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A relational analysis of utilization of community resources on students' performance in History & Government of KCSE in public secondary schools in Embu County, Kenya

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ABSTRACT: The students' performance in History & Government in Kenya Certificate of Secondary Examination in Embu County has been low over the last ten years. Despite, the various interventions, low performance persists. The study was guided by the following objective to assess how the influence of utilization of community resources affect performance of History & Government, The study was guided by the instructional design and the education production theories. The research employed mixed methodology and concurrent triangulation design. Target population of the study was 1541 respondents comprising 1340 form four students taking History & Government, 134 History & Government teachers, 67 principals in public secondary schools in Kenya. The sample size was a total of 328 respondents made up of 20 school principals, 40 teachers and 268 students. Research instruments comprised of questionnaires for teachers and students while an interview guide was used for the principals. Piloting was done in 10% of the schools in Embu County that were not included in the final sample. Content validity of the instruments was ascertained by a team of experts from the Department of Educational Administration and Management of Mount Kenya University. The reliability of the questionnaire was determined using the split-half method. Cronbach Alpha was used to determine the reliability coefficient. A reliability coefficient of 0.07 and above was accepted otherwise, it was revised. Dependability of the qualitative instrument was ascertained using detailing all the events and asking a team of experts to audit while credibility was established through data triangulation. Data was analyzed quantitatively using both descriptive and inferential statistics. Descriptive statistics included percentage, mean and standard deviation. Inferential statistics included correlational and regression analysis. The qualitative data derived was analyzed thematically and presented in narrative form. It was concluded that in – service training adequately prepared teachers in the use of the education syllabus although the teachers were inadequate. Based on the findings of the study, the following were the recommendations; There was need for the identification of the resource requirement and assessing quality in terms of the needs and the use of the resources for teaching and learning of history and government in schools in Embu County.

KEY WORDS: utilization of resources, availability of resources, history performance

1. INTRODUCTION

The vital role played by secondary education may partly explain the Kenyan government decision to introduce free tuition in public secondary schools in order to increase its demand (Ohba, 2009). Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development (Onsumu, Muthaka, Ngware&Kosembei, 2006). One of the indicators of quality of education being provided is cognitive achievement of learners (United Nations Educational, Scientific and Cultural Organization, [UNESCO], 2005). According to Adediwura and Tayo (2007), academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing. Levin, Wasanga and Somerset (2011) reported that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-



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being of youths in particular and the nation in general. Yusuf and Adigun (2010); Lydiah and Nasongo (2009) noted that the performance of students in any academic task has always been of special interest to the government, educators, parents and society at large.

II. SIGNIFICANCE OF THE SYTEM

This study aimed at establishing the influence of utilization of community resources on students' performance in History & Government of KCSE in public secondary schools in Embu County

III.LITERATURE SURVEY

The community resource persons, if utilized well, can provide a lot of materials for the benefit of both the teacher and learners thus enhancing their efficiency in teaching and learning activities. In patronizing resource persons as human resource, the skills and expertise of the community are tapped as resource materials. According to Encyclopedia of Education (Vol. 2:1971), writing on nutrition, it was asserted that "parental participation is important resource materials as the school is an extension of learning that started at home". This assertion is also valid for Geography as its focus is on the individual and the community to which a person belongs. The involvement of parents as useful source of information for the child reassures the child and reminds how much fun learning is at home so as to transfer the positive attitude from home to school. The encouraging thing about using members of the community as important resources is that in every community regardless of size, has place and people which are of interest in History and Government subject.

According to Adeyemi and Adu (2010), it is widely accepted that education is one of the leading instruments for promoting economic development as it encompasses some processes individuals go through to help them develop and utilize their potentials. Further Okeke (2007) points out that, through education, individuals acquire knowledge, skills and attitude that are necessary for effective living. According to Onsonu et al (2006), central to the educational process is secondary education which provides a vital link between basic education and the world of work on one hand and further training on the other. Usman (2007) noted that central to the education process are educational resources which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. According to Adeogun and Osifila (2008) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. Akisanya (2010) commenting on educational resources says they are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning the reason why this study is important

A report by the UNESCO, (2002) indicated that educational resources in most developing countries are inefficiently used and do not meet their quantitative and qualitative objectives. The ever increasing cost of education and the resultant financial strain on the government, parents and stakeholders call for efficient use of resources. A study carried out by SACMEQ (2005) indicated that shortage of physical facilities, text books and other equipment affected students learning and their subsequent performance. Majority of the secondary schools have only one science room for all science subjects; and in most cases such rooms are ill equipped. The school also buys cheap laboratory equipment near examination periods, not for teaching but for examination purposes. According to Maundu(1987) good performance demands that every school should be equipped with relevant textbooks. He further asserts that the instructional resources play an important role in explaining the wide variation in academic performance among the students enrolled in different types of schools.

The development and maintenance of physical facilities in educational institutions by communities, parents, and sponsors should continue to be encouraged. This is because lack of such facilities interferes with learning process (Republic of Kenya, 1988a). DFID (2007) indicates the importance of school facilities in relation to quality education. Difference in school facilities would be seen to account for difference in achievement. Physical facilities include classrooms, lecture theatres, auditoriums, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, students' hostels, kitchen, cafeteria, and toilet amongst



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others. He further asserts that learning experiences are fruitful when there are adequate quantity and quality of physical resources; and that unattractive school buildings, crowded classrooms, non -availability of playing ground and surroundings that have no aesthetic beauty can contribute to poor academic performance. Fonseca and Conboy (2006) posit that the physical conditions and organization of schools facilitate or inhibit construction of a culture of success. Ministry of Education Science and Technology, MOEST (2005) explains the importance of ensuring that there are adequate and appropriate facilities for teaching and learning so that educational programmes could be implemented effectively.

According to Nasibi and Kii (2005), History learning resources are important in education because they motivate learners to learn, learners come in contact with real things. From experience of the past researches, use of instructional resources on the academic performance posed some problems in the act of teaching Social Studies. Some of the Social Studies teachers are not professionally trained; this category of teachers will usually face the problems of selecting and using the most appropriate resources to teach the Social Studies subject. Also according to Egbute (2004), instructional resources such as films transparencies, slides computer and even the bulletin boards required a competent and skilful teacher to use them from time to time in teaching. National Policy of Education (NPE, 2004) curriculum review and reforms created some problems in using instructional resources to teach not only Social Studies but also other subjects. This is because whenever there is a change in the curriculum content, there is the tendency that teachers face some problems in the use of the obsolete types 26 of resources to teach newly developed curriculum, because the new relevant resources for the new curriculum may not yet be readily available for use in schools and colleges (Bie, 2002). Availability and utilization of school libraries is what the researcher was out to investigate for a study has not been carried out in Tigania and Igembe districts.

IV. METHODOLOGY

The research methodology in this study was the mixed method approach. This kind of studies have emerged from the paradigm wars between qualitative and quantitative research approaches to become a widely used mode of inquiry.

The study employed a concurrent triangulation design. In a concurrent approach the researcher collects both quantitative and qualitative data concurrently and then compares the two databases to determine if there was a convergence difference or some combination Creswell, (2009). The purpose of this design was to obtain different but complementary data on the same topic to best understand the research problem.

V. EXPERIMENTAL RESULTS

a. Quantitative Analysis

To establish the effect of adequacy and utilization of instructional community resources on the performance of history and government, the principals and teachers were asked to rate the adequacy of community resources for history. Table 1 tabulates the responses.

Table 1: Principals' and Teachers' Response on Adequacy of Community Resources for History and Government

Respondents	Adequate		Inadequate	
	No.	%	No.	%
Principals	5	25	15	75
Teachers	8	21.6	29	78.4

Majority 15(75%) of principals and majority 29 (78.4%) of teachers indicated that the community resources for history in their schools were inadequate. Both principals and teachers agree that availability of community resources such as first hand artifacts and museums at community level plays a major role in influencing students’ academic performance in history and government. At the same time availability of resource persons would help nurture a deeper understanding of the concepts learnt during history and government lessons as they would in most cases corroborate the facts acquired.

Asked to indicate the extent to which availability and utilization of community resources affected teaching and learning of history and government in their schools, principals and teachers responded as shown in table 2.

