Influence of Instructional Resources on Learners’ Performance in Public Secondary Schools in Transmara West Sub-County, Narok County, Kenya

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Abstract: The inadequacy of government funding to schools has been a common subject in debates pitting the Ministry of Education and Heads of schools with the latter insisting that the allocations are not adequate and often requesting to be allowed to pass on the burden to parents. Thus, the purpose was to establish the influence of instructional resources on learners’ performance in public secondary schools in Transmara West Sub-County, Narok County, Kenya. The study was anchored on Resource Dependency Theory as the broader theoretical framework to achieve its objectives. The information provided by this paper will benefit policymakers, community members, and academicians. This is a mixed methods approach based on concurrent triangulation design. The study adopted descriptive research design for qualitative data and phenomenological design for qualitative data. The target population of was 7825 comprised of 31 Principals, 430 teachers, 31 Accounts, 7333 students. The sample size consisted of 179 students comprised of 15 secondary schools chosen through stratified random sampling. Purposive sampling was used to select the 15 principals and 15 accounts clerks and 30 club patrons. Furthermore, 119 students from these two clubs were randomly selected using members list. The researcher collected data using questionnaires from principals, accounts and club patrons and interviews guides from Principals. Piloting was done to serve the purpose of establishing validity, reliability, credibility, and dependability of the research tools. On the other hand, validity of the instruments was ascertained through the views of experts in the field of Educational Management. Through the test re-test technique researchers were able to establish the reliability of the research instruments. In this regard, using the Cronbach’s Alpha method with the co-efficient of ≥0.75, internal reliability was satisfactory. Credibility was established through the involvement of multiple analyses while dependability was ascertained through good reporting of the process of data collection. Qualitative data was analyzed thematically and presented thematically in narrative forms. Analysis of quantitative data was done descriptively by the use of frequencies and percentages with the assistance of Statistical Package for Social Sciences (SPSS 23) and presentation done using tables. The study established that instructional resources had influence on learners’ performance.

Keywords: finance, instructional resources, learners’ performance.

BACKGROUND TO THE STUDY

The need for improved performance among learners with special needs has prompted the education stakeholders to express their anxieties on the status of schools by questioning the school based resource’s (Mutiisya, Njorge, & Rukangu, 2006). Learners performance of many special educational institutions is likely to be influenced by school based resources, and it is on this regard that the importance of school based resources has become more evident today (ElZein, 2009). Therefore, learning resources are core in the teaching and learning processes, however, despite being the core, government strategies including collaboration with private sector, unilateral agencies as well as cost sharing with parents and communities to provide school facilities had not totally met the required physical facilities (Okeno, 2011).

In USA, the practice was actually the opposite of what should be occurring in the resource room when serving individual SEN students as a study conducted revealed that of the eight sample schools, 10% did not have a resource room and so Individualized Education Program (IEP) was not taught while 1% of the respondents did not know what went on in the resource room (Arno, 2009). In Nigeria, although the government was working out to provide for infrastructure, the facilities were inadequate and wanting. Thus, it was incumbent upon individuals, organizations, and any other well-wisher to support schools in matters of infrastructure so as to realize quality education (Uzokwe, 2006). Moreover, Chavuta, Itimu-Phiri, Chiwaya, Sikero and Alindiamo (2008) observed that, in Malawi had a similar problem in the area of LEARNERS in terms of skilled human resource as there were 650 trained teachers against 69, 943 LEARNERS learners in Malawi.

In Kenya, Free Primary Education (FPE) stretched in public primary special schools in Kenya but the government was to some extent unable to provide for learners with LEARNERS (Geithin, 2003). Following the 2003 government declaration of FPE in Kenya, only 22, 332 learners with LEARNERS out of 600, 000 had access to education compared to the normal peers
These figures implied that out of 6.2 million children in Kenya who chose schooling in 2003, a paltry 0.4% benefitted from FPE (Ogola, 2010). It was however not clear what percentage of H.I learners enjoyed the fruits of FPE program.

In the Kenyan, the Kenya Institute of Curriculum Development (KICD) is a body mandated with the production of learning material at different categories of education as it adopt and adapt regular curriculum to suit learners with LEARNERS which were ready especially in the areas of hearing impaired, visual and physical (Oketch, 2009). The Kenya government immediately after independence under the Kenya School Equipment scheme provided Ksh. 20 per child for acquisition of textbooks. Later at the introduction of FPE, Ksh. 1020 (64%) per pupil was earmarked for purchase of text books, supplementary readers and reference materials (Otieno & Colclough, 2011). Moreover, system of education the Teachers Service Commission (TSC) is charged with the responsibility of employing teachers in government institutions and issuing them with teaching licenses, however in the area of hearing impairment, such a teacher must be specially trained to teach these learners (TSC, 2004).

