

**EFFECTS OF TEACHING/LEARNING RESOURCES AND EDUCATIONAL
ACHIEVEMENT OF PUPILS A CASE STUDY OF SELECTED PRIMARY SCHOOLS
IN SHAMATA ZONE NYANDARUA NORTH DISTRICT**

BY

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DECLARATION

I Daniel G. Ng'ang'a declare that this is my own original work and has not been presented to any University for award of a degree, diploma or any of the equivalent.

Signature 

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DEDICATION

I dedicated this special study to my beloved wife Mary Wambui, two daughters Esther Wairimu and Margaret Muthoni for their perseverance they upheld during my absence and missed my companionship and fatherly love while I was pursuing this degree course in Kampala University

Not forgetting my dear mum Esther Wairimu my brothers John T. Ng'ang'a, Elijah N. Ng'ang'a and family of Peter N. Kinuthia for their financial support and moral encouragement

Madam Taligoola Deborah my supervisor for her whole hearted advice and encouragements she gave me from the start up to the final end.

My special thanks to Mr.Samuel Johnson for editing and typesetting my research report.

To you all for the sacrifices you made, may God bless you abundantly.

ACKNOWLEDGEMENT

My sincere thanks to our Almighty father who dwells in heaven for this overwhelming blessing from the beginning of my course to this far. His divine provision of good health, peace of mind, finance, time and spiritual nourishment has no measure glory to God now and forever

My very special thanks from the bottom of my heart goes to all my lecturers for academic and moral support throughout my school based programme.

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I would wish to thank my former teachers Mr. Benson K. Nderitu and his wife Mrs Cecilia N. Karuri. Mr. Joseph N. Kamau head teacher Gakoe Primary School. My out most appreciation goes to my Pastor Rapheal W. Mwaniki and Pastor Johnson N. Gachunga for their spiritual support and prayers.

To all other friends and relatives who faithfully and sincerely stood by me during hard time of my research.

ABSTRACT

This qualitative study was conducted in Shamata Zone, Ndaragwa division, Nyandarua district of central province in Kenya aim at investigating the effects of teaching / learning resource and educational achievement of pupils. To investigate the factors contributing to the non use of teaching learning resources, to investigate how motivating teaching / learning resources are in classroom teaching, to investigate the impact of using teaching/learning resources on the learners performance in classroom educational task. Data was collected from the selected primary schools through questionnaires and the interview the researcher conducted with pupils who could not communicate freely with him. Finding reveals that non-use of teaching resources was as a result of the high cost to buy and require time to prepare. It was also noted that L/T resources motivate learners to answer questions by arousing their interest and concentration. Teaching / Learning resources improve general performance of learners. Teacher should diversify use of T/L resources so that 100% should be in a position of using them during classroom teaching for this very reason teachers need to attend seminars, workshops and induction course on effects of teaching /learning resources on academic achievement of learners. Teachers should be encouraged to use locally available resources to minimize the cost that may arise on purchasing teaching/learning resources. Teachers should also be encouraged to use teaching learning resources in every lesson so that they can improve general performance of learners. Teachers should embrace use of teaching/learning resource in all subjects because all subjects are equally important. Subject panels at school level should advocate on use of teaching/learning resources. The heads of subject panels should sensitize the teachers on importance of teaching/learning resources on academic attainment. The head of the institution ie H/T should also sensitize the teachers on use of T/L resources. Lastly educationalist such as zonal quasos, A.E.Os and D.E.O should be Vigorous on organizing and conducting seminars at different levels that is at schools level, zonal levels among others.

APPROVAL

This is to certify that the following research entitled **effects of teaching/Learning resources and educational achievement** of pupils has been under my supervision and is now ready for submission to the academic board for award of degree in Early childhood and primary Education

Signature 

Name TALIGOOOLA DEBORAH (MRS)

Date 16/12/2016

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ABBREVIATION AND ACRONYMS

A.E.O	_____	Area Education Officer
F.P.E	_____	Free Primary Education
M.O.E	_____	Ministry of Education
T.A.C	_____	Teacher Advisory Centre
QUASO	_____	Quality Assurance and Standard Officer
D.E.O	_____	District Education Officer
T/L	_____	Teaching /Learning Resources
UT	_____	Untrained Teachers
H/T	_____	Head teacher
TRS	_____	Teachers

CHAPTER ONE

INTRODUCTION

1.1 Introduction:

This chapter presents the background, problem statement, objectives, hypothesis, scope and significance of the study.

1.2 BACKGROUND

Learning resources are very important in all levels of learning that is pre-schools, primary schools, secondary schools and tertiary level.

Pupils have to be taught to read and write by teachers. These skills i.e. reading and writing take years to learn them. Some pupils learn more quickly than others but they all make better progress when learning resources are used effectively hence making learning process an enjoyable experience.

Use of learning resources in schools has been an issue leading to stern conflict between the education inspectors and education implementers. Non use of learning resources have caused poor achievement of intended objectives thus lowering the educational performance. It has also sent many teachers out of the profession despite that many other teachers already in the profession show little use of the learning resources.

Education is a continuous and creative process that calls for teacher's commitment and devotion toward achieving the best. For this very reason it aims at developing the

capacities latent in human nature and to co-ordinate expression for the enrichment and progress of oneself and the entire society.

- Having the above in mind, learning resources play a critical role in ensuring that the learners enjoy the learning situations.

Government of Kenya has put more emphasis on pupil-centred approach. In this method learners are actively engaging in activities that lead to understanding of concepts. The teachers' role is to design activities for the class to do individually or in small groups. The activities could involve the use of concrete objects, charts, mathematical games learning real and enjoyable hence attainment of targeted objective.

