



RESEARCH ARTICLE

SECONDARY SCHOOL PRINCIPALS AS PROVIDERS OF TEACHING AND LEARNING RESOURCES:
IMPACT ON STUDENTS' ACADEMIC ACHIEVEMENT IN KITUI COUNTY, KENYA

*Justina Syonthe Ndaita (PhD)

Faculty of Education and Human Resource Development, Kisii University, P. O. Box 6434, Eldoret Kenya

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ABSTRACT

The problem of academic performance cuts across both developed and developing nations of the world. Many factors play a role in students' academic performance. These factors can be within or outside the school context. Within the school environment, the head teachers' leadership role largely shapes the overall performance of a school. Based on this understanding, this paper explores how the unique role of secondary school principals in the provision of teaching and learning materials influences the academic achievements of learners. The paper is informed by research that was carried out in Kitui West Sub-County of Kenya. The study employed a mixed methods research design, which included survey and naturalistic designs. It targeted nine (9) schools, one hundred and seventy-six (176) students, fifty-four (54) class teachers, nine (9) principals and three (3) District Quality Assurance and Standards Officers (DQASOs). In total, the sample comprised two hundred and forty-two (242) respondents out of whom two hundred and three (203) actually participated in the study. Data collection instruments used included questionnaires for students and teachers and interview guides for the principals and DQASOs. The collected data was analysed using both quantitative and qualitative data analysis approaches. Statistical Package for Social Science (SPSS, Version 17) aided the process of data analysis. The quantitative data was computed to produce frequencies and percentages. On the other hand, qualitative data analysis was conducted on the data collected using the interview method and reported in narrative form along quantitative data. From the analysis of the research findings, it was established that the main role that secondary school principals played in relation to educational resources included evaluating the adequacy of instructional materials, advising teachers on the most current instructional resources and encouraging teachers to develop innovative teaching aids. Based on the findings, it was recommended that all the educational stakeholders, namely parents, the government and school administration, should come together to find strategies for ensuring educational resources are sufficiently provided to meet educational needs. Moreover, school leaders should organize funding initiatives to facilitate the construction of school laboratories and libraries and, at the same time, collect more funds to purchase and equip these facilities with modern educational resources.

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INTRODUCTION

Education in the African continent has continued to make strides with provisions of Education for all (EFA) and Millennium Development goals interventions (MDG). The continent continues to face myriad of challenges which hinder the achievement of its objectives. The continent is not only dealing with the problem of access but also the quality of education in terms of academic achievement. Poor quality of education in the continent has been associated with a number of issues. The problem of insufficient schooling facilities and educators has been a key one (Novicki, 2011).

*Corresponding author: Justina Syonthe Ndaita,
Faculty of Education and Human Resource Development, Kisii
University, P. O. Box 6434, Eldoret Kenya.

On the instructional materials Wales (1975) says that, instructional materials would make discovered facts glued firmly to the memory of students. Savoury (1958) 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.

Influence of Instructional Materials on Students' Academic Performance

Most of the resources used by the teachers and the students are all aimed at improving the performance of the students. These resources make teaching and learning much easier and enjoyable hence there is greater retention by the students leading to better understanding and results (Holland, 2005).

Teaching and learning resources are important inputs in any educational level. This is mainly because they are the primary means through which students get an opportunity to gain access to knowledge and skills that the learners should acquire (Willms, 2000). School physical facilities and instructional resources include textbooks, classes, playing grounds, learning equipment and technology (Oakes & Saunders, 2008). Effective use of these resources has a positive influence on learning achievement (Mcgowen, 2007). Without effective use and supervision of teaching and learning resources, there may be no positive educational outcome. The school principals have a duty to ensure adequate and quality teaching and learning resources which do not include only books but also school facilities. One of the most important resources in any quality school set up which must be in place is school library. Libraries are essential facilities in any school system; they provide the basis for acquisition of knowledge for the students. Library provides the students with premises to do their own studying and research. This facility also helps the students to explore further on things taught in class by reading more books and materials for better understanding. This in the long run improves the students' performance. Schools principals in their quality assurance role must therefore ensure that school library is well equipped and capable of meeting students learning needs in and outside set up. School library form the heart of every quality school.

Principals have a great role to play in the supervision of teaching and learning resources. Their main focus should be to develop and maintain effective educational Programs within his/her school and to promote the improvement of teaching and learning with his/her school. The Principal should strive to create an organization and or climate which foster student and teacher growth (Mattos, 2013). With this in mind, the principal gives the go ahead for what is to be procured in the school and the amounts that he deems necessary for his/her school. Therefore, the principal should provide teachers with the learning materials that they require. Principals can examine the teachers and establish the most basic resources that they need to improve their teaching. The principals should also follow up on the teacher's activities and progress. This will help the teachers to be more accountable and use the teaching resources more efficiently. Principals also need to follow up the performance of each teacher on their subjects. This will help determine whether the resource provided is essential and effective in its purpose. If even with the resources, the students' performance doesn't improve, then the principal should re-evaluate to establish the reason why the resources are not effective. Students need constant supervision for them to be more productive in their studies. The principal is tasked with running the school, his main objective being the performance of the students. Although the resources may be provided, the principal needs to put mechanisms on the ground to ensure that the resources are properly utilized. The principal can also ensure that the library is always fully equipped with the latest reading materials for the students. The library can also have better facilities that can better accommodate more students with ease. Principal can also ensure that the school has enough text books not only for teachers but also for the students. The principal can ensure that the ratio of students to textbooks is lowered by buying more books for the school. The revision materials can be bought and stored in the library for borrowing out to the students for a short while. The principal being an administrator in charge of the school should also ensure that he/she constantly holds meeting with the staff to

have a recap on the progress of the students. Also the meetings can be used to address some of the challenges present in the school. The principal can also follow up on the lesson plan of different teacher to ensure that the teachers are sticking to what is set based on the teaching and learning resources that are provided in the school. The ultimate goal of the principal's role in monitoring teaching and learning resources is to bring about better academic performance. A number of studies have been conducted on influence of teaching and learning resources on academic achievement. A study by Abagi and Odipo (1997) examined issues of efficiency in the primary level of education in Kenya. The study established that primary schools that had good funding bases through active participation of the members of Board of Governors (BOG) were established to be performing well. Other sources of finances that were sought by fewer members of the BOG were through CDF funding. The BOG members on one hand were also involved in sourcing for funds to buy books that have been established numerously to help in curriculum implementation. Through provision of CDF assistance, there was no curriculum implementation while PTA funds and organizing *harambee* resulted to curriculum not being implemented. On the other hand, purchase of books ensured that there was implementation of curriculum. Teaching and learning materials are very essential for effective teaching, which are directly linked to the curriculum implementation. They help learners to achieve the specific objectives constructed for the content.

Curriculum developers point out that no curriculum can be adequate and effectively implemented without adequate teaching and learning materials. The study recommended that the role of the school principal as the head teacher is being responsible for teaching and learning within a school was expanded with the addition of greater administrative responsibilities. Therefore the principal's role has become more focused on the management of the overall school, consistent with local school board and provincial policies and directions. A study conducted by Mudulia (2012) on the relationship between availability of Teaching/Learning Resources and Performance in Secondary School Science Subjects found that availability of textbooks, revision books, lab chemicals and equipment was higher in the high performing schools than in the low performing schools. The findings show that 2 out of the 7 low performing schools did not have a laboratory. All the 5 low performing schools that had a laboratory lacked laboratory technicians and only one of them was fully equipped. Moreover, none of the low performing schools had a library, and all the high performing schools had more than one laboratory. As such, there were differences in availability of teaching/learning resources between the high performing schools and low performing schools.

The study recommended that the Ministry of Education should initiate more training programmes on provision, improvisation and utilization of teaching/learning resources. It should also help enhance the on-going programmes. This study focused on the availability of learning resources without exploring what role the school leadership played in managing the resources. The current study investigated on both factors, that is, the availability of learning resources and the role played by the instructional leader in managing the resources. Momoh (1980) carried out a research on the effects of instructional resources on students' performances in WASC examination in Kwara State, Nigeria.

He correlated material resources with academic achievements of students in ten subjects. Information was collected from the subject teachers in relation to the resources employed in teaching in five schools. The achievements of students in examinations for the past five years were related to the resources available for teaching each of the subjects whereby he concluded that material resources have a significant effect on students' achievement in each of the subjects. In the same manner, Moronfola (1982) carried out a research in Ilorin local government of Kwara State, Nigeria. She also used questionnaires to tap information on the material resources available for the teaching of ten subjects in ten secondary schools. She collected WASC examination results for the past five years and related these to students' achievements in each of the ten subjects and to the amount of resources available for the teaching of the subjects. She also reported a significant effect of material resources on the academic achievements of students in each of the subjects. The studies by Momoh (1980) and Moronfola (1982) established the influence of instructional materials in students' academic achievement. However, resources require management and therefore the current study examined the role of the principal who manages the school resources thus influencing the students' academic achievement.

Popoola (1990) investigated the effect of instructional resources on the academic achievements of students in Ogun State. Five secondary schools in Abeokuta were used for his study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects he examined. He collected final examination results for five years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources where he found a significant difference in the achievements of the two sets of students. From the findings of Popoola it is evident that instructional resources are vital in determining students' academic performance. The current study goes further to investigate the role of the principal in managing the resources and his or her influence in students' academic performance.

A study done by Adai (2011) in Kenya on the effect of availability and use of teaching resources on student performance in biology reveals that there has been a lot of emphasis on the teaching of science so as to satisfy the country's demand for technologically skilled manpower. For the last five years or more, students' performance in biology (in the KCSE) has been poor, hence, the researcher embarked on trying to find out whether the poor performance is caused by unavailability and use of teaching resources. Using research questions that sought to determine the available teaching resources and their utility, the study looked into how these (resources available and utility) reflected performances in examination.

The findings of this study indicated that teaching resources such as textbooks, laboratory and its related facilities, audio visuals and printed media were generally inadequate in various schools. The teachers rated availability of resources as a major cause of poor performance. The findings also indicate that not only does adequacy of resources relate to performance, but that their use affects performance. Another factor is poor methods of teaching. A method of teaching is more often than not dictated by the resources available and the methods teachers

were found to use do not expose the students to instances where he/ or she can develop higher abilities. The study however did not look into the role of the principal in terms of providing and managing the teaching and learning resources. The study limited itself on the availability of resources that could enhance students' performance in biology unlike this study which is aimed in looking at the role of the principals as instructional quality assurance leaders in supervising, controlling and guiding the teachers in the whole process of teaching and learning. Mugasia, Achoki and Musera (2012) posit that many schools still perform poorly due to poor leadership besides inadequate funds and poor facilities. Therefore the quality assurance role of the principal is very important.

Statement of the Problem

Effective leadership is essential in all organizations, whether business, government, religious or educational. Studies have identified several factors that influence student Performance including learning strategies and motivation (Pajares, 1996), quality of instruction (Marrett, 1987), classroom environment (Lamb & Fullarton, 2002) and school leadership (Leithwood, Louis, Anderson & Wahlstrom, 2004). In Kenya specifically, studies have shown that poor performance in mathematics in secondary schools is caused by poor teaching quality, harsh and unfriendly classroom environment. However, the loss of interest as students' progress through the school system, negative attitudes, and poor administration and management practices (Kanjaet *et al.*, 2005). These studies do not link the challenges to leadership of the school a problem that the current study sought to investigate. These studies affirm the need to provide instructional leadership if good academic performance is to be achieved.

The developing world especially Africa shows a deficit in principals training, preparation and development (Ibrahim, 2011). Such a gap in principal preparedness to provide leadership in schools will consequently have an effect in general school management, student performance among many other factors. Despite efforts by some studies to investigate school management and its effects on school performance, principal's instructional quality assurance role and students' academic performance has not been sufficiently investigated especially from the perspective of quality assurance. A number of the past studies have over-emphasized on various factors affecting students' academic performance on one hand without assessing the principals' role as instructional leader. On the other hand, others remain silent on the principals' instructional quality assurance role in enhancing academic achievement among students. This paper examines the relationship between principals' role in provision of teaching and learning resources and students' academic performance.

MATERIALS AND METHODS

The study employed mixed methods approach. Two paradigms were used in the study, namely quantitative and qualitative approaches of data analysis. In qualitative approach, the research used naturalistic design, where interview method was used. The quantitative approach on the other hand, used particularly survey research design. A sample of 176 students, 54 teachers, 9 principals and 3 District Quality Assurance and Standards Officers (DQASO) in Kitui West was selected from a total population of 1775 students, 405 class teachers, 24

principals using Stratified random. Data was collected through three sets of questionnaire, namely the questionnaire for students, teachers, principals and District Quality Assurance and Standards officers. Further interviews were used for principals for triangulation purposes. The research instruments were validated in terms of content and face validity through evaluation by panel of experts in the field of education at the Catholic University of Eastern Africa who ascertained that the set of items accurately represented the variables being examined. The experts were requested to read, judge, make recommendations and give feed back to the researcher. The suggestions given were incorporated to validate the instruments.

