Teaching and Learning Resources as a Predictor Variable Determining Students’ Academic Performance in Public Secondary Schools in Mbooni West Sub County, Makueni, Kenya: An Investigation of The Involvement of The Principal

Peter M. Mbaluka¹, Dr. Gideon M. Kasivu²*, Dr. Janet K. Mulwa³

¹M. Ed Candidate, South Eastern Kenya University, Kenya
²,³Lecturer, South Eastern Kenya University, Kenya

Abstract: Students’ academic Performance in institutions of learning features prominently in the global education agenda. Educational managers and teachers focus on use of learning resources to provide quality education. Students’ performance in national examination has declined in Mbooni west Sub County hence the need for an enquiry. This study investigated the influence of Principals’ involvement in provision of teaching and learning resources on students’ academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya. The specific objectives of the study were to: Assess the types and adequacy of teaching and learning resources and to determine the influence of Principals’ involvement in provision of teaching and learning resources on students’ academic performance in Mbooni West Sub County, Makueni County. The hypothesis for the study was; There is no statistically significant relationship between principals’ involvement in provision of teaching and learning resources and students’ academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya. The study employed descriptive survey research design. The target population was all principals and teachers in public secondary schools in Mbooni West Sub County. The study employed stratified sampling technique and random sampling for teachers and census sampling for principals to select 90 teachers and 40 principals. Data was collected using questionnaires. Validity of the research instruments was ascertained through piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique. Data was analyzed using SPSS and presented in frequency distribution tables, percentages. Pearson correlation coefficient was used to test the relationship between principals’ involvement in provision of teaching and learning resources and students' academic performance in public secondary schools in Mbooni West Sub County, Makueni County. The study established that teaching and learning resources were adequate in public secondary schools in Mbooni West Sub County. The study also revealed that there was statistically significant relationship between principals’ involvement in provision of teaching and students academic in public secondary schools in Mbooni West Sub County, Makueni County at (r) value of 0.834 while (p) value was 0.002. The study concluded that Principals’ involvement in provision of teaching and learning resources influenced students academic performance in public secondary schools in Mbooni West Sub County, Makueni County. The study recommended that principals should provide diverse teaching and learning resources to improve and sustained students’ academic performance in schools.

Key words: Teaching and Learning Resources, Predictor variable, Students’ Academic Performance, Involvement of the Principal, Provision

I. INTRODUCTION

1.1 Background to the Study

Students’ Performance in examinations feature prominently in global education agenda. The demand for quality education all over the world has increased the desire for higher students’ performance in examinations. Educational managers and teachers focus on curriculum reforms, teacher quality and provision of teaching and learning resources with the desire to provide quality education to learners. The desire for quality education has placed increasingly severe demands for provision of quality teaching and learning resources in institutions of learning. Globally there is the recognition that schools require quality teaching and learning resources if they are to provide the best possible education for their students. Principals have a great role to play in fostering standards of education in institutions of learning. Among these roles include equipping schools with relevant teaching and learning resources. Fika, Ibi & Aji (2015) argue that schools that are equipped with adequate teaching and learning resources enhance students’ academic performance. In Kenya, the performance of students in secondary schools depend among other factors the availability and adequacy of teaching and learning resources (Musungu & Nasongo 2008). The Principal’s role in providing teaching resources as cited by...
Wakoli (2014) enhances students academic performance. When learners have adequate teaching and learning resources, they largely interact with diverse knowledge resources which broaden their academic interaction perspective which improves their academic performance.

Principals' involvement in provision of teaching and learning resources is a predictor determinant which influence students academic performance. These resources such as charts, models, textbooks, reference books and revision materials are considered by Orodro (2014) and Oluchemi (2012) as being at the heart of planning effective teaching and learning that result into enhanced students' academic performance. When teachers use appropriate teaching and learning resources effectively, they encourage behavior among the students that improve their academic performance. The Principal being the academic manager of the school, plays a central role in the provision of the teaching and learning resources which go along way in improving students' academic performance.

