

Role of Community on the Provision of Teaching and Learning Resource in Public Primary Schools in Nandi North Sub-County Nandi County, Kenya

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Abstract: The purpose of this to determine the role of community on provision of teaching and learning resources in public primary schools in Nandi North sub-county. The study was informed by Epstein theory [34]. It employed descriptive survey design. The study targeted 104 public primary schools. It then took 30% of the target population to get 31 head teachers, 31 school chairpersons and 354 teachers. It used simple random sampling to select individual respondents. Cronbach alpha was used to test the reliability of the instruments which was found to be 0.72. Content validity of the instrument was determined by discussing the items in the instrument with the supervisors. Data was coded and analyzed with the aid of Statistical Packages for Social Sciences (SPSS) using descriptive statistics to help generate percentages, frequencies. The study found out that the community has not provided other relevant instructional materials adequately. The findings from teachers showed that the community has contributed 55.9 percent of leaning books to their schools. Moreover, 118(33.3%) teachers said yes when asked whether the community has provided other relevant items that can be utilized as instructional materials while 236(66.7%) said no. The study recommended that all stakeholders in the community be sensitized to participate in the provision of teaching and learning resources in schools. The researcher payed keen attention to research ethical issues and got the informed consent of the respondents and guarded against plagiarism and ensured confidentiality.

Keywords: Community, provision, teaching, learning-resources, schools, Kenya.

INTRODUCTION

According to World Forum on Education for All (EFA) of 1990, in Jomtien, Thailand and the signing of the Dakar Framework for Action in Dakar, Senegal, in 2000, as mentioned by Bray [1], community participation in education has become an educational development agenda of countries of the developing world. This trend is associated with national decision-makers desire to change the pattern of education control and provision, and interests of donors of education about how and where to spend aid money. As per the findings of Chapman, Barcikowski, Sowah, Gyamera, and Woