five constructs, with an overall coefficient of .844, indicating acceptable internal consistency. Before data collection, the researcher obtained the necessary institutional and research authorizations. Participation was voluntary, informed consent was obtained, and confidentiality was maintained throughout the study. The completed questionnaires were coded and analysed using SPSS version 26. Frequencies, percentages, means and standard deviations were used to summarize the responses, while simple and multiple regression analyses were specified to examine the relationships between the study variables. The results were presented in tables.

RESULTS AND DISCUSSION

Descriptive statistics for resource allocation and academic performance of public senior secondary schools

This section presents descriptive findings on resource allocation and academic performance in public senior secondary schools in Chepalungu Sub-County, Bomet County. The analysis examines respondents' perceptions of the adequacy of financial resources, availability and qualifications of personnel, teaching and learning materials, physical infrastructure, and timely disbursement of resources. Responses were measured on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The findings are presented in Table 1.

Table 1

Frequency Table for Resource allocation and academic performance

Statement	SD	D	N	A	SA	Mean	Std. Dev
The school receives adequate financial resources from the government to support its educational activities.	32 (19.2%)	43 (25.7%)	16 (9.6%)	57 (34.1%)	19 (11.4%)	2.93	1.351
The availability of sufficient human resources in the school supports effective teaching and learning.	18 (10.8%)	33 (19.8%)	9 (5.4%)	71 (42.5%)	36 (21.6%)	3.44	1.315
The school employs qualified personnel who contribute to effective teaching and learning.	0 (0.0%)	11 (6.6%)	6 (3.6%)	79 (47.3%)	71 (42.5%)	4.26	0.814
The availability of adequate teaching and	14 (8.4%)	14 (8.4%)	11 (6.6%)	75 (44.9%)	53 (31.7%)	3.83	1.206

learning materials enhances the school's academic performance							
The school's physical infrastructure supports effective teaching and learning and academic performance.	10 (6.0%)	16 (9.6%)	11 (6.6%)	74 (44.3%)	56 (33.5%)	3.90	1.149
Timely disbursement of resources facilitates the delivery of educational programmes.	15 (9.0%)	20 (12.0%)	12 (7.2%)	61 (36.5%)	59 (35.3%)	3.77	1.293

The findings revealed mixed perceptions regarding the adequacy of financial resources available to schools. A total of 76 respondents (45.5%) disagreed or strongly disagreed that their schools received adequate government funding, while an equal number of 76 (45.5%) agreed or strongly agreed. The remaining 16 respondents (9.6%) were neutral. The mean of 2.93, which is close to the midpoint of the scale, reflects these divided views, while the standard deviation of 1.351 indicates considerable variation in responses. This suggests that the perceived adequacy of financial resources differed across the schools represented. Where funding is insufficient, schools may face difficulties providing instructional materials, maintaining facilities and meeting other educational needs. These findings are consistent with Groenewald et al. (2024), who examined financial management in public schools, and Ogunode et al. (2023), who emphasised the importance of adequate funding for curriculum implementation and the attainment of educational objectives.

Human resource availability was generally rated positively. A total of 107 respondents (64.1%) agreed or strongly agreed that sufficient personnel supported effective teaching and learning, compared with 51 (30.6%) who disagreed or strongly disagreed. Nine respondents (5.4%) were neutral. The mean of 3.44 indicates a moderately positive assessment, although the standard deviation of 1.315 suggests considerable variation in perceptions. The findings imply that staffing adequacy may differ across schools and that the availability of sufficient personnel remains an important consideration in resource allocation. Adequate staffing enables schools to organise instruction, support learners and manage academic programmes more effectively. This interpretation relates to the resource-management concerns discussed by Amos et al. (2021) in their examination of financial management competencies and educational quality in Kenyan secondary schools.

Staff qualifications received the most favourable assessment among the six indicators. A total of 150 respondents (89.8%) agreed or strongly agreed that their schools employed qualified personnel who contributed to effective teaching and learning. Only 11 respondents (6.6%) disagreed, while six (3.6%) were neutral. The mean of 4.26 was the highest recorded, and the standard deviation of 0.814 was the lowest, indicating relatively consistent positive perceptions. These results suggest that respondents regarded staff qualifications as an important strength in their schools. Qualified personnel possess the professional knowledge and skills needed to deliver the curriculum, assess learners and support academic progress. The results are relevant to Amos et al. (2021), whose work highlights the importance of effective resource management in supporting educational quality

The availability of teaching and learning materials also received a positive assessment. A total of 128 respondents (76.6%) agreed or strongly agreed that adequate instructional materials enhanced academic performance, while 28 (16.8%) disagreed or strongly disagreed. Eleven respondents (6.6%) were neutral. The mean of 3.83 indicates general agreement, while the standard deviation of 1.206 points to variation in respondents' views. The findings suggest that teaching and learning materials were perceived as an important component of academic provision. Appropriate textbooks and other instructional resources support curriculum coverage, classroom activities and learners' engagement with subject content. Differences in respondents' assessments reflect variations in the perceived adequacy of these materials. This finding is consistent with the broader resource-management issues discussed by Groenewald et al. (2024).