Students’ success in examinations is highly valued, and so the school heads endeavour to provide teaching and learning resources. In African countries success in examinations lead to securing employment and the examinations are taken seriously (Okumbe 2007). In Kenya the summative examination for secondary schools is referred to as Kenya Certificate Secondary Education (KCSE). In Mbooni West sub county, the academic performance of the schools has persistently declined over the last three years (2017-2019). Some schools in the Sub County have recorded good results while others have recorded poor results in national examinations (KCSE). These variations may have been caused by several factor key among them principals’ involvement in provision of teaching and learning resources. Students’ performance largely depend on the critical role secondary school Principals play in terms of their involvement in provision of teaching and learning resources.

1.2 Statement of the Problem.

The Government of Kenya has consistently made high budgetary allocation to the education sector with the aim of improving access, participation and performance of students in national examinations. The government has staffed schools with teachers, provided education subsidies to schools through Free Day Secondary Education (FDSE) and bursaries to needy students in order to facilitate students' learning. Despite these initiatives, students’ performance in national examinations continues to be a major concern. Students’ academic performance in KCSE in Mbooni West sub County has been on the decline over the years. In 2019 for instance the Sub County presented 8895 candidates for KCSE out of which 1118 qualified for university entry representing only 12.6% of the total candidates (SCDE, 2019). Poor principals’ management practices possibly in terms of provision of teaching and learning resources in secondary schools may be suspect to to this poor academic performance. This study thus delved to investigate the involvement of the principal in provision of teaching and learning resources as a predictor variable in determining students' academic performance in public Secondary Schools in Mbooni Sub County.

1.3 General Objective of the Study

The general objective of the study was to determine the influence of Principals’ involvement in provision of learning and teaching resources on students’ academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya.

1.3.1 Specific Objectives of the Study

The specific objectives of the study were:

Assess the status of the availability of teaching and learning resources in Mbooni West Sub County, Makueni County, Kenya

Establish the adequacy of the teaching and learning resources in Mbooni West Sub County, Makueni County, Kenya

Determine the influence of Principals’ involvement in provision of learning and teaching resources on students’ academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya

1.4 The Hypothesis of the Study

H₀: There is no statistically significant relationship between principals' involvement in provision of teaching and learning resources and students’ academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya

II. REVIEW OF LITERATURE

Principals are educational vision bearers, instructional and curriculum leaders, assessment experts and facilitators of learning who work towards promotion of students’ academic performance in schools. According to (Ayeni, 2014), principals are expected to be providers of all auxiliary infrastructure in the school which improve the needs of the students especially those related to academic excellence. According to Adeyemo & Oluchemi (2012), the most important role of principals in the school is the provision of teaching and learning resources in the schools which has been found to have a significant influence on students academic performance. Teaching and learning resources refer to all instructional resources available in a school environment to facilitate teaching and learning (Soanes & Hawks 2008). They also include other fundamental materials used in the school to make teaching easy and learning more meaningful to the learners.

OECD (2001) survey reports that the impact of provision of teaching and learning resources on learning significantly increases average test scores of students. To Dangara (2015), provision of teaching and learning resources to learners is regarded as an essential and integral part of principals’ administration, and as such the role of the school principal in this venture is quite critical. The resources facilitate learner...
preparedness and academic performance. Orodho & Waweru (2014) notes that availability of teaching and learning resources have a profound influence on students academic performance. The scholars further posit that there is a positive correlation between availability and use of teaching and learning resources and academic performance of students. The key function of availability and adequacy of teaching and learning resources is to empower the teachers in their teaching while at the same improving students academic performance (Borko, 2014). The involvement of principal in this administrative function is therefore a key predictor that influences students academic performance.

III. RESEARCH METHODOLOGY

The study employed descriptive survey research design. The target population was all principals and teachers in public secondary schools in Mbooni West Sub County. The study employed stratified sampling technique and random sampling for teachers and census sampling for principals to select 90 teachers and 40 principals. Data was collected using questionnaires. Validity of the research instruments was ascertained through piloting of the test items while reliability of the questionnaires was ascertained by a test-re-test technique. Data was analyzed using SPSS and presented in frequency distribution tables, percentages. Pearson correlation coefficient was used to test the relationship between principals’ involvement in provision of teaching and learning resources and students’ academic performance in public secondary schools in Mbooni West Sub County, Makueni County.