1.3 THEORETICAL PERSPECTIVE OF THE STUDY

The study was based on the theory of classical conditioning where the behaviorists stated that human being change their behaviors on the basis of experience. Children extinguish responses serfert quotes (Gornouzo and Thompson 1981) and states that children will stop felling natural curiosity about the curriculum where their teachers stop presenting them with the warmth and support. Children may also experience an initial return to learning spontaneous recovery.

Learning can be achieved by different processes and it's useful for the teacher to decide on the best approach. Some of these processes are trial and error approach, insight approach, conditioning approach training among others.

1.4 STATEMENT OF THE PROBLEM.

The use of teaching/learning resources by teachers has been in decline despite the emphasize by education managers to prepare and to use them in every lesson. Teaching /learning resources take time and money to prepare them although some can be got from our immediate environment through collecting locally available materials e.g. bottle tops, beads, seeds to be counters and others can be improvised. Some teachers do not see the need of using teaching/learning resources

The purpose of this research was therefore to guide us (teachers) to committed use of teaching/learning resources in the teaching process.

The above makes it necessary for the researcher to carry out study to investigate the effects of using teaching/learning resources in educational performance and come up with suitable solutions which in the final end alleviate goal of education in Kenya.

1.5 PURPOSE OF THE STUDY

The purpose of this study was to investigate the impact of using teaching/learning resources on the educational attainment.

1.6 OBJECTIVES OF THE STUDY.

The study was guided by the following specific objectives:

- 1) To investigate factors contributing to the non-use of teaching/learning resources by some teachers within shamata zone in Nyandarua North district central province of Kenya
 - a) Do teachers take time to prepare teaching/learning resources?
 - b) Do teaching/learning resources cost a lot of money to buy or to prepare?
 - c) Does ministry of education provide teaching/learning resources to teachers?

2. To investigate how motivating are teaching/learning resources are in classroom teaching?
 - a) Do teaching/learning resources kill learners boredom?
 - b) Do teaching/learning resources arouse the interest of learners?
 - c) Do teaching/learning resources encourage learners to answer questions?

- 3) To investigate the impact of using teaching/learning resources on the learners performance in classroom educational task?
 - a) Does the performance of slow-learners in classroom,task improve after using teaching/learning resources?

 - b) Does the performance of fast-learners in classroom task improve after using teaching/learning resources?
 - c) Does the general performance of learners in classroom task improve after using teaching/learning resources?

1.7 RESEARCH QUESTIONS

- 1.. How should teaching/learning resources be used by the teachers/learners?
2. What are some of the advantages of using teaching/learning resources?
3. Where should teaching/learning resources be stored after being used by the teacher during his/her classroom teaching?

1.8 LIMITATIONS OF THE STUDY.

- i) FINANCE:** Inadequate money to enable the researcher to visit all the primary schools in shamata zone and to travel to various libraries in the district.
- ii) TIME:** The researcher didn't have enough time to visit all the schools in the zone due to normal classroom routine.
- ii) WEATHER:** One of the factors was some roads in the zone were affected by weather; rain for this matter the researcher was disadvantaged.
- i) WORKLOAD** Apart from researching and normal classroom duties the researcher also had other personal commitments to attend.

1.9.0 BASIC ASSUMPTION

- i) That the sample taken was true representation of the pupils and teachers Population in the zone.
- ii) That the study can also be used to make the influence for zone, division, District, province and the nation at large.
- iii) That there is no other factor within and outside the classroom other than the Use of learning resources in educational performance in the schools in shamata zone

1.9.1SCOPE OF THE STUDY

The study was carried out in shamata zone, Nyandarua North district, central province of Kenya. The researchers chose this case study because it is near his place of work and also access the required information. The study covered at least 115 (one hundred and fifteen) teachers from twelve schools from the same area i.e. shamata zone.

The following schools were visited;

1. Penrose Lakeview Academy – Private school
2. Horizon Hope Academy – Private School
3. Kametha Primary School – Public School
4. Kaheho Primary School – Public School
5. Simbara Primary School – Public School
6. Iria – ini Primary School – Public School
7. Makereka Primary School – Public School
8. Mukambura Primary School – Public School
9. Olborossat Primary School – Public School
10. Kahindu Primary School – Public School
11. Gakoe Primary School – Public School
12. Ngurumo Primary – Public School

The study focused on use of teaching/learning resources in both pre-schools and primary schools of the area the roles of teachers toward using teaching/learning resources and the

The study also focused on the benefits of using teaching/learning resources to both teachers and pupils. In this case teaching resources make teachers work easy and save time which the teachers may use in explaining abstract things.

Learning resources enable pupils to understand better and also reinforce what has been taught.

Pupils also retain the concept learnt for a longer period than when the learning resources are not used.

1.9.2SIGNIFICANCE OF THE STUDY

It's the researcher's hope that the findings of this study will help to solve conflicts between teachers who use learning resources and those teachers who do not use teaching learning resources. The findings will also help policy makers, educational managers and other stakeholders at all levels of learning on usefulness of teaching/learning resources towards educational achievement.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION This chapter gives a reference to what other scholars have written about teaching methods and their impacts on educational achievement in all level of learning.

The literature review in the study concerns teaching methods and performance of pupils

The literature review helped the researcher in data compiling, statistics, analysis as well as in understanding the usefulness of teaching/learning resources. The materials used in the review will include view from text books, magazines and journals on teaching/learning methods, newspapers articles and education related website over the internet.

2.1 HISTORY OF LEARNING AND TEACHING/LEARNING RESOURCES

JS FARRANT. Cited that learning is the process by which one acquires and retains attitude, knowledge, understanding, skill and capabilities that cannot be attributed to behavior pattern or physical growth. Capacity for learning is related to innate physiological factor.

JOHN FREDLICK HERBART [19TH] Cited that learning is a process that progresses in stage. He says learning as a progression through five stages

- i) Preparation:** Setting the scene for new knowledge by drawing together Previous knowledge that is relevant.

- ii) **Presentation:** The act of introducing the selected new knowledge to the learners
- iii) **Association:** Relating the new knowledge to existing knowledge.
- iv) **Systematization:** Making sense of the new knowledge in readiness for its use
- v) **Application:** Using the new knowledge

He urged on the moving from know to unknown. In this case therefore it is the role of the teacher to use teaching/learning resources to relate the unknown to know and at the same time he/she must emphasize on moving from simple to complex and from tangible to abstract. For this very reason the teacher has no otherwise other than using teaching/learning resources to make complex things simple and abstract tangible.

2.2 PAMELA MINETT (3RD edition) cited that there are many reasons why some pupils have more difficulties than others in learning. Some of the problems she cited were as follows.

i) LACK MOTIVATION:

Learners are always discouraged by complex things, abstract and unknown. The stated cause boredom and lack of concentration to counter-react the teacher should use teaching/learning resources to motivate his or her learners by so doing he/she arouse pupils interest hence successful learning

ii) POOR EYESIGHT:

To solve the said problem the teacher may use teaching/learning resources instead of writing everything on the blackboard.

POOR HEARING (HEARING PROBLEM)

To solve the same the teacher may use teaching/learning resources to solve the problem of those learners with hearing impairment.

J.J. INDIMULI (1986) Cited that there are three stages in development of concept for primary school learners. Each stage has its own characteristics of activities.

i) Introductory stage: The activities at this stage are mainly practical hence require the use of concrete/tangible objects.

ii) MASTERY STAGE:

The activities in this stage should ensure that the child (learner) practices the new idea over and over using learning resources this may be done by use of concrete objects, games and other practical activities. For this reason it's the role of the teacher to provide suitable materials to learners to facilitate learning.

i) APPLICATION STAGE:

ii) This is the stage when activities are selected to integrate what is learnt and
What is done in every day life?

He also categorized learning resources into three categories that is:-

- a) Materials that can be collected locally.
- b) Materials that can be made/improvised

- c) Materials that may have been bought are maps, tape measures, rulers, geometrical instruments among others.

JEROME BRONER:

Has suggested from his studies that teachers can support or scaffold children's learning and that through this support from the teacher the children achieve tasks of which they might be incapable of doing alone.

Having achieved this support, the children may then attempt and achieve the task without the teacher's support. This may be attained through frequent use of learning resources to enable learners to have clear understanding of the concept.

IVAN PARLON; his findings were not different from the above ie Jerome Bruner's findings. He cited that learning resources act like catalyst to trigger thinking thus bringing fourth understanding

2.3 RELEVANCE OF USING TEACHING/LEARNING RESOURCES BOTH TO TEACHERS AND LEARNERS.

i) TO THE LEARNER:

a) ATTENTION:

Use of learning resources promotes attention of the learner. This provokes use of eyes, ears and thoughts (brain) to what is being learned. It involves concentrating the senses

and the mind on the things to be learned and maintaining this concentration for as long as possible.

b) BEHAVIOR:

Use of learning/teaching resources encourage good behavior for instance working as a group, leadership, appreciating others, accommodating others among other virtues. This is not possible to encourage if learners are working alone without using learning resources.

c) DISCOVERY:

Through use of teaching/learning resources learners are able to discover/find out things for themselves. This promotes/trains children in the techniques of how to obtain information that they need.

d) INNOVATION

Through use of teaching/learning resources learners become innovative due to their own initiative to improvise some of learning resources. As they improvise they become innovative.

ii) TO THE TEACHER:

a) MAKE LEARNING REAL;

Use of learning resource make learning real therefore makes teachers' work easier in all stages of learning ie introductory stage, mastery stage and application stage.

b) MOTIVATION:

Use of teaching/learning resources enable the teacher to motivate his or her learners hence promote concentration.

c) COVERAGE:

Use of teaching/learning resources enable teacher to cover a large area which may takes long time to be taught without use of teaching/learning resources.

d) ELIMINATING/KILLING BOREDOM.

Use of teaching/learning resources enable children to learn independently and freely this is promoted by use of eyes, ears and thoughts, through this children's boredom is eliminated and maximum participation is encourage. This makes teacher's work easier and enjoyable.

2.4 CHALLENGES OF USING TEACHING LEARNING RESOURCES TO BOTH TEACHERS AND LEARNERS.

1. TO THE LEARNERS.

a) TIME CONSUMING;

If learners are involved in making of teaching/learning resources they may waste a lot of time finding the appropriate materials needs.

b) INADEQUATE MATERIALS:

If materials/resources used are inadequate they may fail to get the required concept.

d) SCARCITY:

Some teaching/learning resources are not local available e.g maps and globes. Their scarcity may hinder learning.

ii) TO THE TEACHER.

a) LACK OF FUND/MONEY:

As stated above some of teaching/learning resources must be bought because they are not locally available and they can not be improvised e.g. maps and globe

b) TIME CONSUMING:

Some teaching/learning resources require collecting materials which may take time to collect them. Apart from collecting them they may involve assembling them to be meaningful.

CHAPTER THREE:

METHODOLOGY.

3.0 INTRODUCTION:

This chapter put forward the methods and techniques that were used to collect and to analyze data. It include research design, area of study, study population, sampling design, data collection instruments, processing analysis and limitation of data.

3.1 RESEARCH DESIGN:

The researcher used both qualitative and quantitative method of data collection analysis.

3.2 AREA OF STUDY.

The study was carried out in shamata zone, Nyandarua North District. The reason for carrying the study in this area was because it was more accessible to the researcher. Apart from that most respondents were got from the selected primary schools in the same area.

STUDY POPULATION.

