
Relationship between Provision of Evaluation Resources and Performance of Instructional Roles in Secondary Schools in Nandi East Sub-County, Kenya**Kosgei Kipruto Pius***, Henry K. Kiplangat, Frederick Ngala
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Abstract: This study sought to address the problem of poor performance of teachers' instructional roles as reflected in national KCSE exams. The study objective was to establish Relationship between Provision of evaluation Resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. The study adopted correlational research design. Data collection tool was teachers' questionnaire. Reliability of the instrument was tested using test re-test method. It was validated by experts. The target population was secondary school teachers while the accessible population was the 192 teachers teaching in the 30 secondary schools in Nandi East Sub-County. The study used proportionate sampling to categorize respondents into female and male teachers, boarding and day schools. Proportionate sampling was used to apportion respondents from various schools. Simple random sampling technique was used to sample the actual respondents. The Sample size was 127 teachers in the 30 sampled schools determined by using Krejcie and Morgan table of Sample size determination. The study established that there was a positive and significant relationship between provision of evaluation resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County. It was further established that teachers were ineffective in setting, marking, and invigilation of examination and assessments, examination analysis, use of examination analysis software and in giving evaluation feedback to parents in in Nandi East Sub-County. This study recommends that Teachers Service Commission (TSC) of Kenya, the Kenya Secondary Schools Heads Association (KSSHA) and Ministry of Education urgently implement Teacher Professional Development programs. This will be to address Teachers ineffectiveness in setting, marking, and invigilation of examination and assessments in Nandi East Sub-County.

Keywords: Instructional Resources, evaluation resources, Teachers' Instructional Roles.

INTRODUCTION

Provision of evaluation resources in education is central to achievement of the goals of education. There had been numerous complaints by various stakeholders on teacher's performance of instructional roles. This study therefore sought to investigate relationship between provision of evaluation resources and performance of teachers' instructional roles in secondary schools in Nandi East Sub County, Kenya. This study was carried out in public secondary schools in Nandi East Sub County in Nandi County, Kenya. Nandi East Sub County is located within a Latitude of 0° 10' 0.00"N and Longitude of 35° 08' 60.00" E. It comprised of Nandi Hills and Lessos Divisions. The target population of this study comprised all trained secondary school teachers who were engaged in student evaluation in secondary schools in Nandi East Sub-County. Teachers were targeted in this study because they were involved in performance of instructional roles that could be affected by provision of evaluation resources [1].

Provision of teaching resources to enable teachers to perform their roles is an important management function used in running successful educational institutions [2]. The Management Boards of educational institutions in Germany and other jurisdictions play a critical role in provision of instructional resources which may be required for teaching and learning [3]. Moreover, Van [4], argues that school managements in USA formulate and implement policies which ensure that teachers perform their evaluation roles uninterrupted by insufficient provision of evaluation resources. In China, Arijit [5] reports that Boards of Management of schools account for how they provide teachers with teaching resources and how this influences performance of their instructional roles in the schools under which they have been appointed. Such roles among others include student evaluation.

Previous Studies in East African countries revealed that teacher's performance of instructional roles had been low and there had been scarcity in

provision of instructional materials in schools [6, 7]. A study by KICD [8] showed that there were inadequate teaching resources in many secondary schools and locally available resources were used by few teachers. Stakeholders in Nandi East Sub-County had complained about teachers performance of instructional roles [9], with the level of compliance with regulations related to acquisition of teaching resources by many Boards of Management being wanting as reported in the Status of Schools Audit [10].

No study had been conducted to establish relationship between provision of evaluation resources and performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. This study sought to fill the gap. This study sought to address the problem of ineffective performance of teachers' instructional roles in Nandi East Sub-County, Kenya. The background of this study indicated that teachers had not been effective in performing roles related to instruction. Teachers' service commission [11], established that performance of instructional roles in public secondary schools had deteriorated, a view supported by a report of the Ministry of Education [12]. This Report noted that "the government, industry and individuals were not satisfied with teachers' performance of instructional roles, evaluation roles included.

A survey by Kenyan National Examinations Council (KNEC) found out that teachers' performance of evaluation roles may have been affected by inadequate evaluation resources among other factors [13], a view also advanced by a SACMEQ IV [14] report. The problem of teachers' ineffectiveness in performance of evaluation roles as reflected in national KCSE exams results was wide spread across all counties in Kenya [15]. Teachers' ineffective performance of instructional roles could have affected learning outcomes. If the problem of ineffective performance by teachers in evaluation continues unabated, then the general academic performance in the sub-county could deteriorate further.

