

Influence of Instructional Resource Utilization on Kiswahili Performance in Secondary Schools in Vihiga County, Kenya

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ABSTRACT

Effective utilization of instructional resources during instruction in Kiswahili subjects is crucial for the students' academic performance. Competence in teaching and learning the Kiswahili language has been a challenge, particularly at the secondary school level. Therefore, the purpose of the study was to establish the influence of the utilization of instructional resources on students' performance in Kiswahili secondary schools in Kenya. The specific objective was to establish the influence of teachers' level of preparedness in the utilization of instructional resources on students' performance in Kiswahili secondary schools. The study was based on two theories: The Cone of Experience by Dale and Bates' ACTIONS Model and mixed-methods research design were adopted in the study. Stratified random sampling and purposive sampling techniques were used to select the respondents for the study. The study was conducted in public secondary schools in Vihiga County. The study sample population included 294 teachers, 367 students, 13 principals, all selected from 42 public secondary schools, and 3 Quality Assurance and Standards Officers [QASOs]. A questionnaire was used to collect information from students and teachers, while principals and QASOs were interviewed. Additionally, observation schedules and document analysis were also used to collect more data. The instruments were validated using experts' help for content and face validity. Piloting was done in two schools where Pearson's Product Moment Correlation Coefficient was established for reliability. The coefficients obtained were $r = 0.76$ for teachers' and $r = 0.81$ for students' questionnaires. Data collected during the study was analyzed using frequencies, percentages, and regression analysis. Findings of the study revealed a serious shortage of instructional resources in schools in Vihiga County, ineffective utilization of available instructional resources, and the inability of teachers to improvise alternative resources. Therefore, the study recommends that to realize the desirable performance of students in Kiswahili, all stakeholders in education in Vihiga County should make available these resources in the schools. The study findings are envisaged to guide policymakers in the formulation of policies that would ensure appropriate utilization of instructional resources for teaching Kiswahili in secondary schools.

Keywords: Instruction, Instructional Resources, Preparedness

I. INTRODUCTION

Education encompasses the process by which individuals develop and use their potential to promote economic development (Grant, 2017). It is defined as the accumulation of knowledge, abilities, attitudes, and competencies for all generations. This is due to the fact that the primary goal of learning is to develop attitudes, skills, abilities, and imaginations to make appropriate differences in character and behavior. In general, it is an important element of a country's human capital because it helps economies ascend the value chain beyond simple production processes or manual labor and increases worker efficiency (World Economic Forum, 2016). In the preparation of human capital, secondary education is an essential component of training since it links basic learning, the working sphere, and opportunities for additional training (Grant, 2017).

Teaching is an intricate and challenging responsibility. It needs specific skills, knowledge, and resources in order to significantly affect students' learning (Usman, 2014). It is enhanced by a variety of teaching and learning resources designed to inspire, motivate, and engage learners for a period of time during the learning process. Instructional resources are critical, for they enhance the accomplishment of goals in education (Adeogun & Ofisila, 2008). It is essential that the instructional resources be accessible and used to make sure that learning institutions

become places where learners work in harmony, acquire information from each other, get support from school settings, and capitalize on education so that every learner achieves his or her maximum potential (Mugure, 2012).

It was recommended by **Koech** (1999) that languages be taught in secondary schools in Kenya, among other subjects. Language is the most distinctive feature of the human species. It is the only species that is known to use language for communication. Among the languages taught are English, French, German, and Kiswahili. Kiswahili is one of the languages that backed civilization and is one of the fastest-growing languages. It is a language used by many countries in Africa. It has the highest population of speakers compared to other African languages demonstrated in Africa's linguistic pyramid. It enjoys national, sub-regional, regional, and international rank, unlike other African languages. Various studies indicate that Kiswahili is the lingua franca in most countries in the world (Mwangi, 2018). It is a means of instruction in peri-urban areas and an examinable subject at all educational levels in Kenya. It provides a medium through which children hypothesize their world in a uniform way and thereby identify themselves as members of the same nation (Mutua, 2007). Despite Kiswahili being superior to other African languages, it is poorly performed in Kenyan schools.

