

IMPACT OF LEARNING RESOURCES TO EDUCATION IN PRIMARY SCHOOL
IN MURANGA COUNTY.

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ABSTRACT

Education, according to Coombs (1970) consists of inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Wales (1975) was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Savoury (1958) suggested a catalogue of useful visual aids that are good for teaching in primary school for example use of pictures, post cards, diagrams, maps, filmstrips and models.

Recent evidence (Harris, 2006) suggests that the complex web of social relationships between the teacher in class and the interaction with learning resources experience exerts a much greater influence on their behavior their interest in education and retention of concept taught, than researchers had previously assumed. Securely attached children typically perform better in school where teachers make use of up to date Learning resources to supplement his /her teaching (Blair et al., 2008). Once students are in school, the dual factors of socialization with Learning resources and social status contribute

significantly to their performance in education and hence their transition to higher levels. The school socialization process typically pressures students to be like their teachers or risk social rejection after failing in education, whereas the quest for high social status drives students to attempt to differentiate themselves in different subjects. Socioeconomic status forms a huge part of this equation. Children learning in school with no or poor quality Learning resources are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance.