

**EFFECTS OF EDUCATIONAL RESOURCES ON PERFORMANCE  
AMONG PUPILS IN KIPKEINO PRIMARY SCHOOL, UASIN  
GISHU DISTRICT IN KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF  
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AND PRIMARY EDUCATION**

**OCTOBER 2009**

**DECLARATION**

I hereby declare that this is my original work

Date ..... 9/10/2009 ..... Signature .....  .....

**APPROVAL**

This research has been handed over by the student as his genuine work under my Supervision.

LAAKI SAMSON ..... signature.....

Date.....

## DEDICATION

I am dedicating this work to my children Ivy Jepkorir and Eugene Kimutai.

## ACKNOWLEDGEMENT

I wish to acknowledge contribution of individuals and institutions that assisted me in carrying out this research. These include:- My supervisor Mr. Laaki who guided me in conducting this research. The Headteacher of Kipkeino primary school Mr. Nicholas Chobong for allowing me to conduct this research in his school.

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## **LIST OF ABBREVIATIONS**

**AFI** – Areas for Improvement

**SMC** – School management committee

**SIMSC** – School Instructional Materials selection committee

**EUR** – Effective use of resources

**ECD** – Early Childhood Education

**HTSGS** – Headteacher support group

## ABSTRACT

This research was conducted to investigate effects of Educational Resources on performance among pupils in Kipkeino primary school in Uasin Gishu district, Rift Valley Province in Kenya.

The researcher used both quantitative and qualitative approach in collecting data. The researcher used documentary analysis type of qualitative approach to collect information on performance of the sample population. He used questionnaires a type of qualitative approach to obtain information from the heads of Department and class teachers.

The researcher targeted ten heads of departments and eight classes. Out of ten departments and eight classes targeted by the researcher, He zero in the a sample population of four departments and three classes.

On the findings, the researcher found out that the following Educational resources are found at Kipkeino primary school. These are human resources, physical resources, instructional materials time and financial resources. Researcher found out that sourcing of Educational resources in Kipkeino is procured and others are collected locally by teachers and pupils. Researcher found out that there is maximum utilization of human resource, physical resources instructional resources and financial resources.

Researcher found out that in the school, there is effective management and maintenance of resources. This is a collective responsibility of the administration teachers and the subordinates staff together with learners.

Indeed the researcher found out that the good performance that the school has maintained from 2006 to date is due to impact of Educational resources used at Kipkeino primary school.

Finally the researcher recommended that for a school to have good performance, school managers should avail different Educational resources in school. Every school should have instructional materials committee. He also recommends that every teacher in Kenya must use instructional materials in every lesson. There should be management and maintenance of instructional materials in the school. He also recommended that learners should be involved in sourcing instructional materials in the school.

## **CHAPTER ONE**

### **1.1 INTRODUCTION**

In this chapter, the researcher discussed background information, statement of the problem purpose of the study, research objectives, scope of the study, significant of the study, limitation and Delimitation and operational definition of terms.

### **1.2 BACKGROUND INFORMATION**

Educational Resources are items, animals and people that are used in a learning environment to achieve the desired goals and objectives in a school. Educational resources are essential for realizing good performance of learners.

Educational resources include human resources, learning materials, financial resources, time and physical resources.

The major Educational resources that impact the performance of learners is learning or teaching materials which are intended to provide pupils with real experiences. It enables the learners to use their full senses (touch, see, smell, hear and feeling) to enhance learning. It helps in conceptualization of otherwise abstract ideas and helps understanding mastery and retention of the ideas.

Experience suggests that teachers tend to use more often and more effectively aids they have made while pupils appreciate more much what they have made.

From the above discussion it is evidence that Educational resources has a substantial impact on learners performance in every school. Kipkeino primary school is a case at hand.

### **1.3 STATEMENT OF THE PROBLEM**

Schools that utilize Educational resources fully, do perform well in both internal and external exams while those school which under utilizes Educational resources tend to perform poorly in both internal and external exams. However, Kipkeino primary school in Uasin Gishu West District in Kenya is a case at hand that has not been performing well in Uasin Gishu district for the last seven years. Therefore this has prompted the researcher to find out the reasons.

#### **1.4 PURPOSE OF THE STUDY**

The purpose of the study was to investigate impact of Educational resources on learners' performance in Kipkeino primary school in Uasin Gishu District.

#### **1.5 RESEARCH OBJECTIVES**

The research was carried out based on the following objectives.

##### **General Objectives**

To investigate effects of Educational resources on performance among pupils in Kipkeino primary school in Uasin Gishu district in Kenya.

##### **Specific objectives**

- a) To identify types of Educational resources used in Kipkeino primary school in Uasin Gishu District in Kenya.
- b) To describe the process of sourcing Educational resources in Kipkeino primary school in Uasin Gishu district in Kenya.
- c) To determine effective utilization of Educational resources in Kipkeino primary school in Uasin Gishu district in Kenya.
- d) To identify ways of Effective management and maintenance of Educational resources in Kipkeino primary school in Uasin Gishu District in Kenya.
- e) To analyze the impact of Educational resources on learners performance in Kipkeino primary school in Uasin Gishu in Kenya.