The collected data was analysed using both quantitative and qualitative data analysis approaches. Quantitative approach was descriptive, where simple frequencies and percentages were used. Data was presented using tables and figures. The quantitative data was derived from the students' and teachers' questionnaires. Qualitative data analysis approach was used to analyse data which was collected using interview method from the principals and District Quality Assurance and Standards Officers. Simple steps were employed in the analysis. First, data was recorded with prior consent from the respondents. The recorded data was then transcribed. Representation of audible and visual data into written form is itself an interpretive process which is therefore the first step in analysing qualitative data. The second step involved grouping the responses according to their respective themes. The themes basically fell under respective research areas which were informed by research objectives. The key responses based on respective themes were cited verbatim. These, along with quantitative data, formed the basis of discussion in the light of the available literature.

To ensure research ethics, the researcher ensured that the respondents willingly participated in the study. The purpose of the study was explained for them to make informed choice about their participation. The respondents were not required to provide their names. They were addressed according to their designation that is as students, teachers, principals and District Quality Assurance and Standard Officer. In order to protect the privacy of the participants, confidentiality was guaranteed by assuring the respondents the information provided would only be used for academic purpose. In order to avoid the element of deception, the researcher explained the purpose of the study to the respondents. The data collected using interview method (from the principals and District Quality Assurance and Standards Officers) was taken back to the participants for validation or confirmation.

RESULTS

Studies have shown that lack of adequate teaching and learning resources can adversely affect students' academic achievement. A study by Muhungi (2012) on the challenges of teaching and learning materials in public secondary schools in Tana River District in Kenya showed that teaching and learning materials were inadequate and this led to ineffective teaching and learning and also poor performance. Owing to the importance adequate provision of teaching and learning resources, this study sought to examine the role school principals played in the provision of teaching and learning resources in public secondary schools in Kitui West District. Teachers and students were asked to indicate whether they

agreed with various statements on the role of principals in the provision of teaching and learning resources and to indicate the extent to which the principals' role enhanced academic performance.

Availability of Teaching and Learning Resources

The availability of teaching and learning resources is vital for any meaningful teaching and learning in schools for it enhances better academic outcome. In order to find out the adequacy of resources, teachers and students were asked to indicate whether there were adequate instructional resources in their respective schools in the form of library, computer resource lab, and equipped laboratory. The majority of teachers 55.6% indicated that there was no well-equipped school library. This was also confirmed by the majority of students 58% who felt that their school libraries were not well equipped. Teachers were sharply divided on whether the schools had computer labs for e-learning. Some, 42.6% indicated that there was. However, the remaining 47.4% either indicated there was not computer lab 48% or not sure 9.4%. On the other hand, slight more than half of students, 52.2% indicated that computer labs were inadequate to meet students' learning needs. With reference to the availability of school laboratory, the majority of teachers 64.8% indicated that the labs were adequate. Another 29.6% of teachers indicated that the labs were no adequate. Almost the same number of students 30.4% felt the same; an indication that the labs could have been not as well equipped as they should. Teachers and students further listed the following teaching and learning resources that they felt should be made available: revision materials and textbooks, organizing field trips and field studies, provision of adequate past papers, provision of learning facilities such as classes, availing projectors, having a well-equipped dining hall, ensuring that there is supply of clean water and electricity, hiring well trained teachers, providing solar panels that provide light at night, having Agricultural farm in-puts, and having workshops.

Principals' Role in Provision of Adequate Teaching and Learning Resources in Schools

Teachers and students were asked to indicate the role the principals played in ensuring adequate provision of teaching and learning resources for effective learning in schools. They were provided with a number of statements related to the provision of teaching and learning resources. They were asked to indicate whether the principals: ensured the provision of teaching and learning resources, advised teachers on the most current textbooks to use in teaching and learning, provided teaching and learning aids, encouraged teachers to develop innovative teaching aids and evaluated the adequacy of teaching and learning resources. Table 2 shows the distribution of Teachers' and students' responses on the role the principals play in ensuring adequate provisions of instructional resources in schools. The majority of teachers 64.8% and students 65.7% indicated that the principals in their respective schools ensured that teaching and learning resources like library, e-learning resources and laboratory among others are readily made available. There were however another third of both teachers 31.4% and students 29.2% who indicated that the principals did not do enough to ensure adequate provision of teaching and learning resources in their respective schools. The majority of teachers 81.5% indicated that the principals did perform their evaluation role on the adequacy of teaching and learning resources in schools.

Table 1. The State of Availability of Teaching and Learning resources in Schools

Statement	Teachers			Students		
	Yes F(%)	No F(%)	Not Sure F(%)	Yes F(%)	No F(%)	Not Sure F(%)
Well-equipped library	20(37)	30(55.6)	4(7.4)	50(36.2)	80(58)	8(5.7)
Computer resource lab for e-learning	23(42.6)	26(48.0)	5(9.4)	54(39.1)	72(52.2)	12(8.7)
Well-equipped laboratory	35(64.8)	16(29.6)	3(5.6)	80(58)	42(30.4)	16(11.6)

Table 2: Principals' Roles in Provision of adequate of Instructional Resources in Schools

Statement	Teachers			Students		
	Yes F (%)	No F (%)	Not Sure F (%)	Yes F (%)	No F (%)	Not Sure F (%)
Ensuring teaching and learning resources(library, e-learning resources, laboratory) are readily available	36(64.8)	17(31.4)	2(3.8)	90(65.7)	40(29.2)	8(5.7)
Evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in school	44(81.5)	5(9.3)	5(9.3)	98(71)	20(14.5)	20(14.4)
Advising teachers on the most current textbooks to use in teaching and learning	43(79.6)	1(1.9)	10(18.5)	-	-	-
Encouraging teachers to develop innovative teaching aids	44(81.5)	1(1.9)	9(16.7)	-	-	-

Table 3. Influence of Principals' Provision of Instructional Resources in Students' Academic Performance

Statement	To a great extent	To some extent	Not at all	Not sure
	F (%)	F (%)	F (%)	F (%)
Teachers	34(63)	17(31.5)	1(1.9)	2(3.7)
Students	84(60.9)	46(33.3)	-	8(5.7)

In the same vein, the majority of students 71% also felt that the principals evaluated the extent to which teaching and learning resources were adequate. There were a small percentage of students 14.4% who were not sure about the principals' evaluative role. The majority of teachers 79.6% agree that the principals advised them on the most current textbooks to use in teaching and learning. The majority of teachers 81.5% also agreed that the principals encouraged the teachers to develop innovative teaching aids for better learning out. Thus, teachers were generally positive about the role principals play in enhancing effective learning through providing direction on the teaching and learning resources in schools. Besides the discussed principals' role in the provision of teaching and learning resources, teachers and students further gave other roles they thought the principals played in relation to the provision of teaching and learning resources in schools.

They reported the following roles: Purchasing the necessary resources that are up to date, Improving technology in the school, Improving technology in the school, supporting the sourcing of materials from KNEC and other exam bodies and offering external examination, liaising with Government for deployment of teachers or hiring, encouraging teamwork among teachers and students, ensuring proper use of teaching and learning resources, involving stakeholders in the acquisition of teaching and learning resources, encouraging teachers to use locally available teaching and learning resources, involving students in teaching and learning resource mobilization, ensuring that school facilities are well in place, encouraging field work and practical oriented learning.

The Extent to which Principals' Provision of Instructional Resources Helps in Improving Academic Performance in Schools

In order to examine the extent to which the principals' role in the provision of instructional resources helped towards improving the students' academic performance among schools

in Kitui West District, teachers and students in the study were asked to indicate whether they agreed to a greater extent, to some extent or not at all. The distributions of their responses are shown by Table 3 below. The majority of teachers, 63% indicated that the principals' role in the provision of instructional resources helped in improving academic performance in public secondary schools in Kitui West District to a greater extent. The majority of students, 60.9% also indicated that the principals' role helped the performance to a greater extent. Only 3.7% of teachers and 5.7% of students who were not sure about the extent to which the principals' role in the provision of instructional resources helped in improving academic performance in public secondary schools in Kitui West District. The principals gave the roles they played in ensuring that there was adequate teaching and learning resources for effective teaching and learning in their respective schools.