The study population was twelve primary schools,two private schools and ten public schools with at least one hundred and fifty teachers in shamata zone of Nyandarua North District of central province of Kenya.

3.4 SAMPLING DESIGN:

The researcher used purposive sampling technique to collect data from various schools.

This technique enabled the researcher to get information that helped him to be more successful in his findings.

3.5 DATA COLLECTION INSTRUMENTS

The researcher used the following instruments to collect the data.

i) **QUESTIONNAIRES:** The researcher used both open and close ended questionnaires:

This was because he wanted to capture the required information from respondents.

Another reason of using questionnaires was that it enabled the researcher to cover high number of respondents in a given short time.

Questionnaires also gave respondent freedom, privacy and confidence to put down what they felt it was necessary in this study.

ii) **INTERVIEW.**

The researcher also used interview as a method of collecting data. The interview was used to capture learners view on use of teaching/learning resources.

3.6 DATA COLLECTION PROCEDURES.

The questionnaires were distributed by the researcher with permission from his head-teacher and zonal TAC. The questionnaires were left with respondent for two weeks, then they were collected by the researcher for analysis.

The interview was held with those people the researcher felt fit to interview i.e. the pupils who are able to communicate freely with the researcher.

3.8 DATA ANALYSIS PROCEDURES:

The researcher will use the following methods to analyze the data collected:

- i) Table graphs/Bar graphs
- ii) Circle graphs/pie charts.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

INTRODUCTION

This chapter contains presentation, analysis and interpretation of data from the questionnaires collected from respondents. The data presented is based on responses of the respondents. The study was intended to find out the opinion, attitude and perception of teachers on the effects of using teaching / learning resources on academic achievements. To come up with suitable information questionnaires were distributed by researcher the selected schools in shauri moyo zone of Nyandarua North district central province in Kenya.

4.1 BACKGROUND CHARACTERISTICS OF RESPONDENTS

Table 1: Table showing the gender of the respondents

Response	Frequency	Percentages
Male	67	58.26%
Female	48	41.74%
Total	115	100.00%

The table above was intended to find out the gender of the respondents in the twelve sampled schools.

OBSERVATION

Out of 115 respondents who responded to the questionnaires 67 were male teachers this is presented by 58.26% and the rest 48 teachers were female presented by 41.74%.

Interpretation

Shamata Zone had more male teachers than female teachers. This is likely to have a negative impact on the learning of girl child

4.1.2 ACADEMIC QUALIFICATION OF RESPONDENTS

TABLE 2

Table showing academic qualification of respondents

Responses	Frequency	Percentage
Diploma	14	12.17%
Certificate	76	66.09%
Others (U.T)	15	13.04%
Total		100.00%

Source: field data

The table above was intended to find out the academic qualification of the respondent in the twelve sampled schools.

OBSERVATION

From the above 10 teachers were degree holders 14 teachers were diploma holders, 76 teachers were certificate holders and the rest 15 teachers were U.T

INTERPRETATION

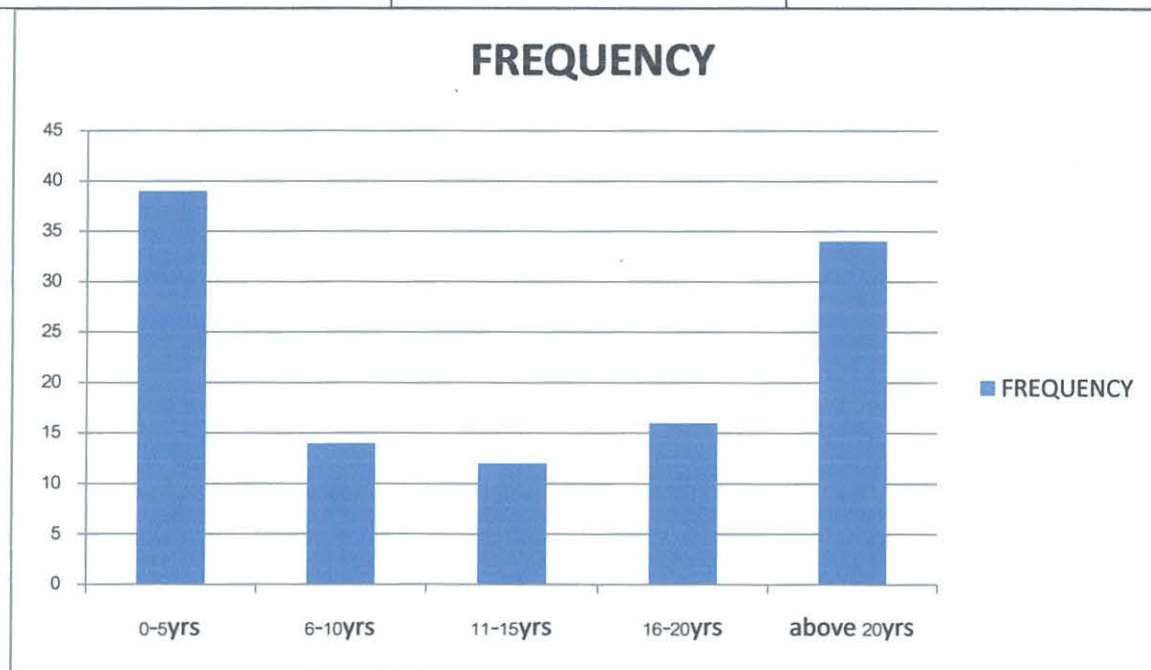
The zone is not badly off because out of 115 respondents 100 were qualified and 15 teachers had not qualified.

4.1.3 TEACHING EXPERIENCE OF RESPONDENTS

TABLES 3

Table showing the teaching experience of respondents

Responses	Frequency	Percentage
0-5 yrs	39	33.91%
6-10yrs	14	12.17%
11-15 yrs	12	10.43%
16-20 yrs	16	13.91%
20 yrs and above	34	29.58%
TOTAL	115	100.00%



GRAPH ONE

OBSERVATION

Thirty nine teachers had served less than five years. This is presented by 33.91%. Those who have served for over 20 years are the second largest number that is 34 teachers out of 115 teachers. This is presented by 29.58%

INTERPRETATION

It is researchers opinion that the increased of teachers who have served for less than five years is due to the government of Kenya stopping employing teachers direct from the teachers college.

4.1.4 PROFESSIONAL QUALIFICATION

TABLE 4

Table showing professional qualification of respondents

Respondent	Frequency	Percentage
Professional trs	100	86.95%
Non – professional trs	15	3.05%
Total	115	100.00%

Source: Field data.

OBSERVATION

Most of teachers in shamata zone are professional teachers this is presented by 100 out of 115 teachers taking 86.95%. The rest 15 out of 115 teachers were not professional teachers they are presented by 13.05%

INTERPRETATION

The 100 professional teachers may not have problem on use of teaching / learning resources preparation but 15 teachers may have negative attitude towards the use of teaching / learning resources.

4.1.5 AVERAGE NUMBERS OF PUPILS

TABLE 5

Table showing average number of learning in a class

RESPONDENT	FREQUENCY	PERCENTAGE
Below 20 pupils 38	38	33.04%
21-40 pupils	39	33.92%
41 and above	38	33.04%
Total	115	100.00%

Source: Field data

OBSERVATION

The responses in the above table reveals that the average number of learners was well distributed that is below 20 pupils in the class was 38trs presented by 33.04%, 21-40 pupils was presented by 33.92% and above 40 pupils was presented by 33.04%.

INTERPRETATION

The number of learners is equal distributed across the three categories. This show that some schools are small others are average and others are big schools.

4.2 FACTORS INFLUENCING THE NON – USE OF TEACHING / LEARNING RESOURCES

There are various factors that influence the non-use of teaching / learning resource. Some of these factors includes: teachers' in ability to prepare learning resources cost of teaching/learning resources.

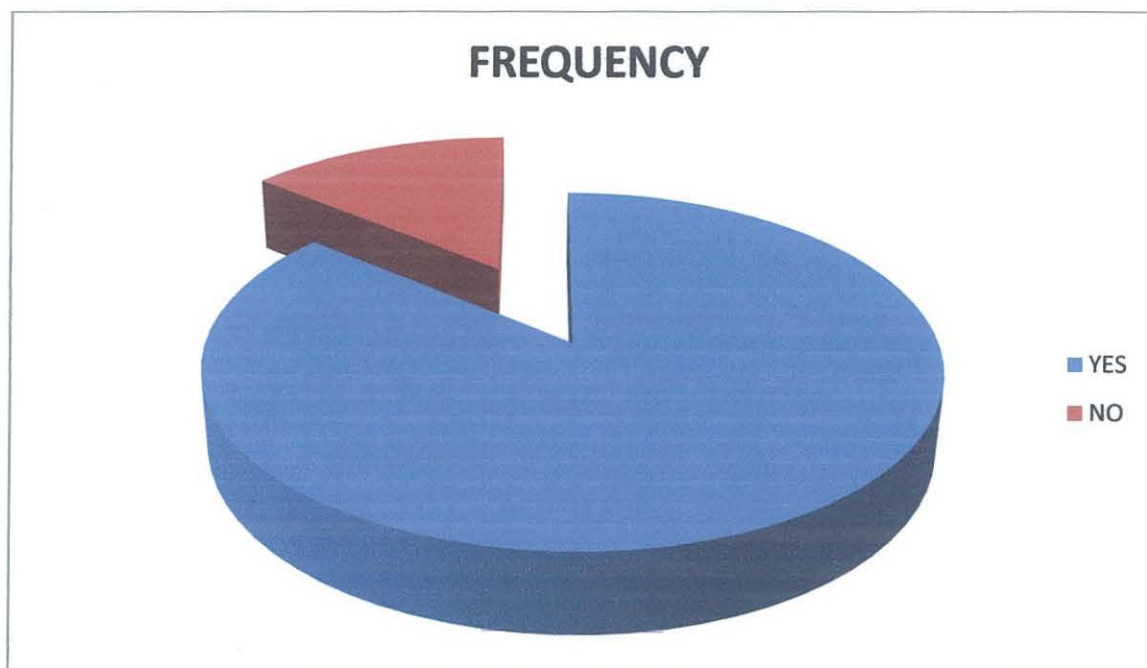
4.2.1 TEACHERS' ABILITY TO PREPARE TEACHING/LEARNING RESOURCE

TABLE 6

Table showing teachers' ability to prepare t/l resources

RESPONSE	FREQUENCY	PERCENTAGE
YES	99	86.09%
NO	16	13.91%
TOTAL	115	100.00%

Source: Field data



Source: Field data

OBSERVATION

The table above reveals that 99trs out of 115trs find it easy to prepare T/L resources but 16trs find it difficult.

INTERPRETATION

The researcher has in mind that 99trs take time to prepare T/L resources and 16trs do not take their time to prepare T/L resources this may have negative effect no academic attainment of pupils in the zone.

4.2.2 COST OF TEACHING / LEARNING RESOURCES

TABLE 7

Table showing whether teachers agree or disagree T/L resource cost money to buy or prepare.

RESPONSE	FREQUENCY	PERCENTAGE
Disagree	80	69.57%
Agree	35	30.43%
Total	115	100.00%

Source: Field data

OBSERVATION

From the table above it is clear that 80trs out of 115 disagree that T/L resources are costly although 35trs agreed that they are costly to buy or prepare.