#### **1.6 SCOPE OF THE STUDY**

The study was limited to establishing the type of Education resources, process of sourcing, effecting utilization and management and impact of Educational resources on learners' performance in Kipkeino primary school. The school is situated in Sugoi zone, Turbo division, Uasin Gishu district in Rift Valley province in Kenya.

### **1.7 SIGNIFICANT OF THE STUDY**

The outcome of the study is to help various stakeholders of Education to increase knowledge and promote utilization of Educational resources in schools. Various stakeholders will benefit as follows:-

It will equip teachers with knowledge of how to source and manage and maintain Educational resources.

It will equip headteachers on how to utilize, manage and maintain educational resources.

It will create awareness on impact of Educational resources on learners' performance to all stakeholders of Education.

### **1.8 LIMITATION AND DELIMITATION**

The researcher encountered the following delimitations

- Researcher was able to access performance record.
- Head of departments were very supportive to give information
- The Chief academic officer and Educational resource teacher were able to give the researcher all the required information.

### **1.9 OPERATIONAL DEFINITION OF TERMS**

- Areas for Improvement** – Areas that need immediate attention
- School management committee** – Elected people who are in charge of the running of the institution.
- School instructional material selection committee** – Are teachers and representation of parents who are in charge of procurement of teaching/ learning materials.
- Effective use of Resources** – Proper use of all school Educational materials.
- Early Childhood Education** – Education given to join primary Education

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In this chapter the following will be discussed types of Educational Resources, Sourcing of Educational Resources, Effective Utilization, Management and Maintenance of Educational Resources and Impact of Educational resources on learners' performance.

#### **2.2 TYPES OF EDUCATIONAL RESOURCES**

There are many types of Educational resources. According to Okumbe J.A (1998), he pointed out that there are five types of Educational resources that are essential for effective learning. These include, human resources, learning materials, financial resources, time and physical resources.

The term human resource refers to people's effort towards facilitating school programmes to achieve school goals. Okumbe, (1998) identified them to include Head of Institution, teaching staff, learners, experts on various fields, members of the community, school support staff, tac-tutors, quality Assurance and standards officers and ECD, teacher. All these people are used by the school to facilitate school programmes in order to achieve school goals to enhance teaching and learning.

According to Moest (2004), on school empowerment module, it describes physical resources as land, buildings, tools, furniture. Buildings are essential towards supporting learners. The availability of safety of buildings is essential to conducive environment for learning and teaching. These include: classrooms, office block toilets and sanitation facilities, workshops, libraries and laboratories.

Land is also an important physical resource. It is on the school land that we building, school farm, playing fields. Land can be used by school to generate income for a part from being a learning resource. But the school should have a title deed for the land owned as indication of ownership.

Furniture as a resource support effective learning. It ensures that learners sits comfortably and therefore learn well. This therefore promote good posture, enhance good writing skills, and have good contact with the chalkboard and concentrations furniture include chairs, desk, tables, cupboards, pegion holes.

Tools and equipment as a resources are those implants that can be used to perform certain tasks such tools include pangas, hoes, pliers spanners saws hummers and screw drivers. They can be used as a learning resource or for repair work.

Another resource is financial resource. This resource enables the school to acquire other resources. The Kenyan Government is committed in supporting free primary financially by sending money to purchase instructional materials.

Proper management of financial resources is important for the general development of the school. The head teacher should get Authority to incur funds as per the budget estimates funds should be recorded clearly in financial records such as payment vouchers, cashbooks, ledgers trial balances etc.

Time management should be adhered to in the school. There should be a school timetable of events. Time wasted through over socialization, late coming to school, frequent interruptions, unnecessary meetings etc should be avoided.

According to Bell L and Rhodes C (1996), he cited out that instructional materials are very essential to teaching and learning. These materials facilitate learning through all the senses. Instructional materials include visual, audio or audio visual. Visual materials are those that a child can see and handle such as real objects, models, charts or related materials.

Audio materials are for listening to. They only give out sound. For instance, radio, tape recorder, compact Disk (CD). Audiovisual materials include TV, video and film which produce sound and pictures. They are scarce and expensive.

### **2.3 SOURCING OF EDUCATIONAL RESOURCES**

According to Olembo J. O et al (1992), he pointed out that Educational resources such as instructional materials can be procured as per the National policy on resources. The

policy focuses on the liberalization of the provision of text books and other instructional materials to schools and decentralization of financing and selection of all materials at the school level. This policy called for transparency and accountability. It ensures equity of access to learning materials through the establishment of textbook provision for pupils at the ratio of 1:3 per subject in lower primary and 1:2 in upper primary. It also encourage active participation of all stakeholders in Education by forging partnership in text book procurement.