IV. RESEARCH FINDINGS AND DISCUSSIONS.

4.1 Availability of teaching and learning resources.

The first objective of the study sought to assess the availability of teaching and learning resources in public secondary schools in Mbooni West Sub County. In order to establish this, the principals and teachers were asked to indicate if teaching and learning resources were available in their schools. They were requested to confirm the availability of the resources. The results are presented in Tables 1.1

Table 1.1. Assessment of the availability of teaching and learning resources.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Teachers</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency (F)</td>
<td>Percentage %</td>
</tr>
<tr>
<td>Yes</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

The data analyzed in Table 1.1 showed that all the principals and teachers confirmed that teaching and learning resources were available in all public secondary schools in Mbooni West Sub County as confirmed by 100% of the respondents. The study findings established that teaching and learning resources were available in all public secondary schools of Mbooni West Sub County, Makueni County. The availability of the teaching and learning could be because the Ministry of Education supplies instructional resources through Tuition fund of the FDSE. This information indicated that students were well supplied with books to study and perform well in their examinations. The study revealed that schools have sufficient teaching and learning resources which students can utilize to do additional studies and prepare for their examinations.

4.2 Types and adequacy of teaching and learning resources

The second objective of the study sought to establish the types and adequacy of teaching and learning resources in public secondary schools in Mbooni West Sub County. In order to establish this, the principals and teachers were asked to indicate the type and adequacy of teaching and learning resources in their schools. They were requested to indicate by responding to the options as very adequate, adequate and not adequate. The results are presented in Tables 1.2

Table 1.2 Types and adequacy of teaching and learning resources

<table>
<thead>
<tr>
<th>Teaching and Learning Resources</th>
<th>Teachers N = 90</th>
<th>Principals N = 40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Adequate</td>
<td>Adequate</td>
</tr>
<tr>
<td>Text books</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Reference books and revision materials</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Models, charts and realia</td>
<td>34</td>
<td>85</td>
</tr>
<tr>
<td>Science equipment and chemical</td>
<td>20</td>
<td>50</td>
</tr>
</tbody>
</table>

The results presented in Table 1.2 shows that majority of principals forming 92.5% and 90% of the teachers respectively said that text books in public secondary schools of Mbooni West Sub County, Makueni County were very...
adequate while 7.5% and 10% of teachers and principals’ confirmed that public secondary schools of Mbooni West Sub County, Makueni County had adequate text books. No respondent said textbooks were not adequate. A large proportion of both teachers 74 (82.2%) and principals (34) forming 85% said that reference books and revision materials in public secondary schools of Mbooni West Sub County, Makueni County were very adequate while 15% of the principals and 17.8% of teachers agreed that reference books and revision materials in the schools were adequate. No respondent said that reference books and revision materials were not adequate in public secondary schools of Mbooni West Sub County, Makueni County.

The information presented in Table 1.2 indicate that 85% of principals and 88.9% of teachers in public secondary schools of Mbooni West Sub County, Makueni County said that models, charts and realia were very adequate. Likewise 6 (15%) of principals and 10 (11.1%) of teachers respectively said that the schools had adequate models, charts and realia while none of the respondent said that the models, charts and realia were not adequate. The data in the Table 1.2 illustrates that half of the principals in public secondary schools of Mbooni West Sub County, Makueni County both said agreed that science equipments and chemical were very adequate while another half said the science equipments and chemicals were adequate. Similarly 40% and of teachers said that science equipment and chemicals were very adequate while 60% of the teachers agreed that science equipments and chemicals were adequate. No respondents said that science equipment and chemicals were not adequate. The adequacy of teaching and learning resources is an important component of learning whose presence and sufficiency influences students academic performance as supported by Orodho’s and Waweru’s (2014) who revealed that adequacy of teaching and learning resources have a profound influence on students academic performance.

