

Effect of Learners' Level of Utilization of Conventional Resources on Classroom Performance in Secondary Schools in Bungoma County, Kenya

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Abstract

Provision of quality education is a key concern for any nation. In Kenya, with the advent of Free Primary Education and Subsidized Secondary Education, schools are experiencing an upsurge in enrolment of students' in both primary and secondary schools. This has put a strain on the existing facilities in the schools leading to the need to properly equip the schools to ensure provision of quality education. However with delayed capitation resulting from economic challenges schools face challenges concerning acquisition of instruction resources and this has consequences on students' performance. There has been need to increase resources to match the rising students' numbers but due to economic challenges, parity is missing effect of this is being seen in poor performance in examinations. There is need to establish how the utilization of the little available resources facilitate instructions and identification of strategies to enhance this process. The paper therefore sought to determine the effect of learners' level of utilization of conventional resources on classroom performance in secondary schools in Bungoma County The study was guided by the Cognitive Theory of Instructions as propounded by Jean Piaget that emphasizes the significance of instruction resources in the teaching and learning process. Descriptive survey design was employed. The target population consisted of teachers and students from public secondary schools in Bungoma County. In order to have a representative sample, this study employed stratified random sampling to select schools. Questionnaires, interview and observation schedules and document analysis were used as data collection instruments. Descriptive and inferential data was analyzed using SPSS. The findings of the study showed that majority of the students asserted that their teachers had frequently assigned them with both class and take away assignments which enhanced their utilization of the available conventional resources. The paper concluded that the level of students' utilization of conventional instruction resources was below the average mean, therefore a unit increase in the utilization of resource persons could improve students' classroom performance. There was a significant relationship between teacher training and students' classroom performance which directly influence students' class performance. It was therefore recommended that principals and officials of the Ministry of Education should ensure regular supervision to enhance effective use of conventional instruction materials and resources in enhancement of classroom performance in public secondary schools in Bungoma County.

Keywords: class room performance, conventional resources, Effect, learners' level of utilization, secondary school

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1. Introduction

The priority of countries globally is the improvement in the quality of both their primary and secondary education systems and the achievement of students. Mbithi (2001), he further observed that with higher quality education it is easier to achieve economic growth and development. Since appropriate adoption of conventional instruction resources was a requisite to the implementation of the school curriculum as they help the teachers and other stakeholders to realize the goals and objectives of the schools and further guide in the realization of teaching learning process in the classroom situation (Shiundu & Omulando, 1992).

A study in the United States of America by Maicibi (2003) asserted that adequate conventional instruction resources promote effective schools academic performance.

Hallack (1990) in his study in the United Kingdom asserted that the availability of adequate conventional resources contribute to learners achievement and that schools with poor and depleted school buildings, overcrowded classrooms, non-availability of physical resources such play grounds and environmental surroundings with little aesthetic beauty could contribute to poor learners academic achievement..

A report from Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) showed that shortages of conventional instruction resources have hindered delivery of contents in schools and thus lowered students' performance (OECD, 2007). It was also noted that inequalities in learner's educational achievement often reflect in the disparities in resources utilization in schools (OECD, 2008). According to Johan (2004) outcomes in education achievement in schools are directly linked to under-utilization of conventional instruction resources in. Therefore inadequacy of material and physical resources in schools was major contributor to poor student outcome in schools. Schools without adequate conventional resources such as laboratories, teaching/learning materials were more likely to post poor results. The World Bank Report (1999) suggests that efficient systems were more likely to achieve quality education as it would provide a motivated teacher, willing students to be taught and a supportive learning environment that will enhance the mastery of the subject matter being taught and thus improve on the student outcome

Utilization and provision of material resources is the responsibility of all the educational stakeholders in the country (National Policy on Education, 2012). The government of Kenya has been in the process of ensuring that the national educational policy is fully implemented by providing an enabling environment. Parents on the hand should be involved in purchase of conventional instruction resources for their schools and also in ensuring that Parents Teachers Association participates in constructing more physical facilities through what is commonly known as referred to his Parents Teachers Association (PTA) projects. With the emergency of FSE, the government of Kenya has experienced challenges with adequate provision of conventional instruction resources in public schools. The report by Kamunge (1988) recommended the construction of public day secondary schools as a way of expanding quality day secondary education, however, despite all government efforts , planning and provision for conventional instruction resources has remained a challenge in today's FSE with low learning outcomes over the years.