For materials which are locally available or can be made with no cost or less cost, teachers and pupils are involved in procuring them e.g. making improvised science equipment such as sea saw, rain gauge, wind vane, collecting insects, bottles, stones, soil, wood and fruits.

#### **2.4 EFFECTIVE UTILIZATION OF EDUCATIONAL RESOURCES**

According to Quistd (2000), He pointed out that under utilization of Educational resources such as physical resources, humans and instructional resources leads to waste of finance. Hence resources should be planned for and ensure that maximum benefit is reap out of it. Teaching staff in the school should not be overstaff or under staff. Enough instructional materials should be sowed but not in excess of what is required. In this way Educational resources will be effectively utilized.

#### **2.5 EFFECTIVE MANAGEMENT AND MAINTENANCE OF EDUCATIONAL RESOURCES.**

According to Owino O. (1996), he cited out that Effective management and maintenance of Educational resources should be uphold in the school. He said this will give a school a longer and effective service. It will reduce the cost of purchasing new ones. It will add value to the general aesthetic nature of the school. It also improve school retention rate. This will ensure a culture of maintaining/managing resources by teachers and pupils in the school; hence promoting a sense of responsibility in the members of the staff and learners.



Various resources can be maintained and managed in the following ways

**i) Financial resources**

The headteacher is the chief accounting officer and should be accountable to fund given to the school by the government and the community. He should maintain the following accounting books.

- Bank account transaction
- Keeping books of account
- Budgeting
- Prepares accounting report
- Procurement documents

**ii) Management of physical facilities**

- The headteacher should do Audit of the school facilities eg classrooms, toilets etc.
- Repair floors of classrooms and shelters
- Clean the toilets frequently.

**iii) Human Resources**

- Motivate teachers and subordinate staff who perform well their duties.
- Give promotion to those who deserves

**iv) Instructional materials**

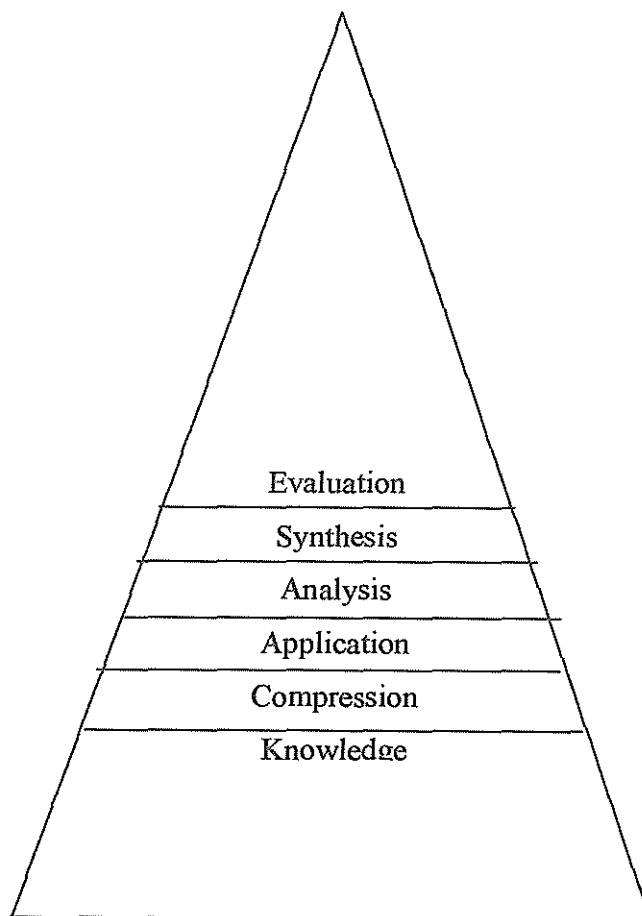
- Books to be repaired and properly handled. It should be covered for it to stay longer.
- Library should be constructed or shelves or cupboards.
- Frequent stock taking should be done
- Inventories and stock books be kept.

**2.6 IMPACT OF EDUCATIONAL RESOURCES ON LEARNERS PERFORMANCE.**

According to Shellomith Nderitu (2004), He pointed out that Educational materials enhance pupils learning experiences. It provides pupils with opportunity to use all their senses to retain knowledge and skills acquired. Instructional materials need to be used frequently to improve pupils' performance. The instructional materials used should be relevant to the topic being learned. It should be relevant to the level of the learner.

Use of Educational resource in appropriate manner in the school minimizes school drop out. UNICEF through ministry of Education (2004) states that poor sanitation facilities and uncomfortable dusty floors or sharing of toilets with boys leads to drop outs among girls.

According to Wood D. (1998), He pointed out that instructional material promote active learning among the learners. Educational resources develop lower level skills and higher level skills of individual learner as on Bloom's taxonomy below.



The above can be instill to a learner by use of a learning material as follows

Topic: weather

**Knowledge**

Introduce the topic using a weather chart or diagram to describe weather children mention what they know.