Students' outcomes are primarily determined by the availability and efficacy with which educational resources are utilized. By utilizing the resources, students gain relevant knowledge and skills. These resources include physical facilities such as spacious and well-ventilated classrooms, equipped laboratories and technical workshops, equipped libraries, sports grounds, offices, farm land, and adequate latrines and urinals. The material resources include furniture, laboratory materials, instructional tools, books, stationery, and utilities such as water and electricity in the schools. The mentioned facilities play a crucial role in attaining the goals of education by meeting the staff's and students' needs. The worthiness of educational resources and how such resources are engaged during their application determine the success or failure of an instructional system. According to Koech (1999), the quality and sufficiency of instructional resources have an immediate bearing on the quality of education because they define the effectiveness of the curriculum implemented. A variety of resources are required for learners' play, learning, and development (Kenya Institute of Education [KIE], 2003). Indeed, when appropriate instructional resources are available, teachers teach while learners learn effectively.

In Sri Lanka, Dhanapala (2021) found out that a learning environment equipped with conducive instructional resources would allow learners to handle and manipulate learning tasks more effectively, hence stimulating better outcomes in learning. For instance, schools with well-stocked libraries are more likely to succeed in class than those without. Learners with insufficient learning resources are more likely to attain lower test scores, preventing them from achieving higher grades than those who have enough resources in schools. In support of these sentiments, Ngugi (2017) observed that the presence of adequate educational resources, such as wall charts, provided conducive conditions for learning and hence predicted academic achievements. In addition, Digolo (2012) evaluated the status of resources used for learning in the schools so as to find out the limitations that hamper their acquisition and exploitation. Basic teaching materials were found to be unavailable or inadequate in the majority of secondary schools. Inadequate resources have been found to be a significant impediment to student achievement. On the contrary, Makori and Onderi (2014) observed that the mere equipment of schools with materials and facilities is not sufficient to elevate students' achievements. What matters most is whether there is proper utilization of these materials and facilities. Similar opinions are posited by Kitheka (2005), who noted that effective resource utilization yields positive results, even though schools with abundant resources may not always use them efficiently and thus fail to achieve student performance levels. In support of this, Cohen *et al.* (2003) stated that the availability of resources to schools is unimportant; what is important is obtaining resources that teachers and students will use to obtain relevant content. According to Aguolu and Aguolu (2002), the availability of resources to users does not guarantee that they will use them. Furthermore, schools with limited resources can make better use of them, potentially improving learning. As a result, available resources should be used to their full potential in order to achieve instructional objectives.

Generally, teachers usually possess appropriate knowledge on how to utilize most of the instructional resources. However, due to their insufficiency, the resources are not maximally utilized, as observed by Amanullah and Adeeb (2014) and Ngugi (2017). Bukoye (2018) asserted that improper utilization of available resources impacted negatively on students' performance, while Wetende (2017) reported that inappropriate utilization of audio resources was caused by insufficient knowledge and skills on how to use them. Rotumoi and Cheruto found out that instructors in schools had a favorable attitude regarding using instructional resources during instruction, although the resources were not adequate. Cheruto and Aluko (2016) noted that some teachers were unprepared to use some instructional resources because they were not knowledgeable on how to use them. Based on the preceding literature, it is clear that resource utilization and resource availability go hand in hand. Kitheka (2005), Aguolu & Aguolu (2002), and Makori

& Onderi (2014), on the other hand, found out that regardless of whether resources are available and adequate or not, the most important thing is to make proper use of the resources that are available. Mwololo (2011) backed this up by emphasizing the importance of improvisation in the event of a resource shortage.

Secondary education is considered crucial in preparing learners for further education and entry into the labor market. Learners are usually tested to determine if they have acquired the knowledge necessary to progress to the next level. Evaluation is conducted through the administration of KCSE exams by the Kenya National Examinations Council (KNEC). KNEC produces a report on how each subject tested performed. The dismal performance in the KCSE examination has been noted continually, as reported in the KNEC end-of-year reports (KNEC Reports, 2011–2017). This has raised serious concerns among the educationists. Vihiga County, specifically, has witnessed poor and fluctuating students' performance in the KCSE examination. The dismal performance in KCSE tends to emanate from performances below average in specific subjects. For instance, there has been much criticism of the poor and inconsistent performance of students in Kiswahili subjects in secondary schools in the county in previous years. For instance, in 2016, 2017, 2018, and 2019, the average Kiswahili mean scores for the county were 4.22, 3.70, 3.91, and 4.54, respectively. Stakeholders were of the view that this performance was below average. Certainly, if this trend persists and corrective measures are not taken into consideration to improve standards in the county, the county may remain disadvantaged and could lag behind. It was therefore necessary to change the trend. The Kiswahili subject plays a crucial role in providing learners with the required communication skills. Poor performance in the subject limits learners' ability to be equipped with the relevant skills and knowledge needed to join courses at higher levels of learning, ultimately denying them good job opportunities. Students' performance in Kiswahili is heavily dependent, among other factors, on the accessibility of instructional materials and the commitment of teachers and learners to the use of instructional resources. The resources facilitate the teaching of the basic concepts of Kiswahili. If resources are not utilized in the classroom, learners will only be able to learn it via their senses, and this makes it seem highly abstract and challenging. It is against this background that the study examined the influence of the utilization of instructional resources on the performance of students in Kiswahili.

