

**EFFECT OF TEACHER AS A RESOURCE ON  
QUALITY LEARNING PROVISION IN PUBLIC  
SECONDARY SCHOOLS IN MASABA SOUTH SUB-  
COUNTY, KISII COUNTY, KENYA**

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**Theme “The Teacher as a Resource: Quality and  
Utilization; Sub- Theme: Principles and Practices of  
Effective Teaching and Learning in The 21<sup>st</sup> Century**

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## **Background of the Study**

- UNICEF (2000) reveals that quality learning provision in schools entails school environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources.
- Additionally the content provided by teachers to learners should be reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace.
- This will reduce disparities and outcomes that encompass knowledge, skills and attitudes, and are linked to national goals of education and positive participation in society.

- UNESCO (2002) has noted that quality learning is associated with the ratio between input and output. The input of education for quality learning refers to that portion of student growth or development facilitated by teacher resource that can be reasonably attributed to specific educational experiences.
- OECD (2010) documents that in quality learning, at most, two principal objectives are at stake: the first is to ensure the cognitive development of learners provided by teachers. The second emphasizes the role of education in nurturing the creative and emotional growth of learners and in helping them to acquire values and attitudes for responsible citizenship.

- The importance of quality learning is provided in schools by enhancing students' cognitive skills, which influences their performance in the labour market and hence relates to individual earnings, greater productivity and economic growth.
- Teachers are also instrumental in developing desirable non-cognitive outcomes among students that may contribute to economic success such as honesty, reliability and determination.
- There is also evidence to suggest that quality learning and acquisition of cognitive skills have important social returns (Hanushek & Kimko, 2000; Lee & Barro, 2001 & UNESCO, 2005).

- Republic of Kenya (2012) noted that learning can occur anywhere, but the positive learning outcomes generally sought by educational systems happen in quality learning environments.
  - Learning environments are made up of quality educational resources where a teacher is key.
- National goals for education, and outcome statements that translate those goals into measurable objectives should provide the starting point for the development and implementation of curriculum and co-curricular activities. Educational processes entail how teachers use inputs to frame meaningful learning experiences for students.



- A report by Kisii County Education Conference, (2014) composed of scholars, parents, professionals, political leaders and other players noted that there is need for research on the cause of dwindling quality learning in Kisii County.
- It further noted that students do not acquire quality learning despite the impressive enrolment rates in the County and only further research can help establish the problem.
- It is against this scenario that that the study intends to explore on effect of teacher resource as a on quality learning provision in public secondary schools in Masaba South Sub-county, Kisii County, Kenya.

## ➤ **Statement of the Problem**

- Quality learning provision aims at providing learners with knowledge, skills and interpersonal competences in both academics and co-curricular activities required for their development, adult life and contributions to economy and society.
- However, despite efforts by the government of Kenya to provide quality learning, teacher resource parameters remain a challenge in Masaba South Sub-County, Kisii County.
- Previous studies in Kisii County indicate that a large number of students fail to obtain a minimum level of quality learning, jeopardising their own future and the progress of society.

- Quality learning requires a support structure system to implement policies, enact legislation, distribute adequate educational infrastructure and teacher resource provision and finally measure learning outcomes.
- The overwhelming majority of studies done have focused on investigating the influence of school infrastructure on students' examination performance.



- While studies done in Kisii County have also attempted to address the issue, they did not isolate and evaluate the contribution of parameters of teacher resource on quality learning specifically in Masaba South sub-County, Kisii County.
- The selected parameters include: attending insets, seminars and workshops, teacher's syllabus coverage in time, teacher grooming, continuous evaluation, teacher student ratio; adequacy of workload and increase in workload since FDSE inception.
  - Its was therefore imperative that the study sought to establish the effect of teacher as a resource on quality learning provision in public primary schools in Masaba South sub-County, Kisii County, Kenya.

### ➤ **Purpose of the Study**

- The purpose of this study was to explore the effect of teacher as a resource on quality learning provision in public primary schools in Masaba South sub-County, Kisii County, Kenya.

### ➤ **Objective of the Study**

- The specific objective to guide the study was:
  - To determine the effect of teacher as a resource on quality learning in public primary schools in Masaba South sub-County, Kisii County, Kenya

### ➤ **Research Hypothesis**

The following research hypothesis guided the study

- **H<sub>0</sub>**: There is no statistical significant relationship between teacher resource and quality learning
- **H<sub>a</sub>**: There is a statistical significant relationship between teacher resource and quality learning

➤ **Theoretical Framework**

- The study adopted the Production Function Theory. Production Function Theory indicates how one can combine a given set of inputs to produce output. Production function theory specifies the maximum output obtainable from a given set of inputs.
- In this study the input is the teacher as a resource indicators which have effects on quality learning provision. When the teacher resource indicators are organized, planned and implemented logically, there is guaranteed quality learning.
- Psacharopoulos & Woodhall (1985) point out that the relationship between inputs and outputs of an education is highly complex since many factors have effect on quality education. Based on the study it derives a simple Production Function for quality education as:
- $A=f(Q \dots)$  .....(i)

➤ Where A is quality, Q is teacher resource, however, the Education Production Function is far more complex than this and includes many more variables. The production function framework in this estimation is such that the marginal product per unit cost of inputs is the same and that Quality Learning can be achieved by using the available economic resources hence a justification for the use of the Production Function Theory.

