
INFLUENCE OF INSTRUCTIONAL RESOURCES ON ACADEMIC PERFORMANCE IN GATANGA SUB-COUNTY, KENYA

**Ruth Ngina Stanley, PHD Candidate, School of Education, Maasai Mara University, Narok, Kenya,
Address; 30231-00100, Nairobi.**

**DR Alexander Ronoh, Senior Lecturer, School of Education, Maasai Mara University, Narok
Address; 861-20500, Narok., Kenya**

Abstract

In Kenya primary education has struggled with the problem of poor performance in national examinations especially in core subjects offered within the curriculum. Gatanga Sub-County of Kenya has been performing poorly in Kenya Certificate of Primary Education. The purpose of this study was to establish whether instructional resources influence academic performance in Gatanga Sub-County. The study was guided by the following specific objective: To establish influence of instructional resources on academic performance in Gatanga Sub-County. The study adopted descriptive survey design. Data was collected using a questionnaire and a document analysis. The target population for the study was 83 head teachers, 1021 teachers and 5 Curriculum Support Officers in Gatanga Sub-County. The public primary schools were selected for the study using stratified random sampling technique. A sample of 25 head teachers and 306 teachers and 2 Curriculum Support Officers participated in the study. Validity was ascertained through pilot study. Reliability was ascertained using test-retest method and it was found to be 0.75. Quantitative data was analyzed using Pearson's Correlation Coefficient, while qualitative data from document analysis were transcribed and grouped into themes and sub-themes as they emerged from an ongoing data collection process. The most significant finding was that, instructional resources in Gatanga Sub-County are inadequate yet resources are critical to good performance. These findings can be a reference to schools in Gatanga Sub-County on the influence of instructional resources for improved academic performance. The conclusion is that in most schools resources like textbooks, charts, e-content (Tafakari) are not adequate these resources are key in academic achievement therefore performance in this county is declining due to lack of adequate resources.

Key Words

Academic Performance, Gatanga Sub-County and Instructional Resources

Literature Review**Resource Provision**

Sizemore (2003) defined resources as assets used to accomplish goals. They are tools, talents and possessions used to create a life style, solve everyday problems and reach goals for better living. Resources are what enable people to turn goals into reality. Tucker (2010) categorized resources into human and non-human. Resources that exist within people are skills and abilities that individuals possess. The non-human resources are those things which exist outside people, but controlled, utilized or possessed by people such as time, money, books, electronic resources, and facilities like classes and libraries to mention but a few.

Resources should be used effectively and efficiently to achieve the school's educational goals and priorities (Smith, 2009). Larsen (2009) outlines the role of head teachers in resource management; the Head teacher ensures that resources are efficiently and effectively deployed to achieve the schools aims and objectives and is responsible for, creating a productive, disciplined learning environment. The Head Teacher has the responsibility to; meet regularly with the budget adviser to discuss the budget profile and to make any necessary adjustments and ensure the maintenance of accurate and current inventories of all attractive and portable items. The head teacher should set appropriate priorities for expenditure, allocate funds and ensure effective control of resources in order to improve pupils' achievements (Bennis, 2012). In the United States of America the head teacher have available sources of funds that can assist in the running of schools which include federal, state and local government, communities, parent's teachers association, individuals and religious organizations (Booth, 2013). He should use resources given to him in a way that will improve academic performance in the school.

This can be achieved through; assigning pupils to suitable class and classrooms, assigning both teaching and administrative duties to suitable staff and drawing up time table for the smooth running of the school. When instructional leaders know what is happening in classrooms, they are better able and willing to provide resources and materials that support teachers' instructional efforts (Buchanan, 2010). Durosaro (2006) called this, mobilizing resources and described it as rallying personnel, building district, and community resources, including materials as well as information.

Heck and Olagboye (2006) in their study established that one of the factors determining high achieving schools was the head teachers' assistance to teachers in acquiring needed instructional resources. Murphy (2007) on learning-centered leadership further established that, the utilization and availability of instructional resources is key to achieving maximum student outcomes. Levine and Stark (2006) support this discussion, that the head teacher is able to articulate the significance of all key resources, and make judgments regarding the operational effectiveness of each resource.

The head teacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all (Buchanan, 2007). Sergiovanni (2008) affirmed that the head teachers develops policies and practices, ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school.

Felder (2009) recognized that the rich and diverse resources within local communities should also be utilized. Collecting and using locally available materials encourage creativity and innovativeness. Unfortunately the abundant locally available resources are not adequately harnessed or mobilized (Madu, 2009). One way in which head teachers' support their teachers is by making certain that resources and opportunities are aligned with teachers' and student's needs, and school/Counties priorities. The head teacher should adhere to equitable allocation of staff and resources. In the school, efficient allocation of resources could lead to improved academic performance (Akubue, 2010).

Most leadership programmes tend to focus on aligning resources to priorities and in establishing systems for managing resources, especially financial and staff resources, but give little attention to other educational resources, for example textbooks, audio/visual resources and e-content (Akinola,2011). The need for adequate Economic resources for running of the schools cannot be overstated. This is because poor funding among others contribute to the failure of the school programmes. Economics resources are needed for building classrooms, furniture and transportation, among other resources. Money will facilitate the construction of adequate space, the use of better equipment, the development of better teaching materials (Akinola, 2011). Quality and availability of resources affect the implementation of a curriculum. An instructional (teaching) resource helps students learn and master principles which would otherwise be complex or not readily understood. The availability depends on the provision of resources by the head teacher of a school (Morris,2004).