II. METHODOLOGY

This study adopted the pragmatism research paradigm. Both descriptive survey research and correlational research designs were used in the study. It was conducted in secondary schools in Vihiga County, which is located in Kenya's Western Region. A stratified random sampling procedure was used to select schools, which were divided into three categories: sub-county schools, national schools, and extra-county schools. 294 teachers and 367 students were chosen from 42 schools using a stratified random sampling procedure. These numbers were arrived at through the application of Yamane's formula (Yamane, 1967). The purposeful sampling technique was used to select three QASOs and thirteen principals who participated in the study. Piloting was done to establish whether the instruments could be utilized to gather pertinent data and to identify any issues that might arise during the administration of the instruments and the actual data gathering process. It was conducted in two schools: one extra-county school and one sub-county school from Vihiga County. Descriptive statistics, such as frequency counts and percentages, were used to analyze quantitative data. A null hypothesis was formulated and tested through linear regression analysis.

III. RESULTS & DISCUSSIONS

To establish the teacher's level of preparedness in the utilization of instructional resources, the respondents were to provide information on: ease of incorporating instructional resources in a lesson; having knowledge on the use of instructional resources; whether use of instructional resources during a lesson was time-consuming; ease of improvisation of unavailable instructional resources; whether a variety of resources were used; presence of fear while using electronics and realia; adequacy of the instructional resources; whether hoarding of instructional resources by some teachers was a problem; and sufficiency of guidelines on handling some resources. Respondents were sought from the subjects who participated in the study, and the findings are presented in Table 1.

Table 1*Teachers' Level of Preparedness in Utilization of Instructional Resources in Teaching Kiswahili*

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	f (%)	f (%)	f (%)	f (%)	f (%)
I find it easy to incorporate the instructional resources in lesson presentation	150(60%)	50(20%)	10(4%)	25(10%)	15(6%)
Having knowledge on the use of instructional resources is worthwhile and improves my ability to teach	150(60%)	30(12%)	20(8%)	45(18%)	5(2%)
Teaching using instructional resources is time consuming.	6(2%)	191(76%)	1(1%)	45(18%)	7(3%)
I find it easy to improvise instructional resources during lessons	40(16%)	50(20%)	3(1%)	110(44%)	47(19%)
I use a variety of instructional resources	50(20%)	50(20%)	10(4%)	80(32%)	60(24%)
I fear using electronics and realia such as harmful reptiles during teaching.	12(5%)	180(72%)	4(1%)	7(3%)	47(19%)
I rate highly the adequacy of the instructional resources	20(8%)	30(12%)	25(10%)	120(48%)	65(26%)
At times I teach without using instructional resources	100(40%)	70(28%)	15(6%)	25(10%)	40(16%)
Hording of some resources by teachers interferes with their use	100(40%)	75(30%)	12(5%)	38(15%)	25(10%)
Insufficient guidelines for teachers on the handling of instructional resources affects their use	100(40%)	95(38%)	12(5%)	25(10%)	18(7%)

Table 1 presents information on teachers' level of preparedness to utilize instructional resources in instruction. To establish if it was easy to incorporate the instructional resources in lesson presentations, agreement was noted by 200 (80%) of the respondents, an indicator that teachers were able and found it easy to incorporate the instructional resources in lesson presentations. It was acknowledged by 180 (72%) of respondents that having knowledge on how to use instructional resources is worthwhile as it improves the ability to teach. The teachers are able to handle the lesson comfortably. In addition, 197 (78%) of the respondents said that using instructional resources to teach was time-consuming. This might be explained by the fact that teachers had a heavy schedule, making it difficult for them to find time to produce the supplies. Principals were interviewed to confirm that teachers were unable to gather the required teaching materials prior to the class. One of the principals said:

Teachers in my school rarely use teaching aids during their lessons. Students encounter the teaching aids when student teachers in school practice are around. Otherwise, my teachers don't use them. However, I know that my teachers do not have adequate time to prepare the teaching aids. These teachers you see around are overloaded by the Teachers Service Commission (TSC). Their work load is abnormally high. They never relax at all. They move from class to class throughout the day. Therefore, I just feel sorry for them. (Principal G, March 2023)

A majority of the school principals whose opinions were sought stated that some teachers were not free to use particular teaching resources. This is due to the fact that they were never taught how to utilize them. They suggested that educational institutions should offer training on the use of instructional media resources.

Furthermore, 157 (63%) of the respondents disputed the fact that teachers found it easy to improvise instructional resources during Kiswahili lessons. They found it difficult to improvise, as getting time to look for alternative resources was a challenge for them. To establish if teachers used a variety of instructional resources during teaching, 140 (56%) of the respondents disagreed. This is a pointer to the fact that most teachers do not use a variety of instructional resources during instruction. It was noted by 185 (70%) of the respondents that teachers highly rated the inadequacy of the instructional resources in schools.

It was also observed that 192 (77%) of the respondents agreed that teachers were afraid of using electronics and realia, such as reptiles, during teaching. They indicated that teachers were scared of embarrassment when the electronics failed to work and were also scared in front of students because of the reptiles. They obviously perceive that they are afraid of being close to them, of touching them, and even of utilizing them to show someone something. On whether the teachers at times teach without using instructional resources, 170 (68%) of the teachers were in agreement. The hording of some resources by teachers interferes with their use, as agreed by 175 (70%) of the

teachers. Teachers hoarded some resources, preventing others from using them. This was a practice among teachers as a result of the scarcity of resources. Insufficient guidelines for teachers on the handling of instructional resources affect their use, as indicated by 195 (78%) of the respondents.

Generally, based on the research findings, as much as teachers were prepared to use instructional resources, the utilization of the resources by the students and the teachers was not up-to-date. A combination of factors, such as the inability to improvise instructional resources that were not purchased by the school, having no time to prepare resources early enough due to a heavy work load and the hoarding of some instructional resources by some teachers, and the phobia to use some instructional resources, especially computers, contributed to the inadequacy in utilization of the resources.

3.1 The Extent of Utilization of Instructional Resources in teaching Kiswahili in Secondary Schools

There was a need to establish the extent of the utilization of instructional resources in schools. A list of instructional resources was provided to the respondent to show the extent of their utilization in school. The questions were included in the teachers' questionnaires, and the findings are as presented in Table 2.

Table 2

Extent of Utilization of Instructional Resources in Teaching Kiswahili

Instructional Resources	Fully Utilized	Utilized	Rarely Utilized	Never Utilized
Text books	240(96%)	5(2%)	5(2%)	0(0%)
Realia	120(48%)	60(24%)	50(20%)	20(8%)
Models	125(50%)	30(12%)	80(32%)	15(6%)
Puppetry	170(68%)	60(24%)	17(7%)	3(1%)
ICTs: computers, projectors, internet, television calculators and microfilms	120(48%)	60(24%)	40(16%)	30(12%)
Printed materials: Charts, still pictures, posters, photographs	130(52%)	70(28%)	30(12%)	20(8%)
Audio Materials e.g. TV, radio, record player	232(93%)	10(4%)	8(3%)	0(0%)
Periodicals e.g. magazines, newspapers, cartoons	209(84%)	36(14%)	5(2%)	0(0%)

Table 2 indicates that the utilization of most of the available instructional resources was acknowledged by most of the respondents. From the study results, it is established that most of the available instructional resources were fully utilized by the teachers. None of the respondents indicated having never utilized text books, audio materials, or periodicals, as indicated by a response rate of 0%. This means at least these resources were utilized in one way or another. The highest percentage of participants rarely used models, as indicated by 95 (38%) of the respondents in comparison with other instructional resources. The highest percentage of participants indicated that they never ever utilized ICTs in comparison with other resources, while less than 50% of the participants indicated having not fully utilized ICTs and Realia. Therefore, it should be noted that the majority of available instructional resources were fully utilized.