They reported that they regularly updated instructional materials and availed the required materials and equipment, ensured that laboratory equipment and chemicals are available, equipping the library and provided e-learning. One of the principals who appeared not quite amused about state of teaching and learning resources reported that: I find my role as a principal in the provision of teaching and learning resources compromised due to various other factors like lack of adequate fund. I am committed to ensuring quality through provision of teaching and learning resources. However, I cannot realize my role without adequate financial support from the government and the members of school community. This challenge hinders my role of acquiring the best resources in terms of books and equipment for my school (Principal School 9, 2013). Teachers and students also indicated that principals do play their role. However, there were other resource provision roles that they felt that the principals should play like involving all the stakeholders, including students in school resource mobilization. This could help in easing the problem of resources.

In relation to the extent to which the principals' role in resource mobilization helped to influence students' academic performance, all the principals were in agreement that the hallmark of any effective, successive and a well performing school is based on its capacity to mobilize and use resources. They however noted that the school resources were not adequate to give the best academic output in terms of performance among the secondary schools in Kitui County. The DQASOs explained that the principals were charged with the duties of equipping the laboratories, libraries, buying the referencing material and providing enough classrooms. They added that the principals were also charged with the duty of procuring materials, making some within the schools and also providing transport to students to go for educational tours. Regarding the extent to which the role of providing teaching and learning resources enhanced academic performance in the district, one of the officers explained that the recent continued effort to equip public schools has seen remarkable improvement in the students' academic performance in the district.

Measures to Improve Principals' Role in Resource Provision

Regarding what measures should be put in place to improve the principals' role of ensuring adequate provision of the teaching and learning resources in public secondary schools in Kitui West District, teachers suggested that school libraries, laboratories and computer labs should be well equipped, putting in place efficient resource management systems to take stock of all available and needed resources, meeting staffing needs, putting up adequate school facilities, seeking financial support from the stakeholders. On the same question, students suggested almost similar measures. They reported that there was need to equip the schools' libraries, supply relevant teaching and learning resources, work with other members of school community to ensure that there is adequate supply of teaching and learning resources and carrying out needs assessment to establish students' resource gaps.

Conclusion

The study showed that the principals have an enormous role to play in ensuring that there are adequate teaching and learning resources in schools. These included ensuring that teaching and learning resources such as library, e-learning resources, laboratory are availed, evaluating the extent to which the teaching and learning resources are adequate for effective teaching and learning in school, advising teachers on the most current textbooks to use in teaching and learning and encouraging teachers to develop innovative teaching aids. Although the continued effort to equip public secondary schools has seen remarkable improvement in the students' academic performance in Kitui West District, the school principals have other quality assurance roles that can contribute towards better educational outcome such as teacher professional development, curriculum implementation and pedagogical interventions.

Recommendation

From the findings of this study, it was observed that there are no adequate instructional materials in most of the schools. Thus as a recommendation, all the concerned stakeholders, that is parents, government and the school administration should

come together and device a formula through which these resources can be sourced out to meet school resource needs. Moreover, the school administration should organize funding drives that can mobilize all the stakeholders to come together and raise funds to facilitate the construction of laboratories and libraries in the school and at the same time, collect more funds to purchase and equip the libraries with not only adequate educational resources but also current.

The school administration should also device management strategies that will facilitate the monitoring of the usage of teaching and learning resources in schools. These interventions should be able to incorporate information systems that are able to resource records. This plays an important role in preventing loss of materials in the school and people having no accountability. Stock management systems should also be adopted in the schools so as to facilitate easy and fast monitoring of all the educational materials and their adequacy in the school set up. The school administration should also ask the parents in their respective schools to at least purchase instructional materials that may be used for the classroom purposes. With this strategy, various stakeholders may be asked to support in providing certain school resources to fill school resource gaps. This will most definitely improve the students' knowledge base and at the same time improve their overall academic performance. The school administration in collaboration with the government through the Ministry of Education should conduct need assessments so as to establish the students' resource gaps. This will provide a platform whereby they may be able to have clues on what exactly is required by students and teachers in terms of educational resources so as to enhance their academic performance.

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