Research Hypothesis

H₀₁: There is no significant relationship between Provision of evaluation resources and teachers' performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya.

This study could contribute to greater understanding of the relationship between provision of evaluation resources and performance of instructional roles in secondary schools. It could enable Boards of Management, TSC, Ministry of education and other stakeholders to effectively perform teaching resource management functions and teachers performance management.

LITERATURE REVIEW

Provision of Evaluation Resources

Performance of students in examination could be greatly influenced by availability of evaluation materials and school facilities such as laboratories, lab equipment, and libraries, among others [16]. The quality and adequacy of evaluation materials could have an impact on the quality of education as it assesses how effective curriculum is implemented [17]. Ayoo, [18] asserts that even highly competent and experienced teachers could find it difficult to offer effective evaluation with inadequate instructional equipment and facilities or if they are lacking necessary evaluation materials.

Ndirangu [19] argues that acquisition of printers, copiers, printing papers, revision and reference materials, past paper examination materials and examination analysis software, are amongst other resources that could affect the quality of evaluation and academic achievement. From the background it appears that inadequate provision of teaching resources related to evaluation seem to influence Performance of teachers' instructional roles related to evaluation. It is evident that studies by Nturibi [15], Ndirangu [19] and Ayoo [18] did not investigate relationship between provision of evaluation resources and teachers performance of instructional roles in secondary schools, which this study investigated.

Performance of Evaluation Role

Muchiri [20] asserts that evaluation is a key component of a teacher's instructional role. Teachers play this role by coordinating and implementing assessment and evaluation procedures such as scheduling of tests, progress monitoring and record keeping and constantly assessing students' abilities through formal and informal assessments, providing suggestions for improvement and assigning grades in the internal exams. In school system, all teachers are involved in evaluation activities. Teachers engage in planning for evaluations, and ensure students are prepared for those activities at the school.

Teachers are engaged in performing various evaluation roles [18]. Firstly, they are responsible for arranging, coordinating and organizing internal and external evaluations and assessments activities of the school. They also participate in setting up of goals, direction and policies for implementation of evaluation activities. Secondly, Teachers in charge of evaluation and examination activities are responsible for drawing up a yearly and termly plan for evaluation activities. Thirdly, they also give suggestions to the school principal regarding provision of resources and equipment needed for carrying out evaluation activities within the school. Fourthly, they must pay particular attention to security and integrity of examinations and remind their colleagues to abide by the same security measures. Finally, they design an evaluation and

appraisal system for proper assessment of various evaluation and examination activities for both staff and student performance [21]. This is aimed at improving planning and management of future examination and evaluation activities [18].

Musau [22] argues that evaluation activities should be aimed at achieving the following objectives; Reinforce classroom learning and allow students to put their knowledge and skills into practice, facilitate teaching of certain skills and the inculcation of certain values. Since evaluation is part of the curriculum to promote lifelong learning, then it can be seen as a means of accomplishing the goals of education [21]. It is evident from literature reviewed that there's a gap on studies on the relationship between provision of evaluation resources and teachers performance of instructional roles in secondary schools that this study investigated.

Theoretical Framework

In seeking to establish the relationship between provision of evaluation resources and performance of instructional roles, this study was anchored on Frederick Taylor's scientific management theory. Taylor studied tasks and incentives to develop fixed procedures to maximize productivity and efficiency. He used motion studies to determine how long it should take a person to complete a task when correct movements were made. He also looked for ways to standardize tools so that each worker had right tools for the job. He concluded in his experiments that when the correct tools, movements, and procedures are used they could increase productivity [23]. The result was unsurpassed as productivity drastically increased.

Taylor was then able to provide managers with a set of systematic guiding principles so that they no longer had to make uninformed decisions. Taylor's approach to management can be summed up into his four principles. Firstly, Management should get rid of general guidelines on how to complete tasks; instead, they should be replaced with a precise, scientific approach for each task of a workers job. Secondly, management should use those same principles of scientific methodology to carefully recruit, train, and develop each worker according to the job they will hold for the company. Thirdly there should be a level of cooperation between staff and management, to be sure that jobs match plans and principles of the developed methods Kitunga [24]. Lastly, managers should also provide appropriate division of labour and responsibility between managers and a worker; that is; the managers are responsible for planning the work and

the workers are responsible for following that plan as they completed the work.