The government has mandated the Kenya Institute of Curriculum Development (KICD) to transform itself into an educational publishing firm so as to publish conventional instruction resources for both primary and secondary schools.

The quality elements that have been found to be consistently related to achievement are: desks, instruction materials, especially text books, school library, teacher quality, lying of instruction programmes and school administration. Others are frequency of pupil's school attendance, exercise books, and use of instruction radio and in service teacher training (Eshiwani, 1993). The improvement of educational quality is dependent on instruction material per pupil. Quality instruction is directly dependent on the qualification of the teacher, teacher motivation and the schools' leadership style (Kafu, 2011). It was revealed that if the situation was different it would be hard to explain the wider difference in students' performance between schools with similar endowment of physical resources (Bonfreund, 2011). The teacher as a resource requires awareness of educational possibilities and professional support and through adequate in-service and pre-service preparation which are most important to the quality of the curricular. The quality of schools would only change through notable changes in teacher behavior (Parrot, 1982). Initiatives such as support to teachers, accessibility to information advices, development of teacher professional association and recognition of teacher performance have the potential to improve the overall performance of schools.

Availability of conventional instruction resources and teaching/learning materials enhances the quality of schools as these are basic materials upon which good academic performance among students can be anchored on. Learning institutions comprises of both human and other non-human resources and when the proper quantity and quality of these two resources are brought together they lead towards the realization of institutional goals and objectives (Maicibi, 2003). All learning institution should therefore strive to attract and retain the best resources. Learning institutions should curb the trend of qualified teachers leaving to seek employment in other non-teaching institutions like banks.

Instructions using physical learning and teaching materials tend to use strategies that result in better learning outcomes in contrast to local instruction, which puts students in a passive role. instruction with physical learning and teaching materials typically leads to active learning. The use of concrete-instruction resources builds on student's extensive skills, knowledge and experience in the physical environment where teachers' instruction is often abstract and unrelated to children skill and knowledge base. Kwasiga (2002) observed that the efficiency of a business is the measure of its management and the efficiency in a classroom is the measure of its teacher. Before a teacher can hope for success in his teaching, he must prepare his lessons and his classroom. It is important for a teacher to prepare his subject materials well and all facts, illustration and illustrative materials should be readily available and arranged in a sequence which is in step with the lesson (Nsubuga, 2008). instruction materials affect the delivery of instruction. Oluoch (1982) opines that the variety of curriculum materials available allows for a welcome flexibility in teaching and learning approaches.

According to Romiszowski (1974), Dale (1969), Patel (1986) shortage of learning and teaching conventional resources hinder effective teaching and learning. This was backed by Njoroge (2000) in his study

‘factors affecting availability, acquisition and utilization of resources in the teaching of English in selected secondary schools in Kenya’ found that unavailability of conventional resources hindered effective teaching and learning in public schools. On the other hand, Kitheka (2005) opined that abundance of resources in schools does not always led to effective utilization and thus better academic achievements. This was backed by Cohen et al (2003) who pointed that making resources available to schools does not translate to better results but rather getting the resources properly utilized by teachers and learners to better the student’ achievements.

The studies also noted that most learning institution lacked key resources such as spacious and well equipped libraries, inadequate teaching and learning resources and therefore these selective factors tended to have a very negative impact on the quality of graduates that the system produced. However Adan (2011) in his study titled “challenges faced by head teachers in implementing FDSE program in Wajir” also posited that physical facilities were among the many challenges affecting the academic performance in most schools in the district, textbooks were the only adequate materials available in the study area, therefore the schools were in dire need of other physical facilities that ranged from classrooms, toilets, desks, chairs, laboratories as well teaching aids, one of his recommendations was that a larger percentage of FDSE funds should be diverted to cater for conventional instruction resources.