3.2 Teachers' Perceptions of the Influence of Utilization of Instructional Resources on Students' Performance in Kiswahili.

There was need to establish the views of Kiswahili teachers on the influence of utilization of instructional resources on students' performance to be able to explain why the available instructional resources were fully utilized. The questions were included in teachers' questionnaires. Table 3 illustrates the influence of instructional resource utilization on student performance as perceived by teachers. According to the study findings, 155 (80%) of teachers reported that the use of instructional resources improved individualized instruction approaches, resulting in improved academic performance, while 221 (88%) of teachers reported that the use of instructional resources made lesson presentation easy and efficient, thereby boosting student academic performance. According to the findings, 187 (75%) of teachers reported that using instructional resources helped learners develop problem-solving skills, thereby improving their academic performance, while 220 (88%) of teachers reported that using instructional resources supported student-centered and self-directed learning, thereby improving their academic performance. According to the study findings, the use of instructional resources created a creative learning environment, which improved learners' academic performance, as reported by 182 (73%) of the teachers.

It was reported by 175 (70%) of the teachers that the use of instructional resources provided opportunities for collaborative learning experiences thereby enhancing their academic performance while 192 (77%) of the teachers noted that the use of instructional resources facilitated access to course content that contributed to enhanced academic performance. The use of instructional resources offered opportunities to develop critical thinking skills thereby improving their academic performance as observed by 170 (68%) of the teachers while 200 (80%) of the teachers established that use of instructional resources promoted learners' motivation and interest through varied methodology

Table 3

The Influence of Utilization of Instructional Resources on Students' Performance in Kiswahili as Perceived by Teachers

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	f(%)	f(%)	f(%)	f(%)	f(%)
They enhance individualized instruction approaches thereby leading to improved students' performance	125 (50%)	75 (30%)	7 (3%)	25 (10%)	18 (7%)
They make presentation of lessons easy and efficient hence boosting students' performance	137(55%)	83(33%)	5(2%)	20(8%)	5(2%)
They develop problem solving skills among learners thereby enhancing their students' performance	112(45%)	75(30%)	13(5%)	25(10%)	25(10%)
They support student-centered and self-directed learning thereby enhancing their students' performance	120(48%)	100(40%)	0(0%)	23(9%)	7(3%)
They produce a creative learning environment thereby enhancing students' performance	87(35%)	95(38%)	15(6%)	28(11%)	25(10%)
They provide opportunities for collaborative learning experiences thereby enhancing their students' performance	75(30%)	100(40%)	5(2%)	23(9%)	47(19%)
They facilitate access to course content that contributes to enhanced students' performance	82(33%)	110(44%)	13(5%)	25(10%)	20(8%)
They offer opportunities to develop critical thinking skills thereby improving students' performance	127(51%)	43(17%)	25(10%)	35(14%)	20(8%)
They promote learners' motivation and interest through varied methodology	100(40%)	100(40%)	0(0%)	30(12%)	20(8%)

According to the study results in Table 3 on teachers' perceptions and opinions on the importance of using instructional resources during instruction, it is established that respondents acknowledged the fact that the use of instructional resources in schools is very important because it is capable of raising learners' academic standards. Therefore, it is paramount for managers of secondary schools to ensure that they acquire adequate instructional resources so as to be able to produce competitive students with good results. As reported by the principals during interviews, a majority of teachers in Vihiga County had prerequisite knowledge and skills for appropriate utilization of instructional resources, though, rarely did they attend in-service courses which they thought would be helpful for them to use the resources.

From the study, most teachers were knowledgeable on how to use instructional resources. However, the resources were not adequately available for them to use. This finding is consistent with that of Makokha and Wanyonyi (2015), whose study on the availability and use of instructional media resources in the teaching of novels in secondary schools revealed that teachers knew what they needed for instruction but they did not use it for a variety of reasons including unavailability of the resources. Rockoff (2004) attributed teachers' knowledgeability to frequent in-service courses provided as professional development. According to Clifford (2006) and SMASSE reports (2007), professional development improves teachers' use of charts, chalkboards, maps, laboratory materials, and stationery in the teaching and learning process. From the study findings, instructional resources provided by the school were not adequate enough for use during teaching. This is due to the fact that sometimes they could wait for other classes to use so that they use them later. It is also worth to note that sometimes teachers could not lay hand on what they required for a lesson to be complete. They could not get certain resource to be used during the lesson. In agreement with the

study findings, Osuji (2016) stated that a well-equipped school environment with adequate instructional resources is critical to the instructional system.