By adopting this theory, teachers could be able to use ICT resources, and other physical teaching resources to become more efficient and effective. Using scientific management theory could enhance School Management control over teachers' performance of evaluation roles. This could be achieved by scientifically selecting, training and developing each teacher rather than passively leaving them to train themselves. The BoM could strive to mentor, coach, train, and develop each teacher according to their responsibility in evaluation. This could be done by the BoM allocating and providing resources for teaching staff professional development.

Systems theory was used to address the noted weakness of scientific management theory in this study. In this study, the school is seen as an open system built by energetic input-output where the energy coming from the input reactivates the system. Schools are seen as open systems due to their material exchanges with the external environment with technical components (instructional resources) and social components (teachers). The school receives instructional resources and teachers as human resource; these are the systems inputs, which are transformed, to throughputs (teaching and learning) and yield outputs that is performance achieved. It is envisaged that when all the inputs in the system are coordinated well by the BoM, teacher's performance of evaluation roles is enhanced.

Conceptual Framework

The relationship between teachers' performance of instructional roles and provision of evaluation resources is presented using a conceptual framework. Figure 1 illustrates this relationship.

The conceptual framework in Fig-1 shows the relationship between provision of evaluation resource and performance of instructional roles. It is envisaged that evaluation resource provision by the school management could influence the way teachers perform instructional roles related to evaluation. Poor coordination by Principals, as an intervening variable could lead to late requisitioning of required evaluation resources that may hamper teachers' performance of instructional roles. Ineffective implementation of Government policy on instructional leadership by principals and BoM could also affect how teachers perform evaluation tasks. However, intervening variables were not focused by this study.

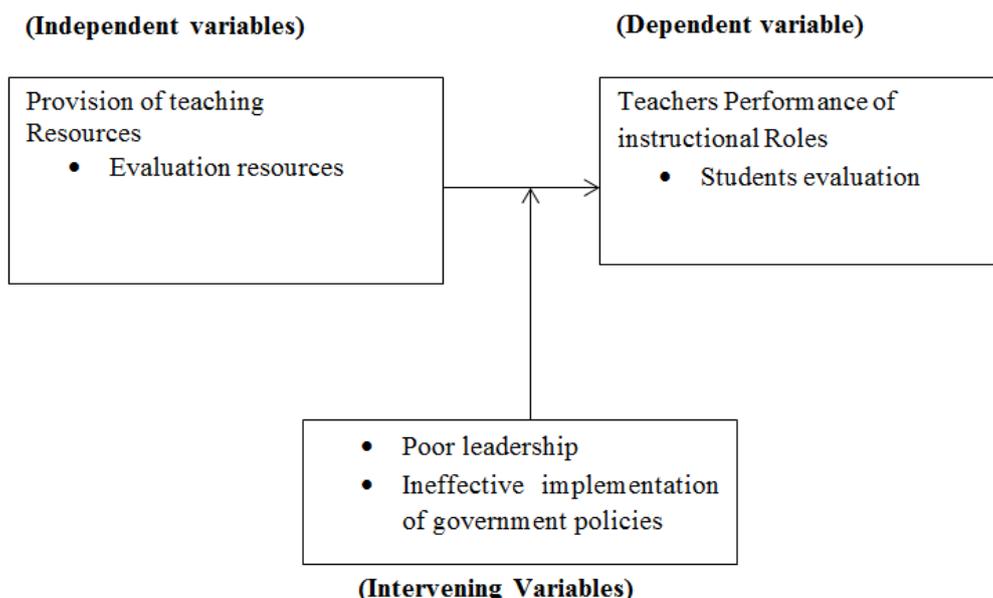


Fig-1: Conceptual Framework

RESULTS AND DISCUSSION

Descriptive Analysis of Provision of evaluation Resources for Teachers Performance of instructional roles.

A descriptive analysis of provision of evaluation resources for teachers’ performance of

instructional roles in secondary schools in Nandi East Sub County was done. The results are presented in table-1.

