

## Relationship between Provision of Teaching Resources and Performance of Instructional Roles in Secondary Schools in Nandi East Sub-County, Kenya

Kosgei Kipruto Pius\*, Frederick B. J. A. Ngala, Henry Kiptiony Kiplangat  
School of Education, Kabarak University, Kenya

\*Corresponding author  
Kosgei Kipruto Pius

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**Abstract:** The study objective was to establish Relationship between Provision of Classroom Teaching Resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. The study adopted correlational research design. Data collection tool was teachers' questionnaire. Reliability of the instrument was tested using test re-test method. It was validated by experts. The target population was secondary school teachers while the accessible population was the 192 teachers teaching in the 30 secondary schools in Nandi East Sub-County. The study used proportionate sampling to categorize respondents into female and male teachers, boarding and day schools. Proportionate sampling was used to apportion respondents from various schools. Simple random sampling technique was used to sample the actual respondents. The Sample size was 127 teachers in the 30 sampled schools determined by using Krejcie and Morgan table of Sample size determination. The study established that there was a positive and a statistically significant relationship between provision of classroom teaching resources and performance of instructional roles. It was concluded that teachers in most of the schools were ineffective in preparing curriculum support materials, supervising students as they study, explaining concepts in class, and in using audio-visual equipment during lesson delivery. It was further established that majority of the schools had not provided ICT resources for use by teachers in performance of instructional roles. Similarly, provision of laboratory chemicals to be used during teaching of practical subjects was found to be insufficiently provided. The researcher recommends that teachers should be provided with necessary, relevant and adequate teaching and learning resources to be used during performance of instructional roles. Additionally, Teachers Service Commission (TSC) of Kenya to urgently implement Teacher Professional Development programs to address the weaknesses of teachers' inability to explain concepts in class and encourage them to use ICT resources in teaching and evaluation.

**Keywords:** Provision of teaching Resources, Teachers' Instructional Role.

## INTRODUCTION

Provision of teaching resources in education is central to achievement of the goals of education. There have been numerous complaints by various stakeholders on teachers' performance of their instructional roles. This study therefore sought to investigate relationship between provision of teaching resources and performance of instructional roles in secondary schools in Nandi East Sub County, Kenya. The study sought to address the problem of poor performance of teachers' instructional roles as reflected in national KCSE exams.

Provision of teaching resources to enable teachers to perform their roles is an important management function used in running successful educational institutions [1]. The Management Boards of educational institutions in Germany and other jurisdictions play a critical role in provision of teaching

resources, which may be required for teaching and learning [2]. Moreover, Van [3], argues that school managements in USA formulate and implement policies, which ensure that teachers perform their instructional roles uninterrupted by insufficient provision of teaching and learning resources. In China, Arijit [4] reports that Boards of Management of schools account for how they provide teachers with instructional resources and how this influences performance of instructional roles in the schools under which they have been appointed. Such roles among others include teachers' performance of classroom instruction.

In South Africa, Kyahurwa [5] posits that school governing bodies face challenges in monitoring of teachers performance of instructional roles. This suggests that some School Governing Boards lack

capacity to effectively and efficiently monitor teachers in performance of their instructional roles. Previous Studies in East African countries revealed that teacher's performance of teaching roles had been low and there had been scarcity in provision of teaching materials in schools [6, 7]. A study by KICD [8] showed that there were inadequate teaching resources in many secondary schools and locally available resources were used by few teachers. Stakeholders in Nandi East Sub-County had complained about teachers' performance of instructional roles [9]. The level of compliance with regulations related to acquisition of teaching resources by many Boards of Management being wanting as reported in the Status of Schools Audit [10].

No study had been conducted to establish relationship between provision of teaching resources and performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. This study sought to fill the gap. It sought to address the problem of ineffective performance of instructional roles in Nandi East Sub-County, Kenya. The background of this study indicated that teachers had not been effective in performing instructional roles. Teachers' service commission [11], established that performance of teaching roles in public secondary schools had deteriorated, a view supported by a report of the Ministry of Education [12]. This Report noted that "the Government, industry and individuals were not satisfied with teachers' performance of instructional roles. The Ministry of Education (MoE) made attempts to provide textbooks directly to schools in the core subjects of English, Kiswahili, Mathematics, Chemistry, Biology and Physics, but the other subjects still lacked textbooks while even in the subjects already covered there was lack of variety and schools had to purchase them [13].

A survey by Kenyan National Examinations Council (KNEC) found out that teachers' performance of instructional roles may have been affected by inadequate teaching resources among other factors [14], a view also advanced by a SACMEQ IV [15] report. The problem of teachers' ineffectiveness in performance of instructional roles as reflected in national KCSE exams results was wide spread across all counties in Kenya [16]. Teachers' ineffective performance of instructional roles could have affected learning outcomes. If the problem of ineffective performance of instructional roles continues unabated, then the general academic performance in the sub-county could deteriorate further.

### **Research Hypothesis**

**H<sub>01</sub>:** There is no significant relationship between Provision of classroom teaching Resources and performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya.

This study could contribute to greater understanding of the relationship between provision of

classroom teaching resources and performance of instructional roles in secondary schools. It could enable Boards of Management, TSC, ministry of education and other stakeholders to effectively perform instructional resource management functions and teachers performance management.

### **LITERATURE REVIEW**

#### **Provision of Instructional Resources**

Many studies have established that teaching resources in secondary schools are inadequate the world over. For example, the World Bank [17] in a study on textbooks and school libraries provision in sub-Saharan Africa revealed that textbooks and libraries were not only inadequate but also unevenly distributed among rural and urban schools in the area of study. Similarly, Asiabakala [18] on a study on effective management of schools in Nigeria noted that the government's failure to establish a policy on minimum standards in relation to school facilities led to disparities in provision and equipping of schools teaching resources. This view is supported by Mucai [19] who noted that effective instruction may depend on the availability of suitable and adequate resources such as books, laboratories, library materials and a list of other visual and audio teaching aids; which enhance good performance in National examinations. It is apparent that World Bank [17], Asiabakala [18] and Mucai [19] did not focus on the relationship between provision of teaching resources and performance of instructional roles in secondary schools, which this study scrutinized.

Adelodun and Asiru [20] indicate that central to the education process are teaching resources which play an important role in achievement of education objectives and goals by enhancing effective teaching and learning. Equally, Adeogun and Osifila [21] assert that physical resources include libraries, classrooms and workshops and a host of other physical infrastructure like dormitories while material resources include textbooks, charts and maps among others.

In many developing countries, (Kenya included,) production of teaching resources is found to be a stressful, frustrating and an arduous task to teachers [22]. Such challenges include high cost of procuring needed teaching materials, limited raw materials and tools for production, low production skills by teachers, problems of maintenance and storage cost among others [23]. As argued by Eya [22], improvisation of teaching resources by teachers is generally recognized as an important skill that every school instructor in Nigeria and indeed in many developing countries must acquire if they are to function effectively in their instructional roles in the classroom. According to the scholar, most schools in developing countries are generally poorly funded and poorly equipped in terms of availability and adequacy of teaching materials.

According to Kiveu and Maiyo [24], availability of classroom teaching resources in Kenya has been elusive since independence. A study by KICD [8] revealed that there were inadequate teaching resources in many secondary schools because they were expensive and local resources were used by few teachers. Otieno [25] in his study observed that most teachers did not use as many essential teaching resources as they were expected because most schools were missing them.

Provision of relevant teaching materials to realize the objectives of universal basic education in secondary schools cannot be over emphasized [8]. These include visual aids, audio visuals and audio aids [26]. Mege [27], notes that the absence or limited use of teaching resources by teachers in secondary schools can be detrimental to achievement of the institutions objectives. He further asserts that learners comprehend and retain more of what they are taught when adequate and appropriate instructional media and material are used. Such media requires funds in order to be acquired.

Inadequate and inappropriate teaching resources would have an impact on teaching and learning since it would make learning abstract leading to inefficiency by teachers in performance of their instructional roles. Curriculum cannot be effectively implemented by teachers without adequate teaching resources Okwara [28]. He avers that when teaching resources in a school are inadequate, it generates enormous challenge to teachers' performance of instructional roles. Nalusiba [29] concluded that inadequate teaching resources inhibit teachers' efficiency in performance of their instructional functions. Tanui [30] also observed that some teaching materials like text books, lab equipment's, games equipment's and reference materials, recommended by ministry of education are not available for use by teachers in secondary schools in Nandi north district and where available, they were not effectively used by teachers.

#### **Teachers Performance of classroom teaching roles**

Teachers play important roles in the classroom [31]. They perform the role of teaching students placed under their care. They create a warm environment, mentor and nurture students, become role models, listen and ensure students are disciplined. Kayondo [32] argues that they ensure that the state curriculum is followed. Many teachers across the world are involved in planning for teaching and learning processes for their students [31]. They also attend professional development courses to learn the best practices and strategies for effective teaching. Eya [22] advance that many teachers collaborate with one another to gain new ideas for teaching, planning instruction to enhance learning experience and guide colleagues on instruction, curriculum development, procedure, practices and classroom management. Teachers help their colleagues

implement effective strategies by sharing instructional resources [33]. This may include websites, instructional materials, reading, or other teaching and learning resources to use with students.

#### **Theoretical Framework**

In seeking to establish the relationship between provision of teaching resources and performance of instructional roles, this study was anchored on Frederick Taylor's scientific management theory. Taylor studied tasks and incentives to develop fixed procedures to maximize productivity and efficiency. He used motion studies to determine how long it should take a person to complete a task when correct movements were made. He also looked for ways to standardize tools so that each worker had right tools for the job. He concluded in his experiments that when correct tools, movements, and procedures are used they could increase productivity [34]. The result was unsurpassed as productivity drastically increased.

Taylor was then able to provide managers with a set of systematic guiding principles so that they no longer had to make uninformed decisions. Taylor's approach to management can be summed up into his four principles. Firstly, Management should get rid of general guidelines on how to complete tasks; instead, they should be replaced with a precise, scientific approach for each task of a workers job. Secondly, management should use those same principles of scientific methodology to carefully recruit, train, and develop each worker according to the job they will hold for the company. Thirdly there should be a level of cooperation between staff and management, to be sure that jobs match plans and principles of the developed methods Kitunga [35]. Lastly, managers should also provide appropriate division of labour and responsibility between managers and a worker; that is; the managers are responsible for planning the work and the workers are responsible for following that plan as they completed the work.

By adopting this theory, teachers could be able to use ICT resources, and other physical teaching resources to become more efficient and effective. Using scientific management theory could enhance School Management control over teachers' performance of instructional roles. This could be achieved by scientifically selecting, training and developing each teacher rather than passively leaving them to train themselves. The BoM could strive to mentor, coach, train, and develop each teacher according to their responsibility in classroom instruction. This could be done by the BoM allocating and providing resources for teaching staff professional development.

Systems theory was used to address the noted weakness of scientific management theory in the study. In this study, the school is seen as an open system built by energetic input-output where the energy coming

from the input reactivates the system. Schools are seen as open systems due to their material exchanges with the external environment with technical components (instructional resources) and social components (teachers). The school receives teaching resources and teachers as human resource; these are the systems inputs that are transformed to throughputs (teaching and learning) and yield outputs that is performance achieved. It is envisaged that when all the inputs in the

system are coordinated well by the BoM, teacher's performance of instructional roles could be enhanced.

### Conceptual Framework

The relationship between teachers' performance of instructional roles and provision of classroom teaching resources is presented using a conceptual framework. Figure 1 illustrates this relationship.

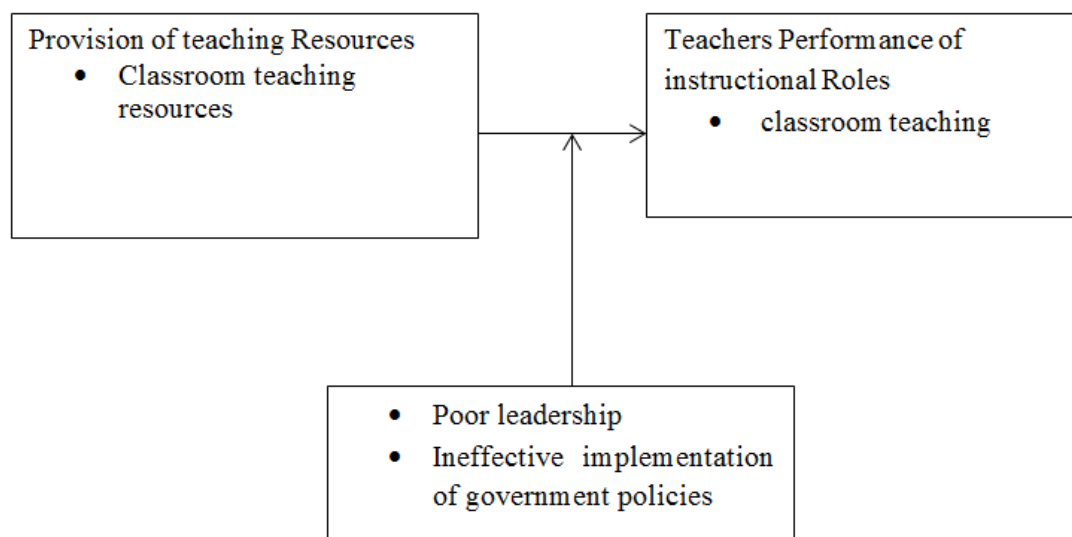


Fig-1: Conceptual Framework

The conceptual framework in fig-1 shows the relationship between provision of teaching resources and performance of instructional roles. It is envisaged that teaching resource provision by the school management could influence the way teachers perform instructional roles. Poor coordination by Principals, as an intervening variable could lead to late requisitioning of required resources that may hamper teachers' performance of instructional roles. Ineffective implementation of Government policy on instructional resource provision by principals and BoM could also affect how teachers perform instructional tasks. However, intervening variables were not focused by this study.

### METHODOLOGY

In seeking to establish relationship between Provision of teaching Resources and Performance of instructional roles, the study adopted correlational research design. The study was carried out in public secondary schools in Nandi East Sub County in Nandi County, Kenya. Nandi East Sub County is located within a Latitude of 0° 10' 0.00"N and Longitude of 35° 08' 60.00" E. It comprised of Nandi Hills and Lessos Divisions.

The target population of this study comprised all trained secondary school teachers who were engaged in performance of instructional roles in secondary schools in Nandi East Sub-County. Teachers were

targeted in this study because they were involved in performance of instructional roles, which could be affected by provision of teaching resources [36].

The study used multi stage sampling technique where different sampling techniques were used in different stages. Purposive sampling was used to select Nandi East Sub-County from among other Sub-Counties in Nandi County. Stratified sampling technique was used to categorize teachers into male and female. Schools were stratified as boarding and day schools. Proportionate sampling was used to allocate proportionate samples to each data stratum (female, male, boarding and day schools).

Simple random sampling was used to sample the actual respondents from the proportionate samples. The study had an accessible population of 192 teachers. From Krejcie and Morgan Table, 127 teachers were sampled. To determine a sample size with a confidence level of 95% and a sampling error of 5%, the Krejcie and Morgan [37] was used to come up with a sample of 127 teachers from 30 secondary schools to participate in the study.

This study used a questionnaire. In validating the instrument for data collection, the researcher was concerned with establishing its content validity. The questionnaire was submitted to the supervisors, who provided critical assessment of content validity of each

item. To achieve this, the questionnaire was pre-tested through a pilot study by administering it to a small sample of respondents made up of teachers whose responses and general reactions were sought and examined. Test-retest reliability test yielded a correlation coefficient of 0.883 implying that the instrument was good enough to be adopted for data.

## RESULTS AND DISCUSSION

### Descriptive Analysis of Provision of Classroom Teaching Resources for Performance of Classroom Instructional roles

Descriptive analysis of provision of classroom teaching resources for teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya was done. The findings are shown in table-1.

**Table1: Provision of Teaching Resources**

Statement	SD (%)	D (%)	A (%)	SA (%)
My school provides audio-video instructional equipment.	20.2	37.9	29.8	12.1
My school provides teaching reference materials.	51.6	39.5	0.8	8.1
My school provides note books for teachers	42.7	47.6	5.6	4.0
My school provides adequate Desks.	54.0	35.5	4.0	6.5
My school provides adequate Lab chemicals for practical.	57.3	30.6	4.8	7.3
My school provides Projectors for teaching	11.3	46.8	31.5	10.5
My school provides laptops for teaching	51.6	23.4	0.0	25.0
My school provides adequate text Books	26.6	46.8	23.4	3.2

Key: SD = Strongly Disagree; D=Disagree; N = Neutral; A = Agree; SA =Strongly Agree; %=Percentages

The findings show that majority, a total of 68.1% of respondents either strongly disagreed or disagreed that their schools provided audio-visual teaching equipment. This finding corroborate that of Tanui [30] who aver that audio-visuals can stimulate student's critical thinking, give students a long-lasting experience and could allow teachers to collaborate with one another, yet schools had been unable to provide it. This was an indication that majority of the schools had not provided audio-visual resources for use by teachers in performance of instructional roles. The finding therefore suggests that most schools had not fully integrated the use of ICT resources through the use of audio visuals to enable teachers to improve on performance of teaching roles. ICT integration in teaching could have provided teachers with access to information sources and enabled communication within and among each other.

The findings on Table 1 further show that a significant proportion (51.6%) and (39.5%) of the respondents strongly disagree and disagree respectively that their schools had provided teaching reference materials. A total of 90.3% of respondents indicated that their schools did not provide teachers with notebooks; while a total of 73.4% of them said textbooks were inadequately provided in their schools. The finding concurs with Adeogun and Osifila [21] findings who established in their study that notebooks, textbooks and reference teaching resources had not been adequately provided to teachers for their effective lesson preparation and could have affected teaching and learning. This is despite the governments' effort to supply textbooks directly to schools. Perhaps this finding suggests that teachers required more variety since the government was only supplying copies from a

single publisher for each subject. The implication of the finding is that teachers with inadequate textbooks, notebooks and reference materials would face challenges in lesson preparation, delivery and teaching in general would be negatively affected.

Despite laboratory chemicals being key components in teaching of science subjects by doing practical's, a high proportion (total of 87.9%) of the respondents said that it was inadequately provided in their schools. As argued by Ajayi [38] teachers guidance through science practicals could enable students to develop investigative, interpretive communication and problem solving skills. Through practical's, they could also solve problems, do simulations and design activities. This finding implies that Teachers performance of instructional roles in science subjects in Nandi East Sub-County could have been adversely affected since inadequate lab chemicals could limit the number of practical lessons to be carried out by teachers and students.

Desks were also reported to be inadequate with a further 89.5% of respondents indicating that it was inadequately provided in secondary schools in the sub-county. This finding corroborates that of Otieno [25] which established that the nature, state of the classroom and facilities therein can significantly affect the nature and quality of the outcome of teachers work and student learning. The implication of this finding was that Students with inadequate desks would not be comfortable during the lesson. This could have negatively affected teaching and learning processes in secondary schools in the sub-county. Students who are not comfortably seated cannot concentrate on class work while teachers perform instructional roles



**Differences in Provision of Classroom Teaching Resources by school Category**

An independent sample t-test was conducted to establish whether there exists a significant mean

difference in Provision of Classroom teaching resources between boarding and day secondary schools in the Sub County. The findings are presented in table-2.

**Table-2: T-test on Provision of Classroom Teaching Resources**

Gender	N	Mean	SD	Df	t-value	p-value
Boarding	70	1.84	0.51	122	-2.001	0.048*
Day	54	2.03	0.55			

\*Significant at 0.05 level

The result of t-test showed that provision of classroom teaching resources was significantly different between boarding and day schools at 0.05,  $t(122) = -2.001$ ,  $p = 0.048$ . This finding contradicts that of Ng'ang'a, Koskei, and Ng'ang'a [39] which established that boarding schools had better infrastructure, teaching and learning resources than day schools. This finding infers that the manner in which Classroom teaching resources were provided for teaching varied from boarding to day schools. The findings further show that in Nandi East Sub-County, day schools were better (mean 2.03) in provision of teaching resources for use

in performance of instructional roles than boarding schools (mean 1.84). This could suggest that possibly, boarding schools in the sub county could have invested more of their resources to developing and improving boarding facilities at the expense of providing instructional resources.

**Teachers Performance of teaching roles**

Data analysis on teachers' performance of classroom teaching roles in secondary schools in Nandi East Sub County, Kenya was done. The results are presented in table-3.

**Table-3: Teacher Performance of classroom teaching roles**

Statement	NE (%)	LE (%)	E (%)	VE (%)
Preparing curriculum support materials.	21.0	66.1	8.1	4.8
Giving feedback on student achievement to parents/guardians.	25.8	56.5	12.9	4.8
Providing reference materials.	30.6	52.4	12.1	4.8
Giving notes to students.	11.3	30.6	41.1	16.9
Giving assignments.	25.8	29.8	28.2	16.1
Supervising students as they study.	44.4	49.2	4.0	2.4
Using audio-visual equipment during lesson delivery.	53.2	40.3	5.6	0.8
Explaining concepts in class.	55.6	32.3	7.3	4.8

Key: NE=Not Effective, LE=Less Effective, E=Effective, VE=Very effective % = Percentages

Source: Primary Data

The findings in table-3 indicate that an overwhelming majority (a total of 87.1%) of respondents were not effective in preparation of curriculum support materials. This finding is similar to Eya's [22] finding which established that teacher's production of classroom teaching materials was wanting as most teachers found its development as stressful, frustrating and an arduous task. The finding implies that very few teachers prepared curriculum support materials in secondary schools in Nandi East Sub-County. Subsequently, teachers' performance could have been impeded by ineffective preparation of teaching and learning aids. Teachers need to develop and use a variety of classroom teaching resources to support what has been provided by their schools.

A significant number, a total of 83% of respondents indicated that they were either not effective or less effective in providing reference materials to their students. The finding therefore means that few teachers were providing reference materials to students in the Sub-County's schools. This implies that teachers'

performance of instructional role may have been affected by insufficient reference materials. Reference materials could accord students an opportunity for further reading to get different approaches about a concept. Owate and Okpa [40] opine that teachers and students access to reference materials creates further curiosity for search of knowledge and widen their scope in the subject matter, a view also shared by the researcher.

On supervision of students as they study, a total of 93.6% of respondents indicated that they were either not effective or less effective. This finding indicates that most of teachers were not supervising students as they studied in secondary schools in Nandi East sub-county. The implication of this finding was that teachers could have denied students an opportunity to be guided into academic argumentation, academic discussions and an opportunity to interact more with their teachers and among themselves. As argued by Mungai [41], execution of this role could have accorded teachers an opportunity to become familiar with

students preparation, knowledge, abilities and adjust their teaching to maximize on the classroom teaching.

The findings further show that 53.2% and another 40.3% of respondents were not effective and less effective respectively in using audio-visual equipment during their lesson delivery. This finding is consistent with the finding of Tanui [30] who established that most teachers had previously not used audio video resources in teaching. This finding infers that teachers in Nandi East Sub-County had not adopted the use of Audio video materials in lesson delivery. These resources could be used by teachers to show slides & pictures and enable students develop positive attitude towards learning, according students opportunity to proceed at their own pace, at any place at any time while increasing interactivity between teachers and students.

