

**INFLUENCE OF MANAGEMENT OF LEARNING AND TEACHING
RESOURCES ON PUPILS ACADEMIC PERFORMANCE IN
KCPE IN PUBLIC PRIMARY SCHOOLS IN RONGAI
SUBCOUNTY, KENYA**

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ABSTRACT

Management of teaching and learning resources has been associated with good academic performance of pupils in Kenya and in various parts of the world. In recent years, academic performance in Rongai Sub County, Kenya has dropped despite the government allocating funds for purchase of teaching and learning resources. This study analyzed whether teaching and learning resources were effectively managed to improve pupils' academic performance in KCPE. Descriptive research design was used. The study population comprised all standard seven and eight pupils, their subject teachers and all the head teachers of primary schools in Rongai Sub County. Questionnaires were used to collect data from a randomly selected sample of 73 pupils, 53 teachers and 10 head teachers obtained from ten public primary schools selected proportionately from the three divisions in Rongai sub county. Analysis of the 2010, 2011 and 2012 KCPE results and professional records and documents was done to obtain information pertinent to the study. Data was analysed using descriptive statistics such as mean, percentages, standard deviation and inferential statistics such as the paired samples T-test and Pearson correlation coefficient. The findings of the study indicated that school had verifiable indicators of sufficient management of teaching and learning resources with adequate textbooks per core subject and clear textbook allocation strategies. Management of teaching learning resources was affected by poor record keeping, poor pupil monitoring, and insufficient library skills and textbooks loss. It was concluded that there was a weak, positive and insignificant relationship between the availability of textbooks and pupils' academic performance in KCPE in Rongai Sub County with high variability in performance in Social studies and religious Education, Kiswahili and Science. . Head teachers and teachers required capacity building on records management and curriculum supervision. Poor monitoring by teachers and parents and professional malpractices were established to affect the management of the usefulness of textbooks in improving academic performance. The study recommended for construction of a library per school, training head teachers and teachers in library skills, records management and monitoring and evaluation of teaching and learning resources to align their use towards improved pupil achievement. Parents required training and awareness on proper child monitoring and textbook care.