Physical infrastructure was similarly viewed as supportive of teaching and learning. A total of 130 respondents (77.8%) agreed or strongly agreed that school infrastructure supported effective teaching and academic performance, while 26 (15.6%) disagreed or strongly disagreed. Eleven respondents (6.6%) were neutral. The mean of 3.90 indicates general agreement, and the standard deviation of 1.149 suggests some variation in perceptions. These results indicate that respondents generally recognised the importance of the physical learning environment. Classrooms, laboratories, libraries and other relevant facilities provide the setting in which teaching and learning take place. Their adequacy and condition may affect the opportunities available for curriculum delivery and learner participation. The findings are consistent with the broader argument in Lavu and Maina (2020) concerning the role of organisational resources in supporting institutional performance.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

Timely disbursement of resources was also considered important. A total of 120 respondents (71.8%) agreed or strongly agreed that timely resource disbursement facilitated the delivery of educational programmes. In contrast, 35 (21.0%) disagreed or strongly disagreed, while 12 (7.2%) were neutral. The mean of 3.77 indicates general agreement, although the standard deviation of 1.293 shows that perceptions varied. These findings suggest that respondents recognised the importance of having resources available when needed to support school operations. Delayed funding can constrain procurement, maintenance and the acquisition of instructional materials, potentially disrupting planned teaching and learning activities. The results are consistent with Ogunode et al. (2023), who highlighted the importance of funding in the implementation of educational programmes.

Thus, respondents expressed positive views about staff qualifications, physical infrastructure, teaching and learning materials, and the timely disbursement of resources. Perceptions of financial adequacy were divided, while views on the sufficiency of human resources varied considerably. These findings indicate that resource allocation involves more than the availability of funds; it also encompasses the provision of qualified personnel, instructional materials and suitable facilities when they are needed.

Correlation Analysis

Correlation analysis was conducted to determine the direction and strength of the relationship between the resource allocation and academic performance of public senior secondary schools. Pearson Product Moment Correlation Coefficient (r) was used. The correlation coefficients ranged from -1 to +1 with a significance level of 0.05.

Table 2

Correlation Analysis

Variables		Resource Allocation	Academic Performance
Resource Allocation	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	167	
Academic Performance	Pearson Correlation	.734**	
	Sig. (2-tailed)	.000	
	N	167	167

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

The results indicate a strong positive relationship between resource allocation and academic performance ($r = .734$), ($p < .001$), ($N = 167$). This means that higher ratings of resource allocation tended to occur alongside higher ratings of academic performance among the schools represented in the analysis. The finding suggests that the availability and adequacy of financial resources, qualified personnel, teaching and learning materials, and physical infrastructure are relevant considerations when examining differences in academic performance. The findings are consistent with studies by Groenewald et al. (2024), Lavu and Maina (2020), and Ogunode et al. (2023), who established that availability and proper utilization of institutional resources significantly improve implementation efficiency and educational performance. Similarly, Amos et al. (2021) observed that adequate human and physical resources positively influence school effectiveness and learner achievement.

Regression Analysis

Simple linear regression was conducted to examine the extent to which resource allocation statistically predicted academic performance in public senior secondary schools in Chepalungu Sub-County, Bomet County. The analysis examined the model's explanatory power, overall statistical significance, and regression coefficient.

Table 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.734[a]	0.539	0.536	0.486
a. Predictors: (Constant), Resource Allocation				

The model summary results indicate that resource allocation had a strong positive relationship with academic performance, as demonstrated by a correlation coefficient of R=0.734. The coefficient of determination; that is R^2=0.539 shows that resource allocation explained 53.9% of the variation in academic performance among public senior secondary schools in Chepalungu Sub-County. The adjusted R^2=0.536. further confirms that the model had substantial explanatory power even after adjusting for sampling error. This implies that improvements in the allocation and utilization of school resources were associated with improvements in academic performance.

EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:10 | October 2026 -Peer Reviewed Journal

Table 4
ANOVA for Resource Allocation and Academic Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.381	1	92.381	390.48	.000[b]
	Residual	78.813	165	0.478		
	Total	171.194	166			

a. Dependent Variable: Academic Performance
b. Predictors: (Constant), Resource Allocation

The ANOVA results indicated that the regression model was statistically significant, $F(1, 165) = 390.48$, $p < 0.05$. This demonstrates that resource allocation significantly predicted academic performance in public senior secondary schools. The findings therefore suggest that allocation of financial, human, physical, and instructional resources plays a critical role in enhancing academic outcomes in schools.

Table 5
Regression Coefficients for Resource Allocation and Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.712	.132		5.394	.000
	Resource Allocation	.689	.035	0.734	19.762	.000

a. Dependent Variable: Academic Performance

The regression coefficients reveal that resource allocation had a positive and statistically significant effect on academic performance as indicated by a $\beta=0.734$ and a $p<0.05$. Specifically, a one-unit increase in resource allocation was associated with a 0.689-unit increase in academic performance. The positive beta coefficient implies that schools with adequate and timely allocation of financial, human, and infrastructural resources were more likely to register improved academic outcomes. The reported significance level for resource allocation was ($p<.001$), which was below the 5% significance threshold. The null hypothesis was therefore rejected, and the alternative hypothesis was supported. The study consequently established that resource allocation was a statistically significant predictor of academic performance in the public senior secondary schools examined.