➤ Suppose the total quality learning is given by:  $A1 = f(B1, B2)$   
B1 is the number of students and B2 are the effects of quality learning .....(ii)

➤ Because quality learning is affected by many factors, its long run function can take the following form:  $A = f(m, n, t, s, \dots, Y)$ ..... (iii)

- Where A is the Dependent Variable which is quality learning; m, n, t, s are the effects of the teacher as a resource indicators on quality learning while Y are the undefined indicators which have contribution to quality learning.
- Rewriting equation (iii), in regression form, the following four equations are formed:
  - $$A = b + a_1m_1 + a_2m_2 + a_3m_3 + a_4m_4 + a_5m_5 + a_6m_6 + a_7m_7 + \dots + a_nm_n \dots \dots \dots \text{(iv)}$$
  - Where A is quality education.
  - b is the constant which is the Y-intercept
  - a<sub>1</sub> to a<sub>n</sub> are the partial regression coefficient estimates
- m<sub>1</sub> to m<sub>n</sub> is the teacher resource parameters that influence quality learning.
  - ba South sub-county, Kisii County-Kenya.

## ➤ **RESEARCH METHODOLOGY**

### **Research Design**

- The study adopted sequential explanatory research design within mixed method approach. Its purpose is to use qualitative results to assist in explaining and interpreting the findings of quantitative study.
- The researcher collected and analysed quantitative data followed by a collection and analysis of qualitative data.

## ➤ **Sample Size and Sampling Procedure**

### **Sample Size**

- The sample constituted of 41 deputy principals and 41 class teachers from public secondary schools.

### ➤ **Sampling Procedure**

- The researcher used stratified random sampling technique. To obtain the desired sample in this study saturated random sampling technique was used.

## ➤ **Instruments of Data Collection**

➤ This research used questionnaire for the class teachers and deputy principals and interview schedule for the principals in collecting primary data for the study.

## ➤ **Data Analysis**

➤ Quantitative data used both descriptive and inferential statistics while the qualitative data collected was analysed using the thematic analysis



## **FINDINGS AND DISCUSSION**

### **➤ Teacher population**

- Table showing group statistics on teacher mean number of teachers.
  - **Group Statistics on Teacher Mean Number of Teachers**
  - The mean number of teachers was reflected by the independent-samples t-test results, which was conducted to compare the mean number of current and expected teachers per public secondary school within Masaba Sub-County.

- The findings show that there was a significant difference between the actual number ( $M=11.97$ ,  $SD=3.33$ ) and expected number [ $M=15.65$ ,  $SD=4.51$ ;  $t(120)=-5.34$ ,  $p<.05$ ], with the actual teacher numbers being significantly lower than the expected number of teachers in schools within the sub-county as revealed by group statistics.
- This therefore implied that teacher/student ratio was quite disproportionate in disfavor of the current teacher staffing in most of the schools in the sub-county.

➤ **Descriptive Analysis of Parameters on Teacher as a Resource Variable**

- The study sought the views of the deputy principals and class teachers with respect to the Likert scale pertaining to Teacher as a Resource in public secondary schools.
- It emerged that majority (80.66%) of the class teachers who participated in the survey agreed that the content covered is affected by high students' enrollment in their schools. In addition, a significant proportion (80.32%) of the class teachers respondents agreed that the content covered is affected by high pupils' enrollment in their schools.

- Despite of the yearly teachers' replacement and recruitment in public secondary schools in Kenya, the findings of this study reveal that the number of lessons per teacher is high in the Sub-county. This fact was confirmed by nearly 70.46%) of the class teachers who took part in the study in Masaba Sub-County. A principal noted;
- *“Due to high enrolment and congested classrooms, teachers are unable to teach well and students were unable to concentrate hence the content covered in a problem” (P3).*
- *Additionally one of the principals noted;*
- *“FDSE has created significant problems like overcrowded classrooms, high student-teacher ratio, scarcity of learning materials and overworked teachers “ (P4)*

- Overwhelming majority of the deputy principals agreed that the number of lessons per teacher is high in the Sub-county; this was revealed by about 80.94%) of the class teachers who took part in the study who confirmed that the number of lessons per teacher is high in the Sub-county. Another principal highlighted;
- *“The student teacher ratio which had increased made teachers have extra work which they do not attend to adequately, an issue that will impact quality learning provision.” P1.*
  - More than three quarters, (77.812%) and (82.258%) of the deputy principals agreed that there is high workload on teachers since the inception of FDSE.
- On the issue of sufficient teacher-student contact hours, the findings of the study established that there is an insufficient teacher-student contact hour. This point of view was held by nearly more than three quarters, (72.258%) of the class teachers and deputy principals (80.98%) who took part in the survey.