INTERPRETATION

The researcher interpret that 80trs who are presented by 69.51% improvise T/L resources therefore they are not costly to buy or prepare 35trs presented by 30.43% reflect that they do not improvise T/L resources therefore considered to be expensive.

4.3 IMPORTANCE OF TEACHING / LEARNING RESOURCES

Teaching/learning resources have many importance as reflected by respondent responses some of these importance include; They kill boredom of learners by arousing learners interests, they encourage learners to answer questions during classroom teaching they boost learner's concentration and improve learners' performances when they are used in abundant.

4.3.1 TEACHING / LEARNING RESOURCES KILL BOREDOM

TABLE 8

Table showing that T/L resources kill boredom

RESPONSES	FREQUENCY	PERCENTAGE
Agreed	96	83.48%
Disagree	19	16.52%
Total	115	100.00%

Source: Field data

OBSERVATION

The table above show that 96trs agreed on the fact that T/L resources kill learners boredom of the learners. 19trs disagreed that it kill boredom of the learners they are presented by 16.52% .

INTERPRETATION

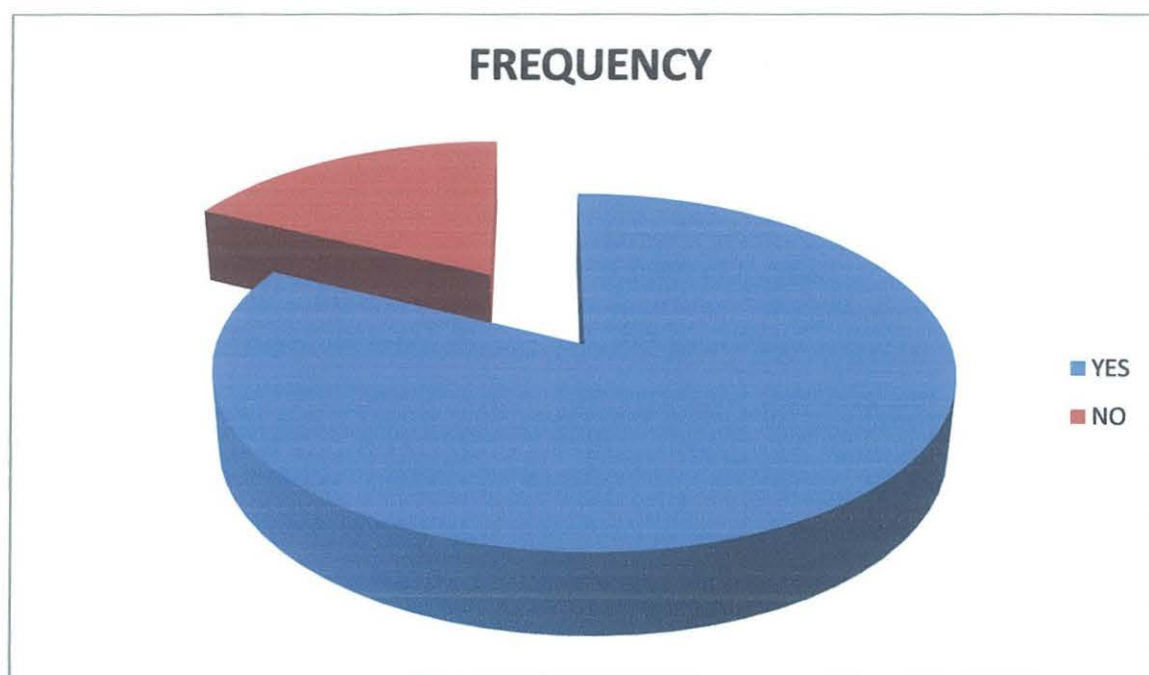
The 96trs who agreed that teaching/learning resources kill learners boredom use them to do the same but 19trs who did not agree with the same do not use T/L resources during classroom teaching.

TABLE 9

Table showing learners' response on whether T/L resources kill their boredom

RESPONSE	FREQUENCY	PERCENTAGE
YES	42	82.35%
NO	9	17.65%
Total	51	100.00%

Source: Field data



PIE CHART TWO

Pie chart showing that teaching learning resources kill learners' boredom

OBSERVATION

The table above show that 42 pupils out of 51 agreed that T/L resources kill boredom this is represented by 83.35%. 9 pupils out of 51 disagreed this is represented by 17.65%.

INTERPRETATION

Most pupils are motivated by use of T/L resources and therefore they are likely of participating fully throughout the lesson they are also likely to understand the topic taught.

4.3.2 WHETHER TEACHING / LEARNING RESOURCES BOOST LEARNERS' CONCENTRATION

TABLE 10

Table showing whether T/L resources boost learners' concentration

RESPONSES	FREQUENCY	PERCENTAGE
YES	44	86.27%
NO	7	13.73%
TOTAL	51	100.00%

Source: Field data

OBSERVATION

The table above show that most pupils concentrate when T/L resources are used this is presented by 86.27% although 13.73% disagree that T/L resources boost their concentration.

4.3.3 TEACHING / LEARNING RESOURCES AROUSE LEARNERS' INTEREST

TABLE 11

Table showing that T/L resources arouse learners' interest

RESPONSES	FREQUENCY	PERCENTAGE
YES	115	100%
NO	0	00%
TOTAL	115	100%

Source: Field data

OBSERVATION

The table above shows that all the respondent who participated agreed that T/L resources arouse learners' interest.

INTERPRETATION

It's the researchers' view that the teachers whether they use or they do not use know the need of teaching / learning resources as far as boosting pupils' interest.