4.3 Influence of Principals’ involvement in provision of learning and teaching resources on students academic performance

The teachers and the principals were requested to indicate the influence of Principals’ involvement in provision of learning and teaching resources on students academic performance in secondary schools of Mbooni West Sub County, Makueni County. The teachers and principals were requested to indicate how influential they felt Principals’ involvement in provision of learning and teaching resources on students academic performance in secondary schools of Mbooni West Sub County, Makueni County. The findings were as contained in Table 1.3

<table>
<thead>
<tr>
<th>Responses</th>
<th>Principals Frequency</th>
<th>Principals %</th>
<th>Teachers Frequency</th>
<th>Teachers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very influential</td>
<td>30</td>
<td>75</td>
<td>80</td>
<td>88.8</td>
</tr>
<tr>
<td>Influential</td>
<td>10</td>
<td>25</td>
<td>20</td>
<td>11.2</td>
</tr>
<tr>
<td>Less influential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not influential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

The information contained in Table 1.3 indicates that 75% of teachers and 88.2% of teachers confirmed that principals’ involvement in provision of learning and teaching resources was very influential in determining students’ academic performance. Similarly 25% of principals and 11.2% of the teachers respectively attested that Principals’ involvement in provision of learning and teaching resources was influential in determining students’ academic performance in public secondary schools of Mbooni West Sub County, Makueni County. No respondent contradicted this statement. Provision of adequate teaching and learning resources have been established by this study to influence students academic performance a similar view posited by Orodho (2014) and Oluchemi (2012) who posited that teaching and learning resources are the heart of planning effective teaching and learning that result into enhanced students’ academic performance.

VI HYPOTHESIS TESTING

Ho1 There is no statistically significant relationship between principals involvement in provision of teaching and learning resources and students’ academic performance in public secondary schools in Mbooni West Sub County, Makueni County, Kenya

The study aso sought to establish whether there was a statistically significant relationship between principals involvement in provision of teaching and learning resources and students academic performance in public secondary schools in Mbooni West Sub County, Makueni County. A regression test was carried out between the responses on principals’and teachers’ responses on how influential principals involvement in provision of teaching and learning resources influence was on students academic performance in public secondary schools of Mbooni West Sub County, Makueni County. These responses were correlated with the mean scores of students performance for the period under study. A coefficient of correlation (r) was determined which established the strength of the correlation. The results were presented in Table 1.4
Table 1.4 Regression coefficient model summary of the influence of the principals involvement in provision of teaching and learning resources influence on students’ academic performance.

<table>
<thead>
<tr>
<th>Independent variable/Constant predictor</th>
<th>Dependent variable</th>
<th>(r)</th>
<th>Sig. (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals involvement in provision of teaching and learning resources</td>
<td>Students’ Academic performance</td>
<td>0.834</td>
<td></td>
</tr>
</tbody>
</table>

Significant at the 0.05 level (2-tailed) df= 1

(a) Constant predictor: Principals involvement in provision of teaching and learning resources

(b) Dependent Variable: Students’ academic performance

Table 1.4 reveals that the coefficient of correlation (r) for Principals involvement in provision of teaching and learning resources was 0.834 indicating a very strong positive relationship between the predictor variable (Principals involvement in provision of teaching and learning resources) and Students academic performance (outcome). The information presented in Table 1.4 indicated that the significant level of Principals involvement in provision of teaching and learning resources and students’ academic performance was highly significant at p level 0.002 a value lower than alpha 0.002 showing that there was high significant influence of Principals involvement in provision of teaching and learning resources on students’ academic performance. The relationship indicated that Principals involvement in provision of teaching and learning resources resulted to high levels of students’ academic performance. This finding led to rejection of the study’s Null hypothesis that there is no statistically significant relationship between Principals involvement in provision of teaching and learning resources and students academic performance in secondary schools of Mbooni West Sub County therefore the alternative hypothesis that there is statistically significant relationship between Principals involvement in provision of teaching and learning resources and students academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya was taken. From the analysis it can therefore be inferred that there is statistically significant relationship between Principals involvement in provision of teaching and learning resources and students academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. This position is supported by the assertion by Oluchemi (2012) that the Principal being the academic manager of the school, plays a central role in the provision of the teaching and learning resources which go along way in improving students academic performance.

V. CONCLUSIONS AND RECOMMENDATIONS

The concluded that teaching and learning resources were available and adequate in public secondary schools in Mbooni Sub County. The study concluded that Principals involvement in provision of teaching and learning resources influenced students academic performance in secondary schools of Mbooni West Sub County, Makueni County, Kenya. Teaching and learning resources are a critical predictor determining students academic performance. The study recommended that principals should provide diverse teaching and learning resources to improve and sustain students’ academic performance in schools.

REFERENCES.