In relation to the study findings, most teachers were unable to improvise alternative instructional resources because they did not have time to look for alternatives. It was reported that most teachers were overburdened with work, making it difficult to find time to look for alternative resources. These findings are similar to those of Kanaga (2010), who observed that, despite a lack of adequate teaching resources, both teachers and students failed to improvise alternative instructional resources due to a lack of time, and Mwololo (2010), who observed that ineffective teachers felt compelled to instruct using the most prevalent media available, which would be chalk and a chalkboard, to the detriment of students' performance. The importance of creating your own educational resources is emphasized, especially when the school is unable to obtain them. When the original material is unavailable, teachers frequently improvise a solution using local resources. Momoh (2010) complemented Mwololo (2010) by stating that students taught with improvised instructional resources performed better academically. Therefore, the use of improvised instructional materials promotes and improves the effectiveness of the instructional process; thus, teachers should be encouraged to use them.

As reported by the respondents, teachers did not have a variety of resources to choose from. Saba (2000) was against the idea of shortage of resources in schools. He emphasized the importance of adequate instructional resources for both students and teachers in order for teaching and learning to take place. According to Amadi and Ezeugo (2019), it is the state governments' and school administrators' responsibility to ensure that the relevant schools have adequate material resources.

From the study findings, teachers perceived the use of certain instructional resources during instruction to be time consuming. This is possibly due to the fact that such resources needed to be constructed together before being put into use and this consumed a lot of their lesson time. On the other hand, creative teachers would always find time to plan and employ resources during class, according to Kadzera (2006). People who have a bad attitude toward using instructional resources in class may not make any effort to prepare and use them.

It was found out that teachers were scared of using electronics and realia such as reptiles. They feared getting too close, touching them, and even utilizing them as models for ideas. According to the study findings, some teachers were unable to freely use certain instructional resources. They stated that they were never taught how to use them. In-service training on how to use overhead projectors, LCDs, computers, and other instructional resources was required. In agreement, Mwangi (2018) observed that well trained teachers were comfortable and efficient with instructional resources. Therefore, it was suggested that in order to boost their confidence when using some instructional tools, teachers should be educated with fundamental troubleshooting abilities. Kadzera (2006) observed a low frequency of use of higher order instructional technology such as overhead projectors, movies, and computers due to a lack of teacher training, a lack of accessibility to the technologies, and poor maintenance. This serves as a reminder that teachers must have knowledge and skills in order to use the resources.

The study discovered gaps in the use of some instructional resources in terms of the extent of their use. Some resources were found to be underutilized in schools where they were available. Models, realia, ICTs (computers, projectors, internet, television calculators, and microfilms), and printed materials (charts, still pictures, posters, and photographs) were among them. This is supported by Ngugi (2017), who observed that because electrical devices such as televisions, movies, and radios were not available in schools, children were not exposed to them; and Wetende (2017), who emphasized that audio-visual teaching and learning materials were underutilized in schools.

In the current study, it was discovered that learners valued the use of instructional resources. It improved individualized instruction approaches, made lesson presentation easier and more efficient, developed problem-solving skills in learners, supported student-centered and self-directed learning, created a creative learning environment, provided opportunities for collaborative learning experiences, facilitated access to course content, and promoted learners' motivation and interest through a variety of methods. This is consistent with the findings of Agosiobo (2007), who established that teachers used resources to increase students' participation in class activities in order to improve learning effectiveness. Teachers also encouraged students to learn by providing a variety of stimuli, helped students maintain their attention throughout the lesson, and helped to ensure that students learned meaningful information. Additionally, the instructor receives assistance in overcoming any physical challenges that would have prevented an effective presentation of a particular topic.

From the study findings, teachers were well prepared to make appropriate choice of instructional resources for use. They had necessary knowledge and skills required to make such choices. However, opportunity to participate in making such choices and procurement of the relevant resources is what was rarely availed to them. Similarly, it was realized that a few instructional resources could not be put into use by teachers for they lacked knowledge on how to



operate them. Therefore, frequent in service courses, workshops and seminars could be used to enlighten them on how to use such resources.