4.3.4 TEACHING / LEARNING RESOURCES ENCOURAGE LEARNERS TO ANSWER QUESTIONS

TABLE 12

Table showing teaching/learning resources encourage learners to answer questions

RESPONSES	FREQUENCY	PERCENTAGE
YES	115	100.0%
NO	0	0.0%
TOTAL	115	100.0%

Source: Field data

OBSERVATION

The table above show that teachers agreed that use of teaching / learning resources encourage learners to answer questions. None of the respondents disagreed with the idea.

INTERPRETATION

The researchers view is that most teachers enjoy using teaching /learning resources because T/L resources encourage learners to answer questions.

4.3.5 PERORMANCE OF LEARNERS WHEN TEACHING / LEARNING RESOURCES ARE USED

TABLE 13

Table showing performance of learners when T/L resources are used

RESPONSES	FREQUENCY	PERCENTAGES
Below average	0	0%
Average	10	19.61%
Above average	41	80.39%
Total	51	100.00%

Source: Field data

OBSERVATION

The performance of 10 pupils is average when of 41 pupils is above average when T/L resources are used. None of the respondent indicates his / her performance is below average

INTERPRETATION

With great concern it is noted that the performance of individual learners is improved by use of T/L resources. Therefore teacher should make sure that they use them during classroom teaching.

4.5.6 GENERAL PERFORMANCE OF THE WHOLE CLASS WHEN T/L RESOURCES ARE USED

TABLE 14

Table showing general performance of the whole class when resources are used

RESPONSES	FREQUENCY	PERCENTAGE
Bad	0	0%
Good	7	13.73%
Excellent	44	86.27%
TOTAL	51	100.00%

Source: Field data

OBSERVATION

It is observed that general performance of the whole class is excellent when teaching learning resources are used. This is indicated by 44 respondents out of 51 presented by 86.27%. None of the respondents agree with the performance can be bad when T/L resources are used.

INTERPRETATION

When the teachers use T/L resource the performance of learners range from good to excellent therefore teachers should always use T/L resources to improve the performance in their schools.

4.3.7 TEACHING / LEARNING RESOURCES IMPROVE LEARNERS CLASSROOM PERFORMANCE

TABLE 15

Table showing that T/L resources improve learners' classroom performance

RESPONSES	FREQUENCY	PERCENTAGE
YES	51	100%
NO	0	0%
TOTAL	51	100%

Source: Field Data

OBSERVATION

All 51 respondents agreed that T/L resources improve their classroom performance. This is presented by 100%. None of the respondent out 51 respondents disagreed.

INTERPRETATION

Whenever the T/L resources are used the classroom performance of pupils improve. This is supported by the table above. Teachers should ensure that they use T/L resource during classroom teaching.

4.3.8 WHETHER TECHING / LEARNING RESOURCES ARE ADEQUATE FOR THE WHOLE CLASS

TABLE 16

Table showing whether teaching / learning resources are adequate for the whole class

RESPONSES	FREQUENCY	PERCENTAGE
YES	34	66.61%
NO	17	33.33%
TOTAL	51	100.00%

OBSERVATION

The table above reflect that 2/3 of the respondents agree that T/L resources are adequate for the whole class this is presented by 66.67%. A third of them disagreed that is 17/51 presented by 33.33%.

INTERPRETATION

It's interpreted that teaching resources are adequate for the whole classroom. The few teachers who do not use enough T/L resources should be encouraged to have enough of T/L resource to make teaching effective.

4.3.9 WHETHER MINISTRY OF EDUCATION PROVIDE TEACHING / LEARNING RESOURCES

TABLE 17

Table showing whether ministry of education provide T/L resources

RESPONSES	FREQUENCY	PERCENTAGE
YES	90	78.26%
NO	25	21.74%
TOTAL	115	100.00%

Source: Field data

OBSERVATION

Ninety respondents out of 115 agreed that ministry of education provide T/L resources this is presented by 78.26%. Twenty five respondents disagreed and said that the ministry of education does not provide T/L resources.

INTERPRETATION

It's researcher's view that ministry of education provides T/L resource although they are not adequate for large size classes. This may be the reason why some respondents disagreed with it.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

The findings reported in this chapter five are collected from the report in chapter four. In this chapter recommendation are given and areas for further research are suggested.

5.1 SUMMARY OF FINDINGS

The researcher conducted the research to investigate the effects of teaching resources on educational achievement a case study of selected primary schools in Shamata Zone of Nyandarua North district.

The chapter one of this research report show background information, problem of statement, objective, hypothesis, scope and significance of the study. Chapter two is literature review, chapter three is methodology and chapter four is data presentation, analysis and interpretation.

5.1.1 FACTORS CONTRIBUTING TO NON USE OF TEACHING / LEARNING RESOURCES

Among the factors contributing to non-use of teaching / learning resources in schools are T/L resources are cost to buy if they are not locally available or they can not be improved. Apart from that they require a lot of time to collect or prepare. At a time ministry of education (MO.E) does not provide T/L resources.

5.1.2 HOW MOTIVATING ARE TEACHING / LEARNING RESOURCES

It has been noted with great concern that T/L resources have many benefits to both teacher and learners. Some of these benefits are they kill learners' boredom by arousing their interest therefore they are motivated to answer questions during classroom teaching. Apart from this teachers enjoy

teaching with teaching /learning resources. This is because learners are lively, concentrate and at the end their performance is improved.

5.1.3 IMPACT OF USING TEACHING / LEARNING RESOURCES ON THE LAERNERS PERFORMANCE IN CLASSROOM EDUCATION TASK

It has been noted that use of T/L resources has positive impact on both individual learners and the whole class. It has been supported by both table 10 and table 11 where by learners responses show that their performance range between good and excellent when T/L are used during classroom teaching.