Conventional instruction resources play a major task in the implementation of learning and teaching process and to a more extent the student’s academic performance. Thus, this calls for provision of enough conventional instruction resources in public secondary schools. Public secondary schools are faced with many of challenges which included inadequate provision of conventional instruction resources as a result of Free Secondary Education programs and poor planning impacted negatively on existing conventional instruction resources in schools with increased enrolment since inception in 2008. The effect of Free Secondary Education resulted into the expected increase on student enrollment during its first year of implementation and this led to constrain on existing conventional instruction resources immediately that included learning and teaching materials, teachers and classrooms (Gatende, 2010). The paper therefore sought to establish the effect of learners’ level of utilization of conventional resources on classroom performance in secondary schools in Bungoma County, Kenya

1.1 METHODOLOGY

The paper deployed descriptive survey design and the study was conducted in public Secondary schools in Bungoma County. The county has a total of 231 county and extra county secondary schools with a population of 9,884 school teachers both and 228,188 students. The inhabitants of the county value education highly and have invested in it to very great deal. The performance of secondary schools in Bungoma County is above average in Kenya Certificate of Secondary Education examinations.

The target population for this study was students and teachers in national, extra-county, county and sub county secondary schools in Bungoma County. However national schools did not take part in the study since they were adequately equipped and were performing well in academic. Stratified and simple random sampling was employed to sample the 911 respondents. Descriptive and inferential data was collected by use of questionnaires, interview and observation schedules and then analyzed using SPSS

1.1.1 RESULTS AND DISCUSSIONS

Findings indicated that majority of the students asserted that their teachers had frequently assigned them with both class and take away assignments and this enhanced their utilization of the available conventional resources. Assessment of learners is vital to effective teaching and learning process. The study also deduced that deduced that the level of students’ utilization of conventional instruction resources was below the average mean as deduced from the principals from the public secondary schools in Bungoma County. The analysis of the questionnaire showed that majority of principals agreed that students’ utilization of textbooks, teachers’ guides, laboratories, and resource persons in public secondary schools in Bungoma County was below average and therefore a unit increase in the utilization of resource persons could improve students’ classroom performance. The study also indicated that most of the principals were in agreement that students’ utilization of the library services, computers, teaching aids, video tape recorders, radio during classroom instruction and students’ usage of the internet content in the study schools was below the average mean.

The study also deduced that there was a significant relationship between teacher training and students’ classroom performance as indicated by a beta coefficient (β_2) of 0.925, however there was a weak relationship between quality teaching with beta coefficient (β_2) of 0.288, guidance with beta coefficient (β_2) of 0.145 and teacher commitment with beta coefficient (β_2) of 0.177 and students’ classroom performance while there was a negative relationship between teaching facilities with beta coefficient (β_2) of -0.113, teacher/student ratio with a beta coefficient (β_2) of -0.048 and student book ratio with beta coefficient (β_2) of -0.383 and students’ classroom performance in public secondary schools in Bungoma County. Therefore teacher training directly influenced students’ classroom performance in the study schools.

