

## **INFLUENCE OF INSTRUCTIONAL RESOURCES ON IMPLEMENTATION OF ENGLISH CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN JARAJILLA DIVISION, GARISSA COUNTY, KENYA**

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### **Abstract**

*Instructional resources play an important role in the implementation of the English curriculum. They contribute towards adequate syllabus coverage and are known to facilitate learners' conceptualization of abstract ideas. This study assessed the influence of instructional resources on the implementation of the English curriculum in public primary schools in Jarajilla Division, Garissa County, Kenya. The study was guided by the resource-based view, the Modern Cognitive and the Curriculum Implementation Theories. It applied mixed methods approach and explanatory sequential design which involved collecting, analyzing and mixing both quantitative and qualitative methods. Questionnaires were used to collect data from pupils whereas interview schedules were used to collect data from teachers and head teachers. Data analysis began by identifying common themes from the respondents' description of their experiences. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation as well as inferentially using ANOVA Test Analysis. The study established that instructional resources positively influenced implementation of English curriculum in public primary schools. It thus recommended that schools should ensure availability of suitable, relevant and appropriate teaching and learning resources. Also, the Ministry of Education should provide adequate funding coupled with timely disbursement to enable school administrators procure resources for implementation of English curriculum.*

**Keywords:** Instructional Resources, Teaching Aids, Textbooks, English Curriculum

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### **I. Introduction**

Education consists of two components and classified them as inputs and outputs. According to Cummins (2001), inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined. Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. Baker and Brown (2004) were of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of learners. Rasinski et al (2009) also added that, a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse learners' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

The use of concept videos and DVDs that feature rhyming and students' English books on tape or CD should do much to banish apathy, supplement inadequacy of books as well as arouse learners' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Taylor et al (2002) also added that, a well-planned and imaginative use of visual aids in lessons and audio recordings related to beginning English language and literature skills also have their place in the home. Despite

these successes, the same has not been replicated in Nakuru East Sub-county and most importantly at early childhood education levels. This has been attributed to poor socio-economic status of most secondary schools and for those who have such instructional materials; they are viewed as distractions to language learning and acquisition amongst secondary school students. Some even lack the knowledge of the language and educational programmes suitable for students' learning, both at home and in school.

According to Adams (2000), reading area and resource centers should be available to all secondary school students at all times. Anytime someone has an urge to read, they should be able to come here for a leisurely reading experience of language books. This means that books need to be accessible to secondary school students, so they can get to them independently. Even if a teacher is with the child, it is preferable for students to pick the book they want to look at on their own. Many middle-income secondary schools seem to prefer to provide their students with opportunities for constructing their own understandings of language development by making language proficiency materials readily available for independent use. Many low-income secondary schools, in contrast, place relatively more emphasis on structured activities and on ostensible component skills in English language competency. Thus, middle-income secondary schools tend to adopt a more playful approach in preparing their students for English language and literature competency than low-income secondary schools. In Nakuru East Sub-county, studies reveal that there has been no study on kinesthetic activities which support multi-sensory phonics instruction are particularly effective for all students, even though manipulative activities using magnetic letters, making and breaking words, using 'sound boxes', support students in looking for patterns in words and also to see that in changing one letter the whole word is changed (Gathumbi & Masembe, 2005).

Other activities which support a multi-sensory approach to phonics but has not been researched on include word study or making words and involve sorting words such as letter-sound correspondence sorts; same vowel words; vowel digraph words and/or building word families based on the child's developmental level. Hall (2006) contends that multi-sensory activities feature strongly in high-quality phonics instruction and often encompass visual, auditory, tactile and kinesthetic activities which involve physical movement to copy letter shapes and sounds and manipulation of magnetic letters to build words. The key components of exemplary phonics and acquisition of English skills instruction have not been comprehensively outlined by many authors and therefore this study aimed at assessing the availability and effectiveness of instructional materials.

## **II. Statement of the Problem**

Instructional resources such as teaching aids and text books are crucial for the implementation of English curriculum. They assist teachers in ensuring that syllabus is adequately covered and that pupils register impressive academic grades in both internal and national examinations. However, in Jarajilla Division, the situation is different and implementation of English curriculum has not been devoid of challenges. Most schools have lagged behind in syllabus coverage and pupils continue to register low grades in English subject in both joint and KCPE examinations. For example, in 2015 KCPE examinations, Jarajilla Division registered an aggregate of 33.1% in English subject against the national aggregate which stood at 40.29% (Ministry of Education, Science and Technology, 2016). These statistics point to a glaring picture of low grades in English subject amongst pupils. However, it is not yet fully clear how different forms of instructional resources influence the implementation of English curriculum; hence the need for this study.

### **III.Theoretical Framework**

The study was also guided by Resource based Theory by Thomas (2006). According to resource-based theory as actualized by Thomas (2006), schools and organizations wish to maintain a distinctive product, competitive advantage and will therefore plug gaps in the resources and capabilities in the most cost-effective manner available. This affirms the fact that some reputable schools conquer the market because they have been identified with a particular and unique product, thus exploiting an aspect of planning as a strategy. Mahoney and Pandian (1992) argued that a resource-based view of a firm explains its ability to deliver sustainable competitive advantage when resources are managed in a way that competitors cannot copy the product or outcome easily. In this study, this theory agrees with the fact that schools provide instructional resources as strategies to enhance pedagogy in primary schools. This study was also based on The Modern Cognitive Theory which was postulated by Jonathan (2006). This theory infers linguistic patterns from language examples. Furthermore, it makes crucial use of a linguistic memory and is able to deal with mistakes in the input by employing statistical techniques to filter noise. This theory also recognizes the environmental influences on acquisition of English skills. Just like Skinner (1957), Jonathan (2006) shares the view that acquisition of English skills depends largely on environment. Thus, the role of the school environment is important in acquisition of English skills amongst primary school learners. Teachers and their competency are also important in acquisition of English skills. Relevant activities include review and revision, class vocabulary bags, using a scaffolding approach with young learners, analysis and discussion of language and topics, inductive approaches and learner training.

Thus, the rationale of using this theory in this study is that it recognizes the influence of teachers' teaching approaches, competency, instructional materials and play activities on acquisition of English skills. This study was also guided by the curriculum theory by Franklin (1956). According to this theory, human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. Franklin's (1956) long lists of objectives and his emphasis on order and structure hardly sat comfortably with such forms.

Franklin (1956), in particular, has made a lasting impression on curriculum theory and practice. His theory was based on four fundamental questions which borders on the factors which affect implementation of school curriculum. This theory thus rationalizes the fact that school dynamics play critical role in successful implementation of English curriculum.

### **IV.Research Methodology**

The study applied mixed methods approach, that is, quantitative and qualitative methods and thus applied explanatory sequential design which involves collecting, analyzing, and mixing both quantitative and qualitative methods to understand a research problem. This research design was relevant in this study since the study involved collecting and analyzing both quantitative and qualitative data. The target population comprised of 37 head teachers, 321 teachers and 1500 pupils all totaling to 1858. Using the Central Limit Theorem, a sample of 10 schools, that is, 27.0% of 37, and 245 respondents, that is, 13.2% of 1858, were selected. Stratified sampling was applied to create five strata based on the number of sub-divisions in Jarajilla Division. From each sub-division, zone, two head teachers and six teachers were selected using purposive sampling considering schools which have registered low performance in English. On the same breath, 40 pupils were selected using simple random

sampling. This procedure enabled the researcher to realize a sample of 10 head teachers, 30 teachers and 205 pupils.

Data analysis began by identifying common themes from the respondents' description of their experiences. Relevant information was broken into phrases or sentences, which reflected a single, specific thought. Qualitative data was analyzed thematically along the objectives and presented in narrative forms whereas quantitative data was analyzed descriptively using frequencies, percentages, mean and standard deviation and inferentially using ANOVA Test Analysis with the aid of Statistical Packages for Social Science (SPSS Version 23) and presented using tables.

## **V.Results and Discussions**

In this section, the data analysis, presentation and interpretation are reported. The following main question guided the study:

- i. What is the influence of instructional resources on implementation of English curriculum in public primary schools in Jarajilla Division?

### **Respondents' Background Information**

The researcher administered 201 questionnaires to pupils and 200 were successfully filled and returned. At the same time, 8 head teachers and 80 teachers were interviewed. These gave response rates as indicated in Table 1;

**Table 1: Response Rates**

<b>Respondents</b>	<b>Sampled Respondents</b>	<b>Those who Participated</b>	<b>Achieved Response Rates (%)</b>
Head teachers	10	8	80.0
Teachers	30	26	86.7
Pupils	205	200	97.6
<b>Total</b>	<b>245</b>	<b>234</b>	<b>95.5</b>

From Table 1, head teachers, teachers and pupils registered a response rate of 95.5%. This affirmed the assertions of Creswell (2009) that a response rate above 75.0% is sufficient and of acceptable levels to enable generalization of the results to the target population.

### **Instructional Resources and Implementation of English Curriculum in Schools**

The study intended to find out how availability of instructional resources influences implementation of English curriculum in public primary schools in Jarajilla Division. Data collected from pupils was organized into specific thoughts and results are shown in Table 2;

Table 2 reveals that slightly more than half of the sampled pupils (55.9%) strongly agreed with the view that primary schools do not have adequate English books which has not enhanced implementation of English curriculum by syllabus coverage. At the same time, 15.1% agreed with the statement. On the contrary, only a small proportion of 2.8% of the pupils were undecided, 16.8% disagreed whereas 9.4% strongly disagreed. The study also revealed that slightly more than half of the pupils (59.1%) strongly agreed with the view that pupils' performance in English has been enhanced by availability of English books as did 23.5% of the pupils.