### **Comprehension**

Let the children know more than what weather is and understand why it is important to know about weather. Let children observe weather outside.

### **Application**

Ask children to design a language to measure rain. Hence children solve a problem by applying knowledge they acquired.

### **Analysis**

Learners are led to keep statistical recording of weather say rainy for a given time and use it to analyze weather of a place.

### **Synthesis**

Children can then devise their own weather pre-cast. They can report on weather disaster such as flood. They can create their own book of weather.

### **Evaluation**

Finally learners can carry out a review of what they have learnt about weather and what they do not understand about weather.

In the above process of learning through the six levels of learning it requires learning resources in order for learners to understand what they are being taught. If this is done so pupils will be able to answer any question set based on any of the six levels stated above in Blooms taxonomy pyramid.

According to Fisher (1995), he came up with the following table showing how learners retain what they learn through various senses.

<b>Activities</b>	<b>% retention</b>
Hearing only	20
Seeing only	30
Hearing and visual support	50
Hearing seeing and talking	70
Hearing seeing talking and doing	90

The above table shows that active involvement of the pupils through additional materials being used, practical work and discussion increases the amount the pupils can remember.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The following will be discussed, research design, environment, respondents, instruments, data collection, procedure and statistical treatment of data.

#### **3.2 THE RESEARCH DESIGN**

The researcher used both qualitative and quantitative approach in his research. The researcher focused his attention on Effects of Educational resources on performance of learners.

#### **3.3 ENVIRONMENT**

The researcher conducted his research at Kipkeino primary school which is in Sugoi zone, Turbo Division, Uasin Gishu district, Rift Valley province in Kenya. The school is approximately 20 km from Eldoret along Eldoret Malaba route.

The school has got 10 acres of land it has playing ground, dining hall, Boarding facility 10 classrooms, administration block toilets for boys, girls and teachers. The total number of pupils are 280 and twelve teachers males are 7 and 5 females.

#### **3.4 RESPONDENTS / SUBJECT PARTICIPANT / POPULATION**

The target population included eight class teachers and ten heads of department. The total number of population in the school were 280.

The researcher was interested with performance of standard one to eight and types of Education resources used in learning as well as those kept in every department in the school.

#### **3.5 SAMPLE POPULATION**

Out of the eight classes in the school the researcher zero in to 3 classes standard three, five and standard eight. One the side of head of departments. The researcher sample four heads of departments.

### **3.6 SAMPLING PROCEDURE**

The researcher requested permission from Headteachers through letter of transmittal to conduct research at Kipkeino primary school.

After being granted permission, the researcher embark on sampling procedure.

The researcher used simple random sampling.

The researcher sample standard 3 to represent lower primary, standard five to represent middle upper primary and standard eight to represent upper primary. He then sample Educational resource department, chief academic officer department, science department and social studies department to focus his study on. The selected class teachers for the three sample classes and head of departments sampled because of the respondents.

### **3.7 STATISTICAL TREATMENT OF DATA**

Researcher analyzed types of Educational resources used in standard 3,5and 8 in detail.

He then analyzed data on sourcing of Educational resources from the department of Educational resources at Kipkeino primary school. He did the same with science and social studies heads of departments.

He also analyzed effective utilization of Educational resources in standard 3, 5 and 8.

The researcher then analyzed effectiveness of Educational resource management and maintenance at Kipkeino primary school.

Finally the researcher analyzed the impact of Educational resources on performance of learners.

He then came up with the summary, discussions, conclusion and recommendations.

## CHAPTER FOUR

### 4.0 PRESENTATION AND ANALYSIS OF DATA

#### 4.1 INTRODUCTION

In this chapter the following will be discussed: The analysis of the raw data collected through questionnaires and documentary.

#### 4.2 TYPES OF EDUCATIONAL RESOURCES FOUND AT KIPKEINO

##### PRIMARY SCHOOL

##### 4.2.1 HUMAN RESOURCES

The human resource found in Kipkeino primary school which is semi public primary school include, The director, headteacher, deputy headteacher, eight class teacher, chief academic officer (C.A.O). Librarian, Education material teacher, three cooks, three watchmen, two grounds men, school secretary, 14 board members, two drivers three cleaners and 280 learners. There is also accounts clerk.

NB. Teachers serve in various departments such as science, English, Kiswahili, Maths, Social studies, P.E, Music, creative art, tours department.

#### DATA ANALYSIS ON HUMAN RESOURCE AT KIPKEINO PRIMARY

TABLE 1: Human Resource analysis

Human resource	No	%
Board members	14	3
Administrators	5	2
Teaching staff & heads of department	12	4
Subordinate staff	15	5
Learners	280	86
<b>Totals</b>	<b>326</b>	<b>100</b>

#### 4.2.2 PHYSICAL RESOURCES

Kipkeino primary school has got the following physical resources.

##### i) Buildings

The researcher found that the school has got modern classrooms which are well painted. Roofs are made of tiles. Its got modern administration block and toilets. It has got library.