3.3 Regression Analysis on the Influence of Teacher’s Level of Preparedness in Utilization of Instructional Resources on Students’ Performance in Kiswahili

The following null hypothesis was tested at an alpha level of 0.05 using regression analysis to determine whether students' performance in Kiswahili in secondary schools was influenced by teachers' level of preparedness in utilizing instructional resources:

HO₁: Teacher’s level of Preparedness in utilization of instructional resources has no Significant influence on students’ performance in Kiswahili

The independent variable was teacher’s level of Preparedness in utilization of instructional resources while the dependent variable was students’ performance scores in Kiswahili in KCSE. The results are as indicated in tables 4, 5 and 6.

Table 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815 ^a	.665	.664	1.02081
a. Predictors: (Constant), teacher’s level of Preparedness in utilization of instructional resources				

The study results presented in Table 4 include data on the quantity of variance that is explained by the predictor variable, the teacher’s level of preparedness in the utilization of instructional resources for teaching Kiswahili. In this model, the R value is 0.815. This is more than 0.5, an indicator of a strong and positive relationship between a teacher’s level of preparedness in the utilization of instructional resources for teaching Kiswahili and students’ performance in Kiswahili. The R squared value is.66.5, which indicates that 66.5% of the variance in the dependent variable is explained by the independent variable in the model.

Table 5

ANOVA Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	513.067	1	513.067	492.364	.000 ^b
	Residual	258.428	248	1.042		
	Total	771.495	249			

- a. Dependent Variable: Kiswahili Performance Scores
- b. Predictors: (Constant), teacher’s level Preparedness in utilization of instructional resources

The analysis of variance (ANOVA) test results show that teachers' preparedness for using instructional materials in secondary schools is a good predictor of their students' performance in Kiswahili, as supported by an f value of 513.067 and a small p-value of 0.001. This demonstrates that teachers' level of preparedness in the utilization of instructional resources has a role to play in achieving better academic performance in Kiswahili.

Table 6

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.214	.135		16.427	.000
	teacher’s level of preparedness in utilization of instructional resources	.044	.002	.815	22.189	.000

- a. Dependent Variable: Students’ Performance Scores

Regression equation: $Y = 2.214 + 0.044X_1 + \epsilon$

Where:

Y is the students' performance scores

X₃ teacher's level of preparedness in utilization of instructional resources

According to the regression coefficient results in Table 6, the level of preparedness of teachers in the utilization of instructional resources had a significant influence on students' performance in Kiswahili in secondary schools in Vihiga County ($p = 0.001 < 0.05$ and $t = 22.189$). As a result, at the 5% level of significance, the null hypothesis was rejected. The unstandardized coefficient for the level of preparedness of teachers in the utilization of instructional resources was 0.044, indicating that for every unit increase in the level of preparedness of teachers in the utilization of instructional resources, there was a corresponding increase in students' performance by 0.044. Therefore, the students' performance in Kiswahili can be predicted by the teacher's level of preparedness in the utilization of instructional resources.

The study findings are consistent with those of Ambuko and Odera (2013), who established that the inadequacy of instructional resources in schools from which teachers could choose for the purpose of teaching Kiswahili had an effect on the utilization of the resources for teaching. The results also agree with those of Mumasi (2013), whose study acknowledged a significant relationship between the utilization of learning resources and learner performance. As a result, the null hypothesis was rejected in this study because teachers' level of preparedness in using instructional resources has a significant influence on students' performance in Kiswahili in secondary schools. Generally, as noted by Yara and Otieno (2010), academic achievement is positive when there is enough and correct use of instructional resources.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

To determine the influence of teacher's level of preparedness in utilization of instructional resources on students' performance in Kiswahili in secondary schools, it was established that teachers understood how to utilize most of the instructional resources when teaching Kiswahili subject except for the electronics such as overhead projectors, Video and computer. Secondly, due to shortage of the instructional resources for teaching Kiswahili in most schools in the county, some concepts that required use of certain instructional resources had to be taught without the resources. Unfortunately, the ability to improvise alternative resources was limited due to some challenges that faced teachers. Therefore, it was concluded that students' performance in Kiswahili is dependent on the teacher's level of Preparedness to utilize the instructional resources.

5.2 Recommendations

In relation to the study findings, the following recommendations were made: teachers ought to be encouraged to use the few instructional resources at their disposal to teach the language; teachers of Kiswahili should be encouraged to improvise alternatives when resources are unavailable; and in service courses to be offered to teachers regularly to improve on their competency in utilization of instructional resources.

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