Despite the critical role and efforts of the government of Kenya to address EFA through FPE, about 94% of the estimated 750,000 children with disabilities hardly accessed basic quality education (Mutisya, Njoroge and Rukangu, 2006). Learners require rather complex teaching/learning material compared to their “regular” counterparts. However, most special schools were faced with several resource acquisition and maintenance issues. Other inhibitors included lack of knowledge and skills on the part of teachers to provide adequate and relevant requisition of the required material to support learners. This situation was aggravated by negative attitudes among stakeholders towards learner which mitigate against the spirit of collective responsibility regarding learning resources development. It was against this background that this study was carried out to establish the influence of instructional resources on learners’ performance in public secondary schools in Transmara West Sub-County, Narok County, Kenya.

**Statement of the Problem**

Learners in most parts of Africa had immense difficulties exercising the right to education despite the fact that most government policy documents put a lot of emphasis on the centrality of education as a mechanism for development, personal growth and poverty eradication (National Policy of Education (NPE), 2012). In 2003 the Kenyan government came up with the FPE policy to equip schools at primary level with the required learning resources. Besides, various schools had benefitted from both CDF and LATF kittens in their constituencies in terms of infrastructure development and acquisition of learning materials. Despite these funding resources, Transamara schools are in dire need for funds for acquisition and maintenance of learning resources as there has been a public outcry on learners’ performance in these schools.

Several studies such Geithin (2003), Oketch (2009) and Mutisya, Njoroge and Rukangu (2006) have been conducted on the resource provision and learners performance in public schools in Kenya but the government was to some extent unable to provide for learners. However, in spite of the findings, the previous studies focused on the government effort in providing school based resources in schools, government strategies in providing academic resources and school infrastructure on students’ performance achievement in public secondary schools. It was in this regard that, the current study to establish the influence of instructional resources on learners’ performance in public secondary schools in Transmara West Sub-County, Narok County, Kenya.

**Literature Review**

Instructional resources include textbooks, charts, and maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Atkinson, 2000). A study conducted on in Malawi on policy and practice in rural primary schools in Malawi: the case of mathematics teaching established that lack of learning resources, especially text-books, affects the successful implementation of a curriculum in Malawi. Lowe found that there was high pupil to text-book ratio in the schools involved in his study (Lowe, 2008) . Despite the findings, the study focused on the policy and practice in rural primary schools, thus, the current study determined the influence of learning materials on learners’ performance in schools.

A research conducted on School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State, Nigeria adopted. The results showed that there were no significant differences in the performance of students between rural and urban secondary schools in term of availability of textbooks (t= 1.20; p <0.05) (Owoeye & Yara, 2011). Despite the findings, the study focused on School Facilities and Academic Achievement of Secondary School Agricultural Science. It is in this regard that the current study determined the influence of physical facilities on learners’ performance in schools.

A study conducted in Malawi on challenges facing the implementation of life skills education in primary schools in the Zomba district adopted a qualitative research design employing a case study approach. The study found that there was high pupil to text-book ratio in the schools involved in this study. The average pupil 87 to text-book ratio was 6:1 (Chirwa, 2009). In spite
of the findings, the study broadly focused on challenges facing the implementation of life skills education in primary schools, thus, the current study determined the influence of learning materials on learners’ performance in schools.

Momoh (2010) conducted a research on the effects of instructional resources on students’ performance in West Africa School Certificate Examinations (WASCE). The achievements of students in WASCE were related to the resources available for teaching. He concluded that material resources have a significant effect on student’s achievement since they facilitate the learning of abstract concepts and ideas and discourage rote-learning. When TLR are inadequate education is compromised and this inevitably is reflected in low academic achievement, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals. The study focuses on the influence of TLR on students’ KCSE performance since the introduction of FDSE in Embakasi District.

A study on the influence of instructional resources on Secondary School Students’ Academic Performance in Makueni County, Kenya employed descriptive survey research design. Based on the research findings, it was concluded that students’ academic performance depended on teachers’ reference books and guides, students’ and teachers textbooks, charts, chalk boards and chalk, classrooms, and laboratory apparatus and chemicals as teaching and learning materials (Kimeu, Tanui, & Ronoh, 2015). In spite of the findings, the study focused on the general influence of instructional resources on Secondary School Students’ Academic Performance. It is with this respect that the current study established the influence of material resources on learners’ performance in schools.