Table-1: Provision of Evaluation Resources

Statement	SD %	D %	A %	SA %
My school provides lab chemicals for evaluation.	6.5	49.2	41.9	2.4
My school provides adequate rooms for examination.	45.2	42.7	11.3	0.8
My school provides Examination analysis software.	30.6	55.6	11.3	2.4
My school provides printers.	15.3	61.3	2.4	21.0
My school provides adequate photocopying papers.	40.3	45.2	10.5	4.0
My school provides computers.	42.7	46.8	8.9	1.6
My school provides photocopiers.	41.9	47.6	8.1	2.4
My school provides adequate writing evaluation materials.	50.0	41.1	5.6	3.2

Key: SD= Strongly Disagree; D=Disagree; N= Neutral; A= Agree; SA=Strongly, Agree; %=Percentages
Source: Primary Data

The findings shown in Table 1 show that majority, a total of (55.7%) of respondents indicated that their schools did not provide lab chemicals for teachers performance of evaluation roles. This finding is consistent to that of Otieno [25] who establish that reasonable laboratory conditions need to be created for teachers’ evaluation of their students in order to improve teaching and learning in sciences, yet had not been adequately met. Teachers could give Laboratory assignments and evaluations to enable him/her to make changes to the teaching methods based on feedback and laboratory notes findings prepared by the students.

A total of 87.9%, a significant number of respondents either strongly disagreed or disagreed that there were inadequate rooms for use during examination in in secondary schools in Nandi East Sub

County. Inadequate rooms for use during evaluation would present a challenge to teachers’ performance of examination invigilation roles thereby compromising integrity of exams. This would significantly affect teachers’ performance of evaluation roles.

A majority, total of 91.1% of respondents, either strongly disagreed or disagreed that there were adequate writing materials for use during evaluation. This finding concurs with Nturibi [16] finding, which established that inadequate resources during assessment and evaluation of students could compromise integrity of results. This implies that there were inadequate writing materials for teachers use in performance of student’s evaluation in secondary schools in Nandi East Sub-County. This could have a negative impact on teachers’ performance of evaluation roles.

Provision of examination analysis software was also not sufficiently provided with a majority (total of 86.2%) of the respondents either strongly disagreeing or disagreeing that their schools had provided it. Provision of printers was also indicated by a total of 76.6% of the respondents as not being sufficiently provided, with a total of 85.5% of respondents either strongly disagreeing or disagreeing with schools providing of adequate photocopying papers. A further total of 89.5% of respondents either strongly disagree or disagreed that there was adequate provision of computers. This finding is in agreement with Tanui [26] finding who avers that Computers play a critical role in evaluation of students by teachers but most schools were not adequately using it for purposes of evaluation. The implication of this finding is that most teachers had not been provided with the necessary ICT resources to effectively perform student evaluation roles in most of the secondary schools in Nandi East Sub County. Teachers could use computers to set, type set and store examination and evaluation materials. The examination analysis software could accord them a more accurate, faster and more presentable output. These findings therefore mean that this opportunity could have been lost if schools inadequately provide it.

In general, the findings suggest that more schools had not invested in ICT resources for use by teachers in evaluation of students in secondary schools in Nandi East Sub County. The findings in Table-1 therefore show that respondents reported inadequate provision of printers, photocopiers, computers and examination analysis software to be used by teachers in performance of instructional roles. According to Omariba [27], the use of ICT resources in evaluation analysis could improve teachers processing of examination results and increase teachers efficiency in performance of evaluation role. It could further be used for developing lessons, designing laboratory practical and assignments, structuring discussions and writing tests questions.

Differences in provision of evaluation resources between Boarding and Day schools

A sample t-test was conducted to establish whether there exist statistically significant mean differences in provision of evaluation resources between Boarding and Day schools in Nandi East Sub County. The test results are presented in table-2.

Table-2: T-test on Differences in Provision of Evaluation Resources by school Category

School Category	N	Mean	SD	Df	t-value	p-value
Boarding	70	1.88	0.39	122	-0.118	0.906
Day	54	1.88	0.48			

Source: Primary Data

The results of t-test show that provision of evaluation resources was not statistically significantly differences between Boarding and Day schools at $\alpha = 0.05$ $t(122) = -0.118$, $p = 0.906$. This finding contradicts that of Nturibi [16], which established that boarding schools seemed to have had better teaching and learning materials than day schools. This finding infers that provision of evaluation resources did not differ between boarding and day schools in secondary schools in Nandi East Sub County. This finding infers

that provision of evaluation resources was not statistically significantly affected by schools either being boarding or day in the Sub-County.

Teachers Performance of Evaluation roles

This section gives data analysis on teachers' performance of evaluation roles in secondary schools in Nandi East sub-county Kenya. The results are presented in table-3.