##### ii) Land

The researcher found out the land to be ten acres.

##### iii) Tools and buses

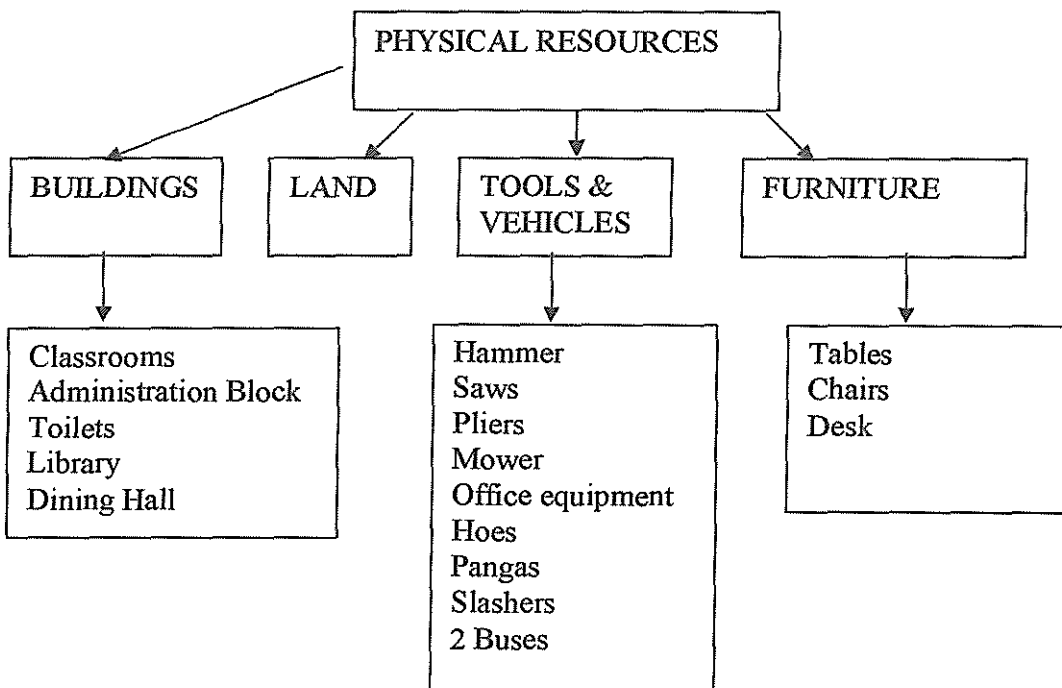
The researcher found out the following tools, office equipment, hawrier, hoes, saws, pliers, clasher, pangas and a mower and two buses.

##### iv) Furniture

The following furniture are in the school, chairs, tables, lockers for individual learners, benches and cupboards.

#### DATA ANALYSIS ON PHYSICAL RESOURCES AT KIPKEINO PRIMARY

Table Physical Resources



### 4.2.3 INSTRUCTIONAL MATERIALS AT KIPKEINO PRIMARY SCHOOL

Researcher found out the following instructional materials at Kipkeino primary school. Course books for English, Maths, science, Kiswahili, social studies, CRE, and creative arts. The school also has assorted supplementary text books for the seven subjects. It also stock assorted story books in the library which are rendered to students.

Each learner has a course book for all subjects, parents do buy topical revision books for their children. Each learner is having a Kamusi and dictionary for checking meaning of new words.

Subject teachers used various charts, realia computers, television, compact disc, models, radio, projected films, mobiles, specimens, blackboard, flash cards, nature corners, curiosity corners, word trees, wall maps, flip charts, diagrams among others.

### DATA ANALYSIS OF INSTRUCTIONAL MATERIALS AT KIPKEINO PRIMARY SCHOOL

Researcher classified instructional materials found at Kipkeino as shown in the table below.

**Table 3 Instructional materials**

Visual materials	Audio materials	Audio visual materials
Course books	Radio	Television
Supplementary books	Tape recorders	Video
Revision books	Compact disk CD	Film
Realia	Computers	Computers
Models		
Charts		
Blackboards		
Mobiles		
Flash cards		
Flip charts		
Diagrams		



### **4.3 SOURCING OF EDUCATIONAL MATERIALS AT KIPKEINO PRIMARY SCHOOL**

According to Questionnaires filled by the respondents, the following are ways in which educational resources are acquired at Kipkeino primary school.

Most of the materials are made locally by teachers and learners collected locally for example soils, plants, sea saw, ropes, charts, tins, bottle tops, stones, skitters etc.

Some other materials are procured following procurement policy stipulated in National policy on resources. This is done in the following procedure.

Some other materials are procured following procurement policy stipulated in National policy on resources. This is done in the following procedure.

- i) School instructional materials committee meets and prioritize list of materials to be procured.
- ii) Supplier with the lowest supply cost is awarded the tender.
- iii) Order is given to the supplier to supply instructional materials in two weeks.
- iv) When instructional materials are supplied, it is checked against delivery and order form.
- v) Finally the cheque is written for the amount supplied by the supply
- vi) Instructional materials are stamp on by use of school instructional materials stamp and serialized.