Results and Discussions

Table 1: Provision of Resources in schools

	F	Mean	Std. Dev.
Quality learning/teaching resources	149	3.56	.664
Adequate learning/teaching resources	149	2.31	.681
Teachers and pupils participate in the improvisation of teaching aids.	149	2.22	.622
Purchase instructional material approved by KICD.	152	2.56	.565
Provide KNEC backwash reports on KCPE performance in different subjects	147	2.21	.700
Head teachers demonstrate to teachers the skills of planning and utilizing educational technology and media	152	1.93	.640
Encourage development and use of locally available materials	152	2.47	.838
Classroom furniture is available	147	4.12	.068
Stationaries are adequate	152	4.60	.597
Classrooms are adequate	149	4.80	.680

Source of Data: Gatanga Sub-County Schools

Responses from the Table 1 indicated that learning/teaching resources are of quality but not adequate as implied by the mean and standard deviation score of ($M=3.56$, $SD=.664$) and ($M=2.31$, $SD=.681$).

On the instructional role of demonstrating the skills of planning and utilizing educational technology media the mean score was ($M=1.93$, $SD=.640$) with a slight variations as shown by Standard Deviation of 0.640. This implies that teachers do not possess this skill; a possible explanation to this is that most teachers are not computer literate in this Sub-County.

Respondents were neutral on developing and use of locally available materials ($M=2.47, SD=.838$). This contradicts a study by Felder (2009) who indicated that schools should improvise and use locally available materials. Hence the shortage of resources in schools can be attributed to lack of innovativeness.

Respondents reported with a slightly high degree of uniformity that they don't provide Kenya National Examinations Council(KNEC) backwash reports on Kenya Certificate of Primary Education(KCPE) performance in different subjects ($M=2.21, SD=.680$). KNEC backwash report is a very important document which contains performance in various subjects. It also gives feedback on concepts or topics where students performed poorly and suggestions on improvement on those areas. It is therefore imperative for schools to have such documents for improvement in instructions and academic performance. Schools struggle to attain educational outcomes since they may not get feedback on weak areas and on how to improve.

Respondents strongly agreed with provision of adequate classrooms ($M=4.80, SD=.680$). The standard deviation of 0.680 shows variation among respondents was minimal. This may be due to the fact that classes are built with the assistance of Constituency Development Funds (CDF) kitty. The researcher also established that Members of Parliament in this Sub-County give financial assistance for the construction and renovation of classes. Head teachers were neutral about purchase of instructional materials approved by KICD listed in the orange book, this implies that most schools do not use approved material especially the supplementary materials.

Respondents were in agreement that classroom furniture is adequate as implied by the mean of ($M=4.12, SD=.068$). The standard deviation of 0.068 indicate low variations among the responses. This implies that there are no enough resources in Gatanga Sub- County a possible explanation of the poor performance since resources are critical in academic achievement.

A study conducted by Akubue (2010) indicated that efficient management of resources could lead to improved academic achievement. This may not be the case in Gatanga Sub-County since resources are inadequate hence the poor performance.

REFERENCES

- Akinola, U.C. (2011). Images of head teacher instructional leadership: From supervision to Collaborative inquiry. *Journal of Curriculum and Supervision*, 12(4), 365 – 366.
- Akubue, A. U. (2010). Classroom organization and manage A5-point, strategy. Anambra State, Nigeria. Nsuska Publishers Ltd.
- Bennis, W. (2012). Managing the dream: Leadership in the 21st century. *Training: The Magazine of Human Resource Development*, 27(5), 44-46.
- Booth, G. (2013). Teaching using the web: Conceptions and approaches perspective. *Instructional science*, 31(2), 127-150.
- Buchanan, D. (2010). *The Sage handbook of organizational research methods*. Thousand Oaks: Sage Publications Ltd.
- Durosaro D.C (2004). Management of School records. *The crafts of Education management*. Ogunsaju(Ed) Ilorin. Indemic print media
- Felder, R.M. (2009). Effective Strategies for Cooperative learning, North Carolina State University. Raleigh NC.
- Larsen, T. (2009). Head teacher/Teacher Perceptual Discrepancy: Instructional Leadership in High and Low Achieving California Schools. *Meeting of American Educational Research Association*. Washington Dc.
- Morris, S. (2004). The Head teacher's role in the instructional process: Implications for all at risk students. *Issues about Change* 1(2)-1-5
- Madu, E.N (2009). Human Resource Development for Entrepreneurship: Home Economics Perfectives. *Journal of Home Economics Research special Edition*. Vol. 7. Pg. 28.

Murphy, J. (2007). Learning-Centered Leadership: A Conceptual Foundation. *Learning Sciences Institute, Vanderbilt University (NJ1)*.

Olagboye, A. (2006) Introduction to Educational management in Nigeria. Ibadan: Daily graphics (Nigeria) limited

Sergiovanni, T. J. (2008). Moral Leadership: *Getting to the Heart of School Improvement*. San Fransisco: Jossey-Bass.

Sizemore, B. A. (2003). *An abashing anomaly: The high achieving predominantly black elementary school* - Executive summary. Pittsburgh: Pittsburgh University, Department of Black Community Education.

Smith, M. K. (2009). Why peer discussion improves student performance on in-class concept questions. *Science, 323*(5910), 122-124.

Tucker, J. P. (2010). Unbundling faculty roles in online distance education programs. *The International Review of Research in Open and Distributed Learning, 11*(2), 20-32.