The findings are consistent with those of Groenewald et al. (2024) who established that adequate resource provision enhances institutional performance through effective implementation of strategic objectives. Similarly, Amos et al. (2021) found that availability of qualified personnel and instructional resources significantly contributes to improved learner outcomes. The findings further support the argument by Ogunode et al. (2023) that inadequate resource allocation limits the effective implementation of school improvement strategies and negatively affects academic achievement.

SUMMARY OF FINDING AND CONCLUSION

The findings established a strong positive and statistically significant relationship between resource allocation and academic performance in public senior secondary schools in Chepalungu Sub-County, Bomet County. The descriptive results highlighted the relevance of financial resources, staffing levels, personnel qualifications, instructional materials, physical infrastructure, and timely resource disbursement to teaching and learning. Regression analysis further indicated that resource allocation was a statistically significant predictor of academic performance, with the model accounting for 53.9% of the observed variation in academic performance. The study concluded that resource allocation was an important factor associated with academic performance in public senior secondary schools in Chepalungu Sub-County. The findings underscore the relevance of adequate financial provision, qualified personnel, appropriate instructional materials, supportive physical infrastructure, and timely disbursement of resources in school educational provision. Ensuring that these resources are adequately provided and appropriately allocated may support teaching and learning and contribute to better academic outcomes. However, given the correlational design, the findings establish statistical association and prediction rather than a direct causal effect of resource allocation on academic performance.

RECOMMENDATIONS

The study recommends that the Ministry of Education, in collaboration with school management boards, should strengthen the adequacy, equity, and timeliness of resource allocation to public senior secondary schools. Priority should be given to ensuring sufficient financial resources, adequate staffing, appropriately qualified teachers, relevant instructional materials, and functional school infrastructure in line with each school's needs. School management should also strengthen budgeting, expenditure monitoring, and resource accountability mechanisms to promote the efficient allocation and use of available resources. In particular, schools should regularly assess resource gaps and prioritize expenditure on essential teaching and learning requirements. These measures could help create a more supportive learning environment and contribute to improved academic performance in public senior secondary schools.

REFERENCES

1. *Amos, O., Ephrahem, G., & Bhoke-Africanus, A. (2021). Effectiveness of school heads' financial management skills in provision of quality education in secondary school. Journal of Education, Society and Behavioural Science, 34(2), 20–28.*
2. *Barney, J. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17(1), 99–120.*
3. *Groenewald, E. S., Rabillas, A., Uy, F. T., Kilag, O. K., Bugtai, G., & Batilaran, J. (2024). Enhancing financial management practices in public schools: A systematic literature review in Southeast Asia. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence, 1(2), 207–212.*
4. *Lavu, D., & Maina, J. (2019). Organizational resources and strategy implementation in non-profit organizations: A case of Kenya Medical Research Institute, Kenya. International Journal of Current Aspects, 3(6), 33–51.*
5. *Molaudzi, A. M., & Adeyemo, K. S. (2022). Resource provisioning and implications on learner performance in schools in Limpopo Province, South Africa. Africa Education Review, 19(1), 120–142.*
6. *Obwoge, S. N., Sang, H. W., & Langat, L. (2022). Relationship between availability of institutional resources and academic performance of Catholic-sponsored secondary schools in Kericho Diocese, Kenya. East African Journal of Interdisciplinary Studies, 5(1), 22–29.*
7. *Ogunode, N. J., Olaoye, A. E., & Yakubu, I. (2023). Adequate funding of public universities and effective implementation of Core Curriculum and Minimum Academic Standards (CCMAS) in North-East, Nigeria universities. Ta'lim va Rivojlanish Tahlili Onlayn Ilmiy Jurnali, 3(3), 215–222.*
8. *Ololo, T. O., Onditi, M. A., & Mwebi, B. (2024). Influence of principals' allocation of teaching and learning resources on learners' academic performance in Kenya Certificate of Secondary Education in Kisii County, Kenya. International Journal of Research and Innovation in Social Science, 8(3), 975–1004.*
9. *Penrose, E. T. (1959). The theory of the growth of the firm. Basil Blackwell.*
10. *Peter, A. M. (2023). Influence of institutional resource utilization on students' academic performance in public secondary schools in Makueni County, Kenya [Doctoral dissertation, Kenyatta University]. Kenyatta University Institutional Repository.*
11. *Sika, J. O., & Nyawanda, F. O. (2024). The effect of non-teacher unit costs on students' performance in KCSE examinations in public secondary schools in Kenya. Eureka: Journal of Educational Research, 2(2), 108–119.*
12. *Simiyu, C. N., Abenga, E., & Simiyu, A. M. (2020). Implications of funding practices on adequacy of teaching learning materials and learners' academic achievement in public secondary schools in Kenya. International Journal of Education and Research, 8(8), 1–12.*