The findings further show that a total of 87.9% of the respondents were either not effective or less

effective in explaining concepts in class. This implies that some considerable number of teachers were ineffective in performance of teaching roles in secondary schools Nandi East Sub-County. Bulimo [42] advocates that teachers who were unable to effectively deliver instructional content should be subjected to refresher courses organized by Teachers Service Commission and Ministry of Education through continuous Teacher Professional Development (TPD).

#### Correlation Analysis between provision of classroom teaching resources and performance of instructional Roles

Pearson Product Moment Correlation Coefficient was computed in order to determine relationship between provision of classroom teaching resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub- County, Kenya. The results of the relationship and direction between the variables are presented in table-4.

**Table-4: Correlation between provision of classroom teaching resources and performance of instructional Roles**

		Performance of instructional Roles	Provision of Classroom Teaching Resources
Performance of instructional Roles	Pearson Correlation	1	0.222*
	Sig. (2-tailed)		0.013
	N	124	124

\*Correlation is significant at the 0.05 level (2-tailed).

The findings obtained through computation of Pearson Product Moment Correlation Coefficient show that there exist a positive and statistically significant relationship between Provision of Classroom Teaching Resources and Performance of instructional Roles in secondary schools in Nandi East Sub-County, Kenya ( $r=0.222^*$ ;  $p=0.013$ ) at alpha 0.05 level. This implies that performance of instructional roles improves with provision of classroom teaching resources. Conversely, inadequate provision of these resources will negatively affect teachers' performance of instructional roles.

#### Hypothesis Testing

The decision to reject the null hypothesis was set at 0.05 alpha levels; that is reject  $H_0$ : if  $p<0.05$ , otherwise fail to reject the  $H_0$ : if  $p>0.05$ .

The null hypothesis being tested was:  $H_{01}$ . There is no significant relationship between Provision of classroom teaching resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. In order to test this hypothesis, a correlation test was done between Provision of classroom teaching resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. The Pearson product moment correlation coefficient test yielded a result of  $r=0.222^*$ ;  $p=0.013$  at alpha 0.05 level as shown in table 3 and therefore the researcher rejected the null

hypothesis since the  $p$  value (0.013) is less than 0.05 alpha level.

Consequently, a decision was made that there exist a significant relationship between Provision of classroom teaching resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. This finding is in concurrence with that of Bizimana and Orodho [43] which established that there was a positive and significant correlation between availability of human and physical resources and teachers effective classroom management, content delivery and eventual enhanced school outcomes. The finding implies that provision of classroom teaching resources significantly and positively influenced teachers' performance of instructional roles in secondary schools in Nandi East Sub-County. Provision of classroom teaching resources improves instruction since it enhances teacher effectiveness in transmission of worthwhile concepts. Teachers need to use a variety of teaching resources to support those which are available [44]. In view of the above finding, it is highly essential to provide adequate and varied teaching resources to teachers for effective performance of instructional roles.

#### CONCLUSION AND RECOMMENDATIONS

Based on the summary of findings, the study concludes that there exist a significant relationship

between Provision of classroom teaching resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. It was also found out that teachers in most of the schools were ineffective in preparing curriculum support materials, supervising students as they study and in explaining concepts in class. They were further ineffective in using audio-visual equipment during lesson delivery and in providing reference materials to their students. Majority of the schools had not provided ICT resources for use by teachers in performance of instructional roles, Provision of laboratory chemicals for use during teaching of practical subjects was also found to be insufficiently provided. In general, most schools had not provided adequate teaching resources in Nandi East Sub-County and consequently performance of teaching role was ineffectively performed. In general, Teachers' performance of teaching roles in the Sub-County was as rated as ineffective.

The study recommends that Schools Board of Management should strive to provide necessary, relevant and adequate and ICT resources for use by teachers in performance of instructional roles. Teachers Service Commission (TSC) of Kenya to urgently implement Teacher Professional Development (TPD) programs to address the weaknesses of teachers' inability to explain concepts in class, prepare curriculum support materials, supervise students as they study and in explaining concepts in class. The BoM should further provide adequate teaching and learning resources to be used by teachers and students in the classroom to enhance teachers' performance of instructional roles in Nandi East Sub-County.

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