INFLUENCE OF EDUCATIONAL RESOURCES ON STUDENTS' ACADEMIC PERFORMANCE IN SCIENCE SUBJECTS IN SECONDARY SCHOOLS IN KAKAMEGA SOUTH SUB-COUNTY, KENYA

BY

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DECLARATION

STUDENT

This thesis is my original work and has not been presented to any other university for a Masters degree in Planning and Economics in Education.

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This thesis has been submitted for examination with our approval as university supervisors.

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DEDICATION

This work is dedicated with love to my two beloved little children; Gift Misigo and Dahlia Mimo.

ABSTRACT

Adequate academic resources are necessary for high performance in science subjects. In Kakamega South Sub-County secondary schools students' low performance in science subjects was below 6.00 by 2014 KCSE. The sub-county posted lower means in science subjects compared to neighbouring sub-counties; averagely, 2012 to 2014; Mumias posted 5.539, Kakamega Central 4.940 and Kakamega South 4.071. Also the sub-county was posting an average negative deviation (-0.566) in comparison to the average Kakamega County mean in the three science subjects between 2012-2014. The purpose of the study was to determine the influence of educational resources on students' academic performance in science subjects in secondary schools in Kakamega South Sub-County. The objectives were; to determine the influence of educational physical, educational human and educational financial resources on students' academic performance in science subjects. A theoretical framework based on Psachoropoulos and Woodhall's Education Production theory, was used; inputs were educational physical, human and financial resources, while the output was the students' academic performance in science subjects. The study was guided by descriptive and correlation designs. The study population was 2,196 students, 24 principals, 24 H.O.Ds from 24 secondary schools and 1 SQASO. Saturated sampling was used to select 1 SQASO, 24 principals, 24 HODs while 658 students were sampled. The sampled respondents made the unit of analysis. Pilot study included 3 schools, 3 principals, 3 H.O.Ds and 66 students. Data collection instruments were questionnaire, interview schedule, documents analysis and observation schedule. Face and content validity of instruments was determined by two supervisors in the Department of Educational Management and Foundations at Maseno University. Reliability of the instruments was determined through test re-test method. Reliability coefficient of H.o.Ds' questionnaire was .83, principals' .87 and students' .75. The reliability coefficient was set at .70. Quantitative data was analyzed using percentages, frequency counts and means. Regression analysis was used. Results showed that $r^2 = 0.245$ translating to 24.50% of students' academic performance in science subjects can be explained by educational human resources while $r^2=0.714$ which is 71.40% by educational physical resources and $r^2=0.224$ which is 22.40% by educational financial resources. The relationship between educational physical, human and financial resources and students' academic performance in science subjects was at r=0.845; p=0.000, r=0.495; p=0.000 and r=0.420; p=0.000 respectively thus null hypotheses rejected. Qualitative data was categorized and reported in emergent themes. It was recommended that more finances be provided, more practicals lessons be schedule and current equipment provided for students' better experience in practicals.

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ABBREVIATIONS AND ACRONYMS

Bio: Biology

BS 3202: British Standards 320

Chem: Chemistry

H.O.Ds: Heads of Departments

IOP: Institute Of Physics

KCPE: Kenya Certificate of Primary Education

KCSE: Kenya Certificate of Secondary Education

KNEC: Kenya National Examination Council

LV: Low Voltage

Phy: Physics

SCORE: Science Community Representing Education

SQASO: Sub-County Quality Assurance and Standards Officer

SSCE: Senior Secondary Certificate Examination