Table-3: Teachers Performance of Evaluation roles

Statement	NE (%)	LE(%)	E(%)	VE(%)
Giving feedback to parents on students' achievement.	42.7	50.8	6.5	0.0
Exams invigilation	53.2	42.7	3.2	0.8
Marking class exercises	30.6	57.3	9.7	2.4
Analysis of results	16.9	60.5	4.0	18.5
Marking exams	41.1	44.4	9.7	4.8
Setting exams	68.5	28.2	2.4	0.8
Marking CATs	64.5	29.8	4.0	1.6
Setting CATs	58.1	37.1	2.4	2.4

Key: NE=Not Effective, LE=Less Effective, E=Effective, VE=Very effective %=Percentages; Source: Primary Data

The findings in table-3 show that a total of 83.5% of respondents were either not effective or less effective in giving feedback to parents on students'

academic achievement. This finding infer that teachers had been ineffective in ensuring that parents or guardians get feedback on how their children were

progressing academically in Nandi East Sub-County, Kenya. As opined by Ayoo [18], the objective of giving feedback to parents and guardians on students' evaluation include obtaining frequent feedback on teachers' instruction and students learning.

The findings further indicated that a majority, (totalling 95.9%) of respondents were either not effective or less effective in exam invigilation in most secondary schools in Nandi East Sub-County. Ineffectiveness in examination invigilation could suggest that students could not have been trained on how best to conduct themselves during examination. This could have exposed them to cheating in external and internal examinations and practical. On marking of class exercises, a total of 87.9%, of respondents were either not effective or less effective in performance of this role. It is apparent from the findings that majority of teachers were ineffective in marking, and possibly assessment of students during classwork in Nandi East Sub-County. This finding is consistent with Musau [22] finding which established that ineffective evaluation methods denies teachers an opportunity to support and use a range of assessment to make students thinking visible during class hour.

The findings further show that a total of 79.4% of respondents were ineffective in analysis of results in secondary schools within Nandi East Sub-County. On marking exams, a total of 85.6% of respondents were either not effective or less effective. The finding implies that teachers were ineffective in marking and analysing exams in secondary schools in Nandi East Sub-County. Marking and analysis of results could have enabled teachers become familiar with students preparation,

knowledge abilities and adjust their teaching to maximize on the class teaching and learning [20].

On Marking of CATs, 64.5% and 29.8% of respondents said they were not effective and less effective respectively in secondary schools in Nandi East Sub County. This implies that most teachers were ineffective in performance of this role in the sub county. Murithi [28] argue that by marking CATs and Examinations, teachers could learn about students' prior knowledge to establish key concepts learnt, facts, or major ideas. Teachers ineffectiveness in marking of examinations and CATs could imply that the students could not have been given the rightful marks and possibly the right decisions may not have been made.

Majority of respondents, a total of 96.7% were either not effective or less effective in setting of exams. On setting of CATs, a further 96.2% of respondents said they were either not effective or less effective. This finding suggests that most teachers in the Sub-County were ineffective in setting of CATs and Examinations. Consequently, the quality of examinations and CATs could have been possibly compromised in Nandi East Sub-County. This could have enabled teachers' regularly asses what they do in the classroom and establish weather their students were learning or not.

Teachers' differences in performance of evaluation role by school category

In order to find out whether there was a statistically significant difference between respondents in Boarding and Day schools with respect to performance of evaluation roles, an independent sample t-test was conducted. This was done at 0.05 alpha levels. The findings are presented in Table-4.

Table-4: T-test on Differences in Performance of Evaluation roles by school Category

School Category	N	Mean	SD	df	t-value	p-value
Boarding	70	1.65	0.43	122	-0.276	0.783
Day	54	1.67	0.42			

Source: Primary Data

The findings show that the difference in performance of evaluation roles by respondents teaching in Boarding and Day schools was not statistically significant at 0.05, $t(122) = -0.276$, $p < 0.05$. This finding contradicts Musau [22] finding, which had established that teachers' performance roles in boarding schools were significantly different with those in day schools. He further explained that this could have been influenced by such teachers living within the school compound and probably had more student-teacher contact hours. The findings therefore show that teachers' performance of evaluation roles was not statistically significantly different between teachers

teaching in Boarding and Day schools. This implies that Category of the school where teachers taught, either boarding or day, did not influence teachers' performance of evaluation roles in Nandi East Sub-County.

Differences in Performance of Evaluation roles by work Experience

ANOVA was conducted to determine whether there exist statistically significant differences in teachers' performance of evaluation roles with respect to respondents' work experience. The findings of this analysis are presented in table-5.