### **4.4 EFFECTIVE UTILIZATION OF EDUCATIONAL RESOURCES AT KIPKEINO PRIMARY SCHOOL**

According to questionnaire filled by the respondents, the utilization of resources at Kipkeino is effective.

All teaching staff have been allocated subjects through subject sharing meeting. This is done according to competency of a given teacher on a given subject.

Responsibilities are shared according to interest and experience of a teacher.

Subject heads are elected by teacher teaching a given subject. The elected teacher become the head of department for that subject.

Subordinate staff are assigned duties by the foreman.

Every teacher uses course books and supplementary books as well as teachers guide in every lesson. Learners are given assignment to carry out in their course book.

Idleness in the school is not condone by the administration.

#### **DATA ANALYSIS**

It is evidence from the above discussion that Educational resources at Kipkeino primary are effectively utilized.

#### **4.5 MANAGEMENT AND MAINTENANCE OF EDUCATIONAL RESOURCES AT KIPKEINO PRIMARY SCHOOL**

Researcher found out that Educational resources are managed and maintained at Kipkeino primary school in the following ways.

Human resource especially teaching staff are allocated subject and time on the timetable.

Every morning at 8.00 as the teacher arrives to school he or she should sign a staff register. This is done as the teacher depart at 5.00 pm.

No teacher is allowed to be absent without permission.

Lateness to class by the teachers or learners is forbidden. This is thoroughly checked by the master on duty as well as head teacher and deputy head teacher.

Delegation of duty is carried out at Kipkeino primary school. There are well stipulated responsibilities for the head of institution, his Deputy, senior teachers chief academic officer, class teachers, head of departments and board members as well as subordinate staff.

Instructional materials are recorded in school inventories and stock book. Issuing and returning of instructional materials are signed for any loss is charged to the person who lost it.

All course books and supplementary books are covered.

Charts and other instructional materials are kept in shelves and cupboards in the resource room.

Library books are not allowed to be taken out of library unless one borrow it.

Rodents and ants are checked frequently by stock master and librarian so that they do not damage the instructional materials.

Heads of department carry out stock taking twice a year i.e. at the beginning of the year and at the end of the year.

Repair work is done on broken windows, doors and floors of classrooms and office.

Toilets are cleaned daily by cleaners. This applies to classrooms, administration office staff room, and dining rooms.

To avoid theft in school, there are gate watchmen, who operate 24 hours.

#### **4.6 IMPACT OF EDUCATIONAL RESOURCES ON LEARNERS PERFORMANCE AT KIPKEINO PRIMARY SCHOOL**

Researcher found out that Educational resources at Kipkeino primary school enhance learners learning experiences. It provide learners with opportunity to use all their senses to retain knowledge and skills imported to them.

Instructional materials used are child centred, arouse curiosity, easy to source and harmless to the learner. It is also used according to the level of the learners are interesting hence foster learning among the learners and this promote good performance in internal and external examination. This led to non dropping out of school.

In Kipkeino primary school, every class teacher impart skills to learners using instructional materials based on the following skills i.e. knowledge, comprehension, application, analysis, synthesis and evaluation.

The school has invested more instructional materials on English which form the basis of almost all the subjects. This has led to pupils speaking fluent English from standard one to eight. The English teachers emphasizes on grammar and comprehension of English.

The school uses several course books to equip learners with diversified knowledge for every subject taught.

Revision books are highly recommend for learner for revision purposes.

Library books are exposed to learners to boost learners mastery of English and Kiswahili.

Library books enables learners to write quality compositions.

There are plenty of scientific apparatus in the school that assist in inculcating desirable scientific attitudes in learners. This enable pupils to acquire and preserve useful scientific attitudes about themselves and their relationship with others and the environment. Instructional materials involve active participation by learners.

On the side of social studies, the school uses instruction materials such as wall maps, globe and atlases that aids pupils understanding of geographical features and knowledge about the earth and weather elements that affect human activities all over the world.

#### **DATA ANALYSIS ON IMPACT OF EDUCATIONAL RESOURCES ON PERFORMANCE**

It is evidence from the performance of standard eight that, Educational resources at Kipkeino primary school has contributed to good performance of the school as shown below.