5.1.4 OTHER FINDINGS FROM DATA PRESENTATION, ANALYSIS AND INTERPRETATION

It has been noted that there are more male teachers than teachers in the zone this is supported by table 1 which show that 67 of respondents were male and 48 were female more than half of the respondents were certificate holders (p1) 15 respondents were (U.T) 10 were degree holders and 14 respondents were diploma holders. Most schools in Shamata zone have 20-40 pupils per class. The number of pupils in class room in most schools are less than 40 pupils this is supported by table 5.

It has also been noted that above 84% of the teacher in Shamata zone are professionals and the less are not professional teachers i.e. they are U.T.

5.2 CONCLUSION

In view of respondents responses the following conclusion were made:-

Teaching / learning resources require time to prepare although some of the resources are locally available they require time to be collected. It also reflect that resources need not to be bought because most of them can be improved. Teaching / learning resources arouse the interest of learners

hence kill the boredom which may arise when they are not used. It's also noted teaching / learning resources boost learner's concentration this is reflected by improved performance of learners.

It has also been noted that government of Kenya through ministry of education provide teaching / learning resources. It provide the following to schools:- textbooks, chalks, maps, charts, globes among others. Despite the fact that ministry of education provides those resources they are always inadequate for the large class due to free primary education (F.P.E) in Kenya.

5.3 RECOMMENDATION

From the above conclusion. The following recommendation can be derived from the research.

Teacher should diversify use of T/L resources so that 100% should be in a position of using them during classroom teaching for this very reason teachers need to attend seminars, workshops and induction course on effects of teaching /learning resources on academic achievement of learners.

Teachers should be encouraged to use locally available resources to minimize the cost that may arise on purchasing teaching/learning resources.

Teachers should also be encouraged to use teaching learning resources in every lesson so that they can improve general performance of learners.

Teachers should embrace use of teaching/learning resource in all subjects because all subjects are equally important.

Subject panels at school level should advocate on use of teaching/learning resources. The heads of subject panels should sensitize the teachers on importance of teaching/learning resources on academic attainment.

The head of the institution ie H/T should also sensitize the teachers on use of T/L resources.

Lastly educationalist such as zonal quassos, A.E.Os and D.E.O should be Vigorous on organizing and conducting seminars at different levels that is at schools level, zonal levels among others.

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APPENDIX ONE



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INSTITUTE OF OPEN AND DISTANCE LEARNING OFFICE OF THE DIRECTOR

Date: 23rd August, 2010

TO WHOM IT MAY CONCERN

Re: Recommendation for data collection

This is to introduce **Mr. DANIEL GATHOGO NG'ANG'A** Reg. No. **BED/21359/81/DF** a student pursuing a Bachelors Degree in Education of Kampala International University from **August 2008** in the Institute of Open and Distance Learning Programme. He is writing his research on **'Effects of Teaching / Learning Resources and Educational Achievement of Pupils. A Case Study of Selected Primary Schools in Shamata Zone, Nyandarua North District, Central Province, Kenya'**. He is at the data collection stage and your Institution / Organization has been chosen for his research study.

It will be appreciated if you can accord him the necessary assistance.

Thank you.


J.S. Owoeye, Ph.D
Director-IODL
Kampala International University

APPENDIX TWO

QUESTIONNAIRES

I am **Daniel Gathogo Ng'ang'a** Student of **Kampala international university**

(K.I.U). I Kindly request you to answer the following questions of which each and every answer will be highly appreciated, Your answer will guide me on carrying out my research project, keeping your answers private and confidential.

A) PROFILE

PART I (for teachers)

Please tick where applicable in the boxes provided

1. Gender Male ☐ Female ☐

2 Your Academic qualifications;-

a) Degree ☐ Diploma ☐ c) Certificate ☐

d) Others specify

3 Your teaching experience?.....Years.

4 Are you a professional teacher? Yes ☐ No ☐

B) THE USE OF TEACHING/LEARNING RESOURCES IN TEACHING

5. Do teachers take time to prepare teaching/learning resources? yes ☐ No? ☐

6.) Do teaching/learning resources cost a lot of money to buy or to prepare yes? ☐ No ☐

7) Do teaching/learning resources kill boredom of the learner? Yes ☐ No ☐

C) HOW MOTIVATING ARE TEACHING/LEARNING RESOURCES

8) Do teaching/learning resources arouse the interest of the learners? Yes ☐ No ☐

9) Do teaching/learning resources encourage learner to answer questions Yes ☐

No ☐

10) Does ministry of education provide teaching/learning resources? Yes ☐ No ☐

PART II to be filled by the learners.

Uses of teaching/learning resources

1. Do teachers use teaching/learning resources during classroom teaching? YES ☐ No ☐

2. If the use are teaching/learning resources adequate for the whole class? YES ☐ No ☐

B. HOW MOTIVATING ARE TEACHING/LEARNING RESOURCES

4. Do teaching/learning resources kill your boredom? Yes ☐ No ☐

**C. IMPACT OF USING TEACHING/LEARNING RESOURCES ON LEARNERS
PERFORMANCE IN CLASSROOM TASK**

7. Do use of teaching/learning resources improve your classroom performance? Yes ☐

No ☐

8. How is your performance when teaching/learning resources are used? Below Average ☐

Average ☐

Above average ☐

9. How is general performance of the whole class when teaching/learning resources are

used? Bad ☐

Good ☐

Excellent ☐

APPENDIX FOUR

BUDGET

<u>ITEM</u>	<u>QUANTITY</u>	<u>AMOUNT IN KSH</u>
Equipment and Stationary		
Foolscaps	3 reams@520	KSH1560
Files	3 @ 40	KSH 120
Pens	5 @ 20	KSH 100
Typing services		KSH 1,500
Printing services		KSH 1,500
Telephone services		KSH 2,000
Data analysis		KSH 1,500
Transport		KSH 5,000
TOTAL		<u>KSH 13,280</u>