➤ Another principal indicated;  
*“Teachers are conducting classes in a lecture format, which does not hold the attention of young primary pupils. Less homework is being assigned due to the inability of teachers to mark 100 papers every night” (P6).*

➤ This means that quality of education has been impacted negatively as teachers have become overburdened and stopped being able to provide pupils with the attention they need. In addition, it was established that teachers rarely attend workshops/seminars as was confirmed by (85.08%) of the class teachers who took part in the survey. Further, just like their class teachers, a considerable majority of (62.72%) deputy principals accepted that teachers rarely attend workshops/seminars.

- On the other hand, although (24.68%) of the class teachers who took part in the study denied the assertion that teachers do not cover syllabus in time, some (75.384%) others agreed that teachers do not cover syllabus in time.
- This was confirmed by (77.273%) deputy principals who strongly believe that teachers do not cover syllabus in time.
  - Another principal noted;  
*“Teachers’ attitudes towards their heavy work load, their inability to cover syllabus in time have great impact on academic achievement in school”* (P4).

# Testing Hypothesis on Teacher as a Resource

## ➤ Correlations on Parameters of Teacher Resource

- It was noted that the total R squared value for the model of the effect of teachers as a resource variable was .315 (or 31.5 per cent explained variance).
  - Teacher as a resource variable was reasonably correlated; hence there were a lot of shared variance that was statistically removed when they were all included in the model.
  - This implies that teacher resource in question accounts for 31.5% variability in quality learning and the unexplained variation 68.5% are the teacher resource parameters not considered in the equation that would contribute to quality learning.



## ➤ **The Regression Model of Teacher as a Resource**

- From the regression model, the parameter, attending insets, seminars and workshops had a highest input of .799 units towards quality learning provision; it was followed by teachers' syllabus coverage in time which had an input of .704 units.
- Teacher grooming had the lowest input of -.748 units, implying it gave the least contribution to the regression model above.
- Further; continuous evaluation, teacher student ratio; workload are adequate and increase in workload since FDSE inception, .177, .087, -.112, -.334 towards quality learning respectively.

## **SUMMARY**

### **Effect of Teacher as a Resource on Quality Learning**

- From the regression model, the parameter, attending insets, seminars and workshops had a highest input of .799 units towards quality learning provision; it was followed by teachers' syllabus coverage in time which had an input of .704 units.
- Teacher grooming had the lowest input of -.748 units, implying it gave the least contribution to the regression model above. Further; continuous evaluation, content covered is affected by numbers; lessons per teacher are adequate and increase in workload since FDSE inception .177, .087, -.112, -.334 towards quality education respectively.
- The descriptive analysis of the study established that most schools had heavy workload. Further, findings revealed that there is no adequate teacher-student individual attention. In capacity building of teachers, majority of the respondents insisted that the teachers rarely attend workshops/seminar.

- Similarly, the state of the syllabus coverage is worse off in most of the schools. Further, it was revealed that testing policy was not characterized by continuous evaluation in most of the schools.
- Similar findings were revealed from qualitative analysis that the specific programs being implemented like SMASSE have not been very effective in enhancing quality learning.
- Additionally, teachers had become overburdened and providing students with the attention they needed was low and hence challenging quality learning.

## CONCLUSION

- It can be concluded from the correlation regression model that the parameters of teacher as a resource affected quality learning provision in order of importance as were factored in the regression model.
- The parameter; attending insets, seminars and workshops had a highest contribution of .799 units towards quality learning provision; it was followed by teachers' syllabus coverage in time which had a contribution of .704 units.
- Teacher grooming had the lowest contribution of -.748 units, implying it gave the least contribution to the regression model above. Further; continuous evaluation, content covered is affected by numbers; lessons per teacher are adequate and increase in workload .177, .087, -.112, -.334 towards quality education respectively The model is 31.5% explained by the parameters.

## RECOMMENDATIONS

- In light of the findings about effect of teacher as a resource on quality learning in secondary education, the study recommends that:
  - There is need to ensure teachers' attendance to insets, seminars and workshops and syllabus coverage in time which had highest contribution towards teacher as a resource for quality learning.
  - Teachers should be attending workshops/seminar to keep on upgrading them as per changes in the needs of the curriculum. Capacity building of teachers should be regular and structured.
- The MoE should address the teacher resource shortage as well as put in place effective quality assurance mechanisms to enable schools get timely disbursement of funds.



End of Paper presentation