**TABLE I: STANDARD EIGHT KENYA CERTIFICATE OF PRIMARY EDUCATION 2006 – 2008**

**TABLE 4 KCPE RESULTS**

YEAR	ENG	KISW	MATH	SCI	S/S/RE	TOTAL	DISTRICT POSITION
2006	77	78	74	70	76	375	1
2007	78	70	75	73	77	373	1
2008	80	66	78	72	70	366	1
AVERAGE	78.33	71.33	75.66	71.66	74.33	371.33	

**STANDARD EIGHT UASIN GISHU WEST TERM II**

**END TERM RESULTS TOP TEN SCHOOLS**

**TABLE 5: Internal Exams District Evaluation**

YEAR	ENG	KISW	MATH	SCI	S/S/RE	TOTAL	DISTRICT POSITION
Kipkeino	76.69	73.56	61.17	66.83	72.53	350.78	1
St. Michaels	70.31	68.07	71.75	67.25	65.73	343.1	2
Kipkaren	71.32	65.47	66.13	65.32	70.04	338.28	3
Soy academy	69.44	70.63	62.76	67.17	66.07	336.28	4
St lucy academy	66.2	72.07	59.73	67.73	68.62	334.4	5

## **CHAPTER FIVE**

### **5.0 SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

In this chapter the researcher will give summary of what he did in the first four chapters. He will also discuss the findings in relation on the research objectives, data analysis on chapter four and relate it to the literature review. On the side of conclusion the researcher will highlight major findings of the study and finally the researcher will give recommendations basing on the findings and conclusion.

#### **5.2 SUMMARY**

The following are brief summary of what the researcher did in chapter one to chapter four.

In chapter one the researcher stated the essential information from broad to specific pertaining to effects of Educational resources on performance of pupils at Kipkeino primary school in Uasin Gishu district Rift Valley province Kenya.

The researcher went on to cite out the statement of the problem, the purpose of the study and the research objective. He also stated the significant of the study limitation and delimitation and operational definition of terms.

In chapter two researcher stated in detail what other people have written detail what other people have written about the statement of the problem in connection to the research objectives. Among the major authors the researcher based his literature review are Okumbe J.O (1992), Moest (2004), Bell L (1996), Olembo J.O (1992), Quistd(2000), Owino O. (1996) Wood (1998) and Fisher (1995).

In chapter three the researcher discussed the research approach he used in this case was quantitative and qualitative approaches. He also stated the location of the study in this case was Kipkeino primary school in Uasin Gishu District, Rift Valley province in Kenya.

The researcher also discussed research design, which is the case study among others discussed are the population and sample population. He also stated clearly the sample

procedures together with the research instruments used which were questionnaires and documentary analysis.

In chapter four the researcher analyzed data collected through questionnaires and documentary analysis based on research objectives. The researcher used tables to analyze data collected.

## **5.3 DISCUSSION**

### **5.3.1 TYPES OF EDUCATIONAL RESOURCES FOUND AT KIPKEINO PRIMARY SCHOOL**

According to data collected by the researcher it is evidence that types of Educational resources found at Kipkeino primary school include human resources, physical resources and instructional resources.

#### **i) Human Resources**

According to table 1, human resources found at Kipkeino primary school were Board members who are 14 in number together with headteacher making it a total of 15 members. They are the managers of the school and make decision pertaining to, hiring of teachers, workers, tendering, construction of classrooms, toilets and any other major decision to be made about running of the school.

There are five administrators who implement what has been authorized by the board members. They include headteacher, deputy headteacher, senior teacher, chief academic officers and director. They supervisors academic activities manages resources and any other activity carried out in the school as per the resolution made by the Board members.

There are teaching staff who include class teachers, subject teachers and head of subject departments. Their work was to implement the curriculum.

There are the subordinate staff whose work is to assist in dining work, cleaning, security, recurring of funds and keeping accounting records, grounds men and store keepers.

Finally there are learners who are being taught. All the Educational Resources are utilized for their benefit.

## **PHYSICAL RESOURCES**

According to tables the following physical resources were found at Kipkeino primary school. These are Buildings, land, tools and furniture.

### **Buildings**

The researcher found out that the school has got ten classrooms, administration block, library, dining hall and toilets.

### **Land**

The researcher found out that Kipkeino has ten acres of land which harbours, buildings, playgrounds and workers and teachers quarters.

### **Tools and Vehicles**

Researcher found out that the following tools and equipments are in the school store.

Office equipment hoes, pangas, saws, pliers slashers, and mower.

The school has got two buses which transport pupils to and from every day.

### **Furniture**

Researcher found out that the following furniture are found at Kipkeino primary school office chairs, tables, lockers for individual learners, benches, and cupboards.

## **2. INSTRUCTIONAL MATERIALS**

According to table 3 it is evidence that the following instructional materials are found at Kipkeino. These include the following:-

### **Visual materials**

These include course books, supplementary books, revision books, realia, models charts, blackboards, mobiles, flashcards, flipcharts and diagrams.

### **Audio materials**

These included radio, tape recorder, compact disc and computers.

### **Audio visual materials**

These included television, video, film and computers.



### **5.3.2 SOURCING OF INSTRUCTIONAL MATERIALS AT KIPKEINO PRIMARY SCHOOL**

The researcher found out that there are two major methods of sourcing instructional materials at Kipkeino primary school. This was done through procurement and collection by teachers and pupils.

Procurement of instructional materials are done as per the Kenya national policy on solving of instructional materials while collection of locally available materials such as plants, soils, tins, bottles tops, empty bottles is done by teachers and pupils.