**Table 2: Pupils’ Views on the Influence of Instructional Resources on Implementation of English Curriculum in Public Primary schools**

Summary of Test Items	SA	A	U	D	SD	Mean	St. Dev.
	%	%	%	%	%		
Primary schools do not have adequate English books which has not enhanced implementation of English curriculum such as syllabus coverage	55.9	15.1	2.8	16.8	9.4	3.618	1.472
Pupils’ performance in English has been enhanced by availability of English books	59.1	23.5	2.7	5.9	8.8	4.176	1.271
Availability of teaching aids has been inadequate and has thus not improved teachers’ English syllabus coverage	58.9	17.2	2.0	19.3	2.6	4.118	1.255
Pupils performance in English depends on the availability of teaching aids	78.4	11.1	2.1	3.9	4.5	4.618	0.908

However, 2.7% of the pupils were undecided, 5.9% disagreed whereas 8.8% strongly disagreed. These findings are consistent with the assertions of Adams (2000) that reading areas and resource centers should be available to all primary school pupils at all times. Anytime someone has an urge to read, they should be able to go there for a leisurely reading experience of language books. Hence, this means that books need to be accessible to primary school pupils, so they can get to them independently.

Similarly, slightly more than half of the pupils (58.9%) strongly agreed with the view that availability of teaching aids has been inadequate and has thus not improved implementation of English curriculum by syllabus coverage as did 17.2% of the pupils who agreed. However, 2.0% of the pupils were undecided, 19.3% disagreed whereas 2.6% strongly disagreed. On the contrary, a record majority of the pupils (78.4%) strongly agreed with the view that pupils’ performance in English depends on the availability of teaching aids as did 11.1% of the pupils who agreed. However, 2.1% of the pupils were undecided, 3.9% disagreed whereas 4.5% strongly disagreed. These findings are consistent with the assertions of Rasinski et al (2009) that a well-planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse learners’ interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

In other words, the use of concept videos and DVDs that feature rhyming and pupils’ English books on tape or CD should do much to banish apathy, supplement inadequacy of books as well as arouse learners’ interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves.

### **Inferential Findings on the Influence of Instructional Resources on Implementation of English Curriculum**

To verify the possibility of difference between availability of instructional resources on implementation of English curriculum, data was collected on available text books and pupils’ English performance in Terms One, Two and Three and results shown in Table 3:

**Table 3: Results on the Number of English Textbooks and English Performance**

Number of English Textbooks	English Performance (Mean Point)		
	Term One	Term	Term Three
15	2.1	3.3	4.5
25	3.6	4.6	5.0
35	5.9	6.9	6.1
45	7.3	8.4	9.8

Table 3 indicates that the higher the number of English textbooks, the better the pupils' performance in English. These findings further corroborate the assertions of Adams (2000) that reading area and resource centers should be available to all primary school pupils at all times. These results were subjected to ANOVA and results are indicated in Table 4:

**Table 4: ANOVA Analysis of the Difference between Means of Number of Textbooks and Terms One, Two and Three Mean points of English Performance**

	Sum of Squares	df	Mean Square	f	Sig.
Term One	291.412	3	97.137		
Term Two	1787.887	3	595.962	20.820	0.000
Term Three	257.626	9	28.625		
Residuals	2045.513	12	170.459		
Total	2336.924	15	155.795		

Grand Mean = 11.719

From the ANOVA Statistics in Table 4, the processed data, which is the population parameters, had a significance level of 0.000 which shows that the data is ideal for making a conclusion on the population's parameter as the value of significance (p-value of 0.000) is less than 5%, that is,  $p\text{-value}=0.000<0.05$ . It also indicates that the results were statistically significant and that there is significant difference between means of the number of English textbooks and pupils' performance in English in Terms One, Two and Three. These results were consistent with the findings of a study conducted in Jarajilla Division by Gathumbi and Masembe (2005) which generated a p-value of  $0.008<0.05$ .

#### **Thematic Analysis of Qualitative Findings on the Influence of Instructional Resources on Implementation of English Curriculum**

The head teachers and teachers who were interviewed echoed similar sentiments. The interviewees also responded in favor of the view that primary schools do not have adequate English books which has not enhanced implementation of English curriculum and pupils' performance in English. Thus, these views affirm the fact that textbooks need to be accessible to primary school pupils, so they can get to them independently.

Headteacher, P1, and teacher, T1, noted,

*“Availability of teaching aids has been inadequate and has thus not improved teachers' English syllabus coverage nor has it improved pupils' performance in English”.*

These views also point to the fact that the use of concept videos and DVDs that feature rhyming and pupils' English books on tape or CD should do much to banish apathy, supplement inadequacy of books as well as arouse learners' interest by giving them

something practical to see and do, and at the same time helping to train them to think things out themselves.

### **VI. Conclusions**

From the study findings, it is evident that availability of instructional resources influence implementation of English curriculum in public primary schools. However, it is also clear that primary schools do not have adequate English textbooks, a factor that has affected teachers' English syllabus coverage and pupils' performance in English. This affirms the fact that textbooks need to be accessible to primary school pupils, so that they can access and use them independently for there to be any meaningful impact on implementation of English curriculum in public primary schools.

### **VII. Recommendations**

The study recommends that schools and other education stakeholders should ensure availability of suitable, relevant and appropriate teaching and learning resources. That is, textbooks and teaching should be appropriated based on relevance and currency. Schools should also provide opportunities which allow pupils to interact with colleagues so as to acquire new approaches of studying English.

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