Table2: Principals’ and Teachers’ Extent to which the Availability and Utilization of Community Resources affected Teaching and Learning of History in Schools

Respondents	Great		Small Extent		No Extent	
	No.	%	No.	%	No.	%
Principals	15	75	4	20	1	5
Teachers	26	70.2	8	21.6	3	8.1

Table 2 shows that majority 15 (75%) of principals and 26 (70.2%) of teachers indicated that availability and utilization of community resources affected teaching and learning of history and government in the school to a great extent, (4 or 20%) of principals and 8 (21.6%) of teachers indicated that learning of history and government was affected to a small extent while 1(5.0%) of principals and 3(8.1%) of teachers indicated that learning of history and government was affected to no extent. This points to the significance of availability and utilization of instructional community resources in the performance of history and government in schools. All the respondents in this case felt a need for the accessibility of community resources in promoting better results among students of history and government. Communities as well as national and regional governments and NGOs etc. are key players in safeguarding the communities’ cultural and historical heritages for among others, the instructional utilization by schools in their areas.

Asked the types of community resources available for use by their schools, the principals, teachers and students responded as shown in table 3;

Table 3: Principals’, Teachers’ and Students’ Response on the Types of Community Resources Available for use by their Schools

Item	Principals				Teachers				Students			
	Available		Not Available		Available		Not Available		Available		Not Available	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Museums	2	10	18	90	9	24.3	28	75.6	26	21	124	79
Resource People	7	35	13	65	11	29.7	16	43.2	109	43.6	141	56.4
Historical Sites	6	30	14	70	14	37.8	23	62.1	97	38.8	153	61.2
Cultural Practices	8	40	12	60	11	29.7	16	43.2	111	44.4	139	55.6

Principals, teachers and students were consistent in their responses on the availability of all the instructional community resources with the majority of all the respondents of the study stating that these resources were unavailable. This could have been attributed inadequate exposure or clear geographical knowledge of the areas their schools are located with the possibility that a great number of the respondents may not be local residents in those areas. Hence an in - depth knowledge of the cultural or historical features of the communities around them could be missing.

Given that most if not every community in Kenya has a cultural and historical heritage that is taught in history and government in schools, principals, teachers and students at large may not have access to these community resources which might impede performance in history and government in schools.

2 .Inferential Statistics

The independent and dependent variables were first correlated against to establish the relationship, the results are presented in Table4

Table 4: Correlation between utilization of community resources and performance in History and Government

Correlation	Utilization of Community Resources	Performance in History and Government
	Pearson Correlation	1
	Sig. (2-tailed)	.709**
Utilization of Community Resources	N	40
	Pearson Correlation	.709**
	Sig. (2-tailed)	.000
Performance in History and Government	N	40

Correlation is significant at the 0.01 level (2-tailed).

Findings in table indicate that the strength of association between and utilization of community resources is high (r= 0.7090). The finding in table table 8 indicate that utilization of community resources have an high level of positive correlation with students performance in History and Government

Table 5: ANOVA analysis of utilization of community resources and students performance in History and Government

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.227	1	5.227	38.392	.000 ^b
Residual	5.173	38	.136		
Total	10.400	39			

a. Dependent Variable: Performance in History and Government

b. Predictors: (Constant), Utilization of Community Resources

The ANOVA analysis was conducted to establish significant of levels of utilization of community resources and performance in History and Government. The results in table 9 indicate that R= 5.227 which means that there is a positive relationship between the variables at 0.00 significant level.

Table 6: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	.587	.204		2.871	.007
	Utilization of Community Resources	.747	.121	.709	6.196	.000

a. Dependent Variable: Performance in History and Government

Table 6 shows the relationship between the standardized and unstandardized coefficients. The value of t= 2.871 which was at 0.07 significant. Therefore this means there is a low level of significant between utilization of community resources and performance of history and government

VI. CONCLUSION AND FUTURE WORK

Based on the findings of the study, the following were the recommendations;

- i. There was need for the identification of the resource requirement and assessing quality in terms of the needs and the use of the resources for teaching and learning of history and government in schools in Embu County.
- ii. The government should allocate more funds to equip teaching and learning resources for history and government in schools in Embu County, which are either inadequate or completely lacking.
- iii. In service training programmes should also be intensified to address manpower needs as a result of changing times to enable teachers embrace use and access computers and the internet and provision of e-materials.

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