Table 1: ANOVA of Performance of Evaluation Roles by work experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.277	3	.092	.506	.679
Within Groups	21.859	120	.182		
Total	22.136	123			

Source: Primary Data

The findings of ANOVA of Differences in performance of evaluation role by gender indicated that there was no statistically significant differences in regard to performance of Evaluation roles by work experience at 0.05 level $f(3,120) = 0.506$, $p = 0.679$. This therefore implies that teaching experience of the respondents did not affect their performance of Evaluation roles in secondary schools in Nandi East Sub-County. The findings further show that there is no statistical significant difference in teachers' performance of evaluation roles between teachers with

different teaching experience and among those with different teaching experience in the sub county.

Correlation Analysis between provision of evaluation resources and teachers performance of instructional roles

Pearson Product Moment Correlation Coefficient was computed in order to determine the relationship between provision of Evaluation resources and performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. The results of the relationship and direction between the variables are presented in table-6.

Table-6: Correlation between Provision of Evaluation Resources and Teachers Performance of instructional Roles

		Teachers Performance of instructional Roles	Provision of Evaluation Resources
Teachers Performance of instructional Roles	Pearson Correlation	1	.439*
	Sig. (2-tailed)		.000
	N	124	124

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary Data

The findings in table-6 shows that there exist a positive and statistically significant relationship between provision of Evaluation Resources and teachers' performance of Evaluation roles $r = .439^*$; $p < 0.05$. This finding concurs with Murithi [28] finding who established that teacher preparation in prudent utilization of physical resources is a pre-requisite to effective provision of effective Evaluation services in schools. The finding therefore implies that when Evaluation Resources were provided to teachers, then their performance in instruction improved in Nandi East Sub-County secondary schools.

This finding suggests that provision of Evaluation Resources improves teacher's performance of instructional roles whereas inadequate resources would negatively affect teacher's performance of this role.

Hypothesis Testing

The decision for failure to reject or failure to accept the null hypothesis was set at 0.05 alpha levels; that is reject H_0 : if $p < 0.05$, otherwise fail to reject the H_0 : $p > 0.05$

The null hypothesis being tested was H_{01} : There is no significant relationship between provisional of evaluation resources and teachers performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. In order to test this hypothesis, a

correlation test was done between Provision of evaluation resources and performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. The Pearson product moment correlation coefficient test yielded a result of ($r = 0.439^*$, $p < 0.05$) at alpha 0.05 level as shown in table-6. The researcher therefore rejected the null hypothesis since the p value (0.000) is less than 0.05 alpha levels. Consequently, a decision was made that there is a statistically significant relationship between provision of evaluation resources and teachers performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. This finding was consistent with Zuljan and Zuljan [3] finding, which established that provision of teaching and learning resources for use during teaching and learning had an effect on academic performance of students. The implication of this hypothesis is that teachers' performance could have significantly improved when they were provided with the required evaluation resources in Nandi East Sub-County.

The use of variety and a wide range of assessment materials and resources could enable teachers to stimulate students thinking especially in practical and project work, and support students learning. As Wambu and Fisher [29] established, a view shared by the researcher, Provision of teaching and learning resources may further enable teachers to widen the use of formal and informal assessments and evaluation. It could also enable them monitor learning

progress, diagnose learning gaps and finally determine the cause of action to take.

CONCLUSION AND RECOMMENDATIONS

There was a positive and significant relationship between provision of evaluation resources and performance of instructional roles in secondary schools in Nandi East Sub-County, Kenya. Teachers were ineffective in setting, marking, and invigilation of examination and assessments in Nandi East Sub-County. Teachers were also ineffective in examination analysis, use of examination analysis software and in giving evaluation feedback to parents. It was also concluded that there were inadequate rooms for use during examination. Generally, most schools had insufficient evaluation resources, teachers' performance of instructional roles related to evaluation roles in Nandi East sub-county was rated as ineffective.

The study recommends that Schools Board of Management should strive to provide necessary, relevant and adequate teaching resources related to evaluation, including ICT resources for use by teachers in performance of evaluation roles. Teachers Service Commission (TSC) of Kenya, Kenya Secondary Schools Heads Association (KSSHA) and Ministry of Education, to urgently implement Teacher Professional Development (TPD) programs. This will be to address Teachers ineffectiveness in setting, marking, and invigilation of examination and assessments in Nandi East Sub-County

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