

**AN ASSESSMENT OF TEACHING-LEARNING RESOURCE
MANAGEMENT ON ACADEMIC PERFORMANCE OF PUBLIC
PRIMARY SCHOOLS IN KAKAMEGA CENTRAL SUB-COUNTY,
KENYA**

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ABSTRACT

Teaching-learning resources have been observed as a potent factor to quantitative education. For this matter, the importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The purpose of this study was to assess the management of teaching learning resources on academic performance of public primary schools in Kakamega Central Sub-County, Kenya. The study was guided by the following research objectives: to establish the adequacy of the teaching-learning resources in public primary schools; to determine the influence of instructional facilities on academic performance in public primary schools; to examine the influence of physical facilities on academic performance in public primary schools and to establish how school factors moderate the relationship between teaching-learning resources and academic performance in public primary schools in Kakamega Central Sub-County. The study was anchored on the conceptual framework and Resource-Based Theory. The study employed descriptive survey research design. The study targeted 67 public primary schools, 67 heads of schools, 498 teachers with an enrollment of 23,547 pupils and a District Quality Assurance and Standards Officer (DQASO). Simple random sampling was used to select 20 public primary schools, 20 head teachers and 150 teachers. The schools, head teachers and teachers were selected through simple random sampling techniques and while DQASO was selected by purposive sampling technique. The research instruments used to collect the data were the questionnaires and the interview schedules. On validity of the instruments, the researcher used content validity while the test-retest method was used to test reliability comparing with Cronbach Alpha Reliability coefficient value of 0.7. The researcher analysed the data using descriptive and inferential statistical tools like Pearson Product Moment Correlation and the results will be presented in form of frequency tables, pie charts and bar graphs. The study established that the teaching-learning resources like text books and note books, location of facility, learning environment, ventilating system, libraries, desks and chairs, size of academic learning (classroom) space, school buildings, physical facilities and instructional facilities were inadequate. The results further indicate that instructional facilities had a statistically significant positive correlation of 0.740 on the academic performance of public primary schools. Therefore, an increase in instructional facilities could lead to improved academic performance in public primary schools. It was further revealed that results indicate that physical facilities had a statistically significant positive correlation of 0.883 on academic performance of public primary schools. Therefore, an increase in physical facilities can lead to an increase in academic performance. Results indicate that the influence of the physical facilities was found to have more influence on academic performance than instructional facilities. This is because from the results, 76.5% of school performance was attributed to the use of physical facilities while 60.5% of school performance was attributed to instructional facilities. Based on these study findings, it was recommended that instructional resources and physical facilities should be provided in schools through the Government of Kenya by increasing budgetary allocation. Instructional materials and physical facilities make teaching real and facilitate pupils' understanding. Teachers should be creative in improvising instructional materials in their different disciplines to enhance teaching and learning in public primary schools. The findings of this study may be useful to the Ministry of Education, academicians and future researchers to improve pupil academic achievement in public primary schools.