Teachers and pupils uses manila papers to make charts and flip charts.

### **5.3.3 EFFECTIVE UTILIZATION ON EDUCATIONAL RESOURCES AT KIPKEINO PRIMARY SCHOOL**

Researcher found out that Educational resources are utilized at Kipkeino primary school in the following ways:

Human resource especially teaching staff are allocated subjects and time on he timetable.

No teacher is allowed to be absent without permission

Lateness to classes by teachers or pupils is unheard of in Kipkeino primary delegation of duties is practice at Kipkeino primary school.

The school had institutional structure which guide all human resource in the institution.

Instructional materials are keep in secured cupboards in the library.

There is inventory for recording issuing and receiving of instructional materials. Any loss of instructional material is charged to the person who lost it. Worn out resources are replaced by the new one.

### **5.3.4 MAINTENANCE AND MANAGEMENT OF EDUCATIONAL RESOURCES AT KIPKEINO PRIMARY SCHOOL**

The researcher found out that at Kipkeino primary school resources are managed and maintained in the following ways:-

Teachers are allocated duty by the administration. Every teacher is allocated subjects to be taught. Such allocation is based on competency of the teacher on the subject he or she is teaching.

There is timetable which regulate lessons in the school. All subject teacher must adhere to it.

There is staff register which is used to record arrival and departure time for both teaching staff and subordinate staff.

There is institutional structure which stipulates duties of every person in the school

Motivation is given to all human resource in Kipkeino to ensure that everyone produces quality work.

Instructional materials are check twice a year through stock taking this is done in November when school are closed.

New instructional materials are recorded in stock book and inventories.

Instructional materials are kept in secured shelves and cupboard in the school. All instructional materials are covered.

Tools and equipment are kept in stone with their inventories to trace the person who has taken and when returning.

All the finances are channeled through the school accounts clerk.

### **5.3.5 IMPACT OF EDUCATIONAL RESOURCES ON LEARNERS PERFORMANCE**

According to table 4 and table 5 on performance of standard eight, it is evidence that the school is performing well in the district in both internal and external examinations.

This good performance is attributed to use of instruction materials which assist learners to conceptualize concepts being taught in all subjects.

Instructional materials used are child centred and motivate pupils to develop curiosity to learning, hence boost learners performance.

The school is staff with experience subject teachers with competence in teaching. Every teacher tries to outdo his or her colleague hence create a sense of competition in the school.

The learning environment is cordial and conducive to learning. There are availability of text books and reference books for every subject taught in the school.

Security of learners and their property is given first prior in the school. All the above discussed resources has really impacted on learners performance at Kipkeino Primary school. Thus making the school to be in position one in Kenya certificate of primary Education in Uasin Gishu District.

#### **5.4 CONCLUSION**

In conclusion therefore, the findings of the research shows that, Educational resources are very essential components of learning. These resolves include human resources, physical resources, time, instructional resources and financial resources.

For a school to be successful in its performance it must employ all the five Education la resources mention above.

On the other hand instructional material create an immediate impact for learners, it make ideas concrete. As if not enough it emphasize and reinforce key points as it convey ideas faster. Indeed the educational purpose of instructional materials are enormous. Retention rate of using instructional materials ranges from 89% to 92%.

#### **5.5 RECOMMENDATION**

The following are recommendation by the researcher

1. School managers should avail different types of Educational resources in a school for effective teaching and learning to take place.
2. Every school in Kenya should adhere to procurement procedures ass provided by the government of Kenya
3. Every school should have school instructional materials committee.
4. Every teacher in Kenyan school should not handle a lesson without instructional materials which are carefully selected, targeted and utilized to the maximum.
5. Resources in a school should be managed and maintained for sustainable achievement of positive school results in all fields.
6. Procurement of instructional materials should be transparent.
7. Pupils should be involved in sourcing of instructional materials.
8. The recommendation stated above should be implemented by the school Board members or school management committee school administration and subject teachers.

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**APPENDICES**

**APPENDIX A**

**QUESTIONNAIRES TO BE COMPLETED BY THE HEAD OF DEPARTMENTS AND CLASS TEACHERS.**

Dear Respondent,

I will be grateful if you will give me information on Education Resources in your institution. Please fill in the blank spaces provided below every question given.

**BACKGROUND INFORMATION**

Name of the institution .....  
Zone ..... division .....District .....  
Province ..... country .....

**ANSWER THE FOLLOWING QUESTIONS**

1. State types of Educational resources used in your class/ Department?

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.....  
.....

2. State in detail how the above Educational Resources are sourced in your class/ Department?

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.....

3. How effectively are Educational resources stated in question one above utilize in your class Department?

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4. State in detail how Educational Resources managed and Maintained in your class/Department?

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5. Describe impact of Educational Resources on learners performance in your class

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**APPENDIX B**

**MAP OF RESEARCH ENVIRONMENT.**

**10 ACRES OF LAND – KIPKEINO PRIMARY SCHOOL**