A study conducted on factors that influence implementation of life skills education in public secondary schools, Kigumo district, Murang’a County, Kenya adopted descriptive survey design. The study revealed that shortage of teaching and learning materials negatively influences realization of life skill education in the school’s curriculum. The study recommends that the government should commit itself and budget for financial support to schools in terms of provision of teaching and learning materials needed for programme implementation (Chege, 2014). Despite the findings, the study focused on factors influencing implementation of life skills education in public secondary schools. It is in this regard that the current study determined the influence of learning materials on learners’ performance in schools.

A research conducted on factors contributing to students’ poor performance in Mathematics in public secondary schools in Tharaka South District, Kenya adopted a descriptive survey research. The study established that the significant factors leading to poor performance included inadequate learning materials (low teacher pupil ratio) (Reche, Muthaa, Nyaga, & Gitaari, 2013). In spite of the findings, the study focused on the factors contributing to students’ poor performance in Mathematics. It is in this regard that the current study determined the influence of material resources on learners’ performance in schools.

RESEARCH METHODOLOGY

This is a mixed methods approach based concurrent triangulation design. The study adopted descriptive research design for quantitative data and phenomenological design for qualitative data. The target population of was 7825 comprised of 31 Principals, 430 teachers, 31 Accounts, 7333 students. The sample size consisted of 179 students comprised of 15 secondary schools chosen through stratified random sampling. Purposive sampling was used to select the 15 principals and 15 accounts clerks and 30 club patrons. Furthermore, 119 students from these two clubs were randomly selected using members list. The researcher collected data using questionnaires from principals, accounts and club patrons and interviews guides from Principals. Piloting was done to serve the purposes of establishing validity, reliability, credibility, and dependability of the research tools. On the other hand, validity of the instruments was ascertained through the views of experts in the field of Educational Management. Through the test re-test technique researchers were able to establish the reliability of the research instruments. In this regard, using the Cronbach’s Alpha method with the co-efficient of r≥0.75, internal reliability was satisfactory. Credibility was established through the involvement of multiple analyses while dependability was ascertained through good reporting of the process of data collection. Qualitative data was analyzed thematically and presented thematically in narrative forms. Analysis of quantitative data was done descriptively by the use of frequencies and percentages with the assistance of Statistical Package for Social Sciences (SPSS 23) and presentation done using tables.
RESULTS

For analysis, frequency and percentages of response for each item were established and summarized in Table 1.

<table>
<thead>
<tr>
<th>Statements</th>
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<tr>
<td>Availability of writing materials such as pens improve</td>
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<td>learners performance</td>
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<td>%</td>
<td>16.7</td>
<td>3.3</td>
<td>10.0</td>
<td>23.3</td>
<td>46.7</td>
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<td>Electronic instructional materials such as radio, tape</td>
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<td>recorder, television and video tape recorder improve</td>
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<td>learners performance</td>
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<tr>
<td>%</td>
<td>3.3</td>
<td>13.3</td>
<td>3.3</td>
<td>36.7</td>
<td>43.3</td>
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<tr>
<td>Instructional materials such as textbooks, charts, and</td>
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<tr>
<td>maps, audiovisual enhances learners performance</td>
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<tr>
<td>%</td>
<td>6.7</td>
<td>10.0</td>
<td>13.3</td>
<td>40.0</td>
<td>30.0</td>
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<td>Availability of teachers’ reference books and guides</td>
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<td>improve learners performance</td>
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<tr>
<td>%</td>
<td>6.7</td>
<td>10.0</td>
<td>3.3</td>
<td>43.3</td>
<td>36.7</td>
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</tbody>
</table>

*Source* (Researcher, 2020)

Table 1 shows that 14(46.7%) respondents strongly agreed with the statement that availability of writing materials such as pens improved learners performance, 7(23.3%) respondents agreed, 5(16.7%) respondents strongly disagreed, 3(10.0%) were undecided while 1(3.3%) disagreed with the statement. The study findings suggested that the most 21(70.0%) of the respondents believed that availability of writing materials such as pens improved learners performance. This implies that the when learners are provided with writing materials like pens, they will be able to take notes effectively, thus, enhanced academic performance. This concurs with the findings of Chege (2014) that availability of writing materials such as pens improved learners performance.

In addition, 13(43.3%) respondents agreed with the statement that electronic instructional materials such as radio, tape recorder, and television and video tape recorder improved learners’ performance, 11(36.7%) respondents strongly agreed, 4(13.3%) respondents disagreed, 1(3.3%) strongly disagreed and another 1(3.3%) were undecided on the statement. It emerged from the study that most 24(80.0%) of the respondents believed that electronic instructional materials such as radio, tape recorder, and television and video tape recorder improved learners’ performance. This implies that when electronic instructional materials such as radio, tape recorder, and television and video tape recorder are provided, students will be able to learn new life skills, thus, improved learners performance. This finding was supported by one of the interviewee who said:

… Electronic instructional materials such as radio, tape recorder, and television and video tape recorder make students learn life skills more outside the classroom, thus, improved learners’ performance … Male Participant, 47 years, EARCOs.

This is in line with the findings of Kimeu, Tanui and Ronoh (2015) who established that students’ academic performance depended on teachers’ reference books and guides, students’ and teachers’ textbooks, charts, chalk boards and chalk.

Similarly, 12(40.0%) respondents agreed with the statement that instructional materials such as textbooks, charts, and maps, audiovisual enhanced learners’ performance, 9(30.0%) respondents strongly agreed, 4(13.3%) respondents were undecided, 3(10.0%) of the respondents disagreed while 2(6.7%) strongly disagreed with the statement. The study findings suggested that majority 21(53.3%) of the respondents opined that instructional materials such as textbooks, charts, and maps, audiovisual enhanced learners’ performance. This implies that, when school have adequate instructional materials such as textbooks, charts learning becomes effectively and this contributes positively to the learners’ performance. This corroborates with the findings of Lowe (2008) who established that lack of learning resources, especially text-books, affects the successful implementation of a curriculum. However, contradicts the findings of Owuoye & Yara (2011) that there were no significant differences in the performance of students between rural and urban secondary schools in term of availability of textbooks.

Lastly, 13(43.3%) respondents agreed with the statement that availability of teachers’ reference books and guides improved learners performance, 11(36.7%) respondents strongly agreed, 3(10.0%) of the respondents disagreed, 2(6.7%) of the respondents strongly disagreed while 1(3.3%) of the respondents were undecided on the statement. The study findings suggested that that majority 24(80.0%) of the respondents believed that availability of teachers’ reference books and guides improved learners performance. This implies that, when teachers have adequate instructional resources such reference textbooks, learners’ performance is enhanced.

These descriptive statistics of objective two was followed by a Chi-square test of association to establish the influence of instructional resources on learners’ performance. This was analyzed under the following sub-section.
The Chi-Square test at $p \leq 0.05$ significance level illustrating statistically significant relationship between instructional resources and learners performance are as summarized in Table 8. To achieve this, hypothesis was tested; 

**H$_{02}$**: There is no statistically significant association between instructional resources and learners’ performance  

**H$_{12}$**: There is statistically significant association between instructional resources and learners’ performance

<table>
<thead>
<tr>
<th>Chi-Square Tests</th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>65.771*</td>
<td>32</td>
<td>.000</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>43.472</td>
<td>32</td>
<td>.085</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>19.638</td>
<td>1</td>
<td>.000</td>
</tr>
<tr>
<td>N of Valid Cases</td>
<td>30</td>
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</tbody>
</table>

Table 2 shows a significant ($p= .000; \alpha = 0.05$) association between instructional resources and learners’ performance. Therefore the null hypothesis, “that there is no statistically significant association between instructional resources and learners’ performance was rejected ($p<0.05$). This implies that there is a significant relationship between instructional resources and learners’ performance.

**CONCLUSION**

From the findings, the researcher concludes that, instructional resources influence learners’ performance in public secondary schools in Transmara Sub- County, Kenya. This is because, financial resources through community grants, earlier payment of school fees, bursaries and Constituency Development Funds enhances the management of schools, thus, enhances learners performance. Moreover, instructional resources such as adequate textbooks, writing materials, electronic instructional materials such as radio, tape recorder, television and video tape recorder and teachers’ reference books and guides improves learners performance. Similarly, physical facilities such classrooms, equipped libraries and laboratories and special rooms like clinics, staff quarters, students’ hostels, kitchen, cafeteria, and toilet improve learners performance. Lastly, human resources enough and trained teachers, non-teaching staffs and enough PTA and BoG members enhance learners’ performance.

**Recommendations**

From the findings, conclusions and the direction from the literature review, it was clear that instructional resources influence learners’ performance in public secondary schools in Transmara Sub- County, Narok County. The study therefore suggests the following recommendation to improve learners’ performance:

The policy makers, the government and other stakeholders should ensure adequate financial resources, availability of human resources, availability of instructional resources and equipped physical facilities.

The MOE/TSC should do proper staffing of the EARC based on specialization of personnel covering the major traditional areas of handicap to enhance roles in providing advice, arranging for workshops and seminars on the types of resources required in schools.

**REFERENCES**