1.1.2 CONCLUSION

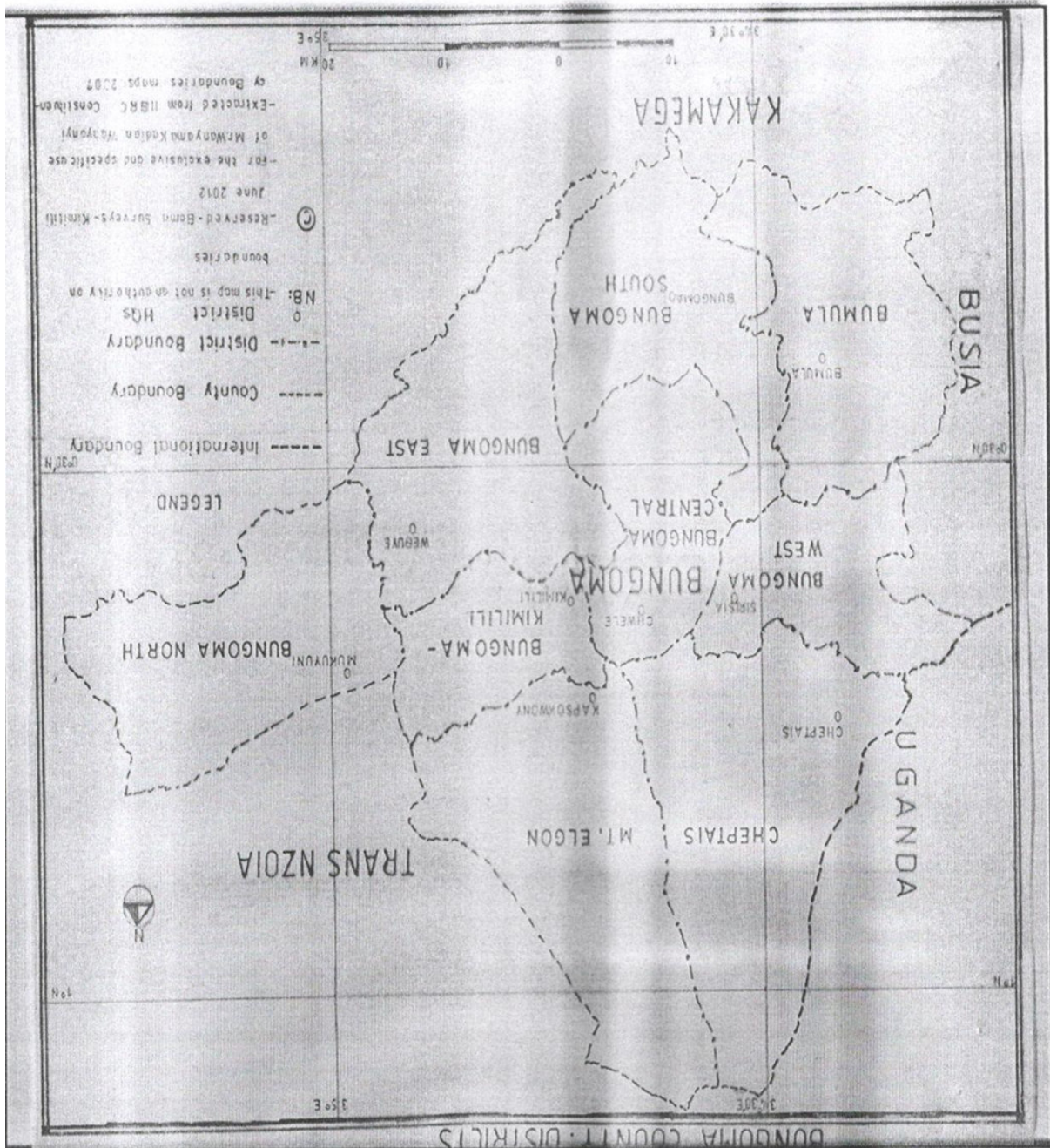
It was concluded that majority of the students asserted that their teachers had frequently assigned them with both class and take away assignments and this enhanced their utilization of the available conventional resources. The study also deduced that the level of students' utilization of conventional instruction resources was below the average mean as deduced from the principals from the public secondary schools in Bungoma County. The analysis of the questionnaire showed that majority of principals agreed that students' utilization of textbooks, teachers' guides, laboratories, and resource persons in public secondary schools in Bungoma County was below average and therefore a unit increase in the utilization of resource persons could improve students' classroom performance. The study also indicated that most of the principals were in agreement that students' utilization of the library services, computers, teaching aids, video tape recorders, radio during classroom instruction and students' usage of the internet content in the study schools was below the average mean. The study also deduced that there was a significant relationship between teacher training and students' classroom performance as indicated by a beta coefficient (β_2) of 0.925, however there was a weak relationship between quality teaching with beta coefficient (β_2) of 0.288, guidance with beta coefficient (β_2) of 0.145 and teacher commitment with beta coefficient (β_2) of 0.177 and students' classroom performance while there was a negative relationship between teaching facilities with beta coefficient (β_2) of -0.113, teacher/student ratio with a beta coefficient (β_2) of -0.048 and student book ratio with beta coefficient (β_2) of -0.383 and students' classroom performance in public secondary schools in Bungoma County. Therefore teacher training directly influenced students' classroom performance in the study schools.

Recommendations

It was recommended that principals and officials of the Ministry of Education should ensure regular supervision to enhance effective use of conventional instruction materials and resources in enhancement of classroom performance in public secondary schools in Bungoma County. TSC should employ more teachers to cater for the enormous teacher shortage, in-service training programs should also be initiated to address manpower needs as a result of changing times to enable teachers embrace use and access to computers and the internet and provision of e-materials. Where the internet is unavailable, unreliable or unaffordable, the development of local school networks and the provision of e-materials to schools on compact disks (CDs/ flash disks) can support e-learning via school servers and networks.

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Source: Bungoma South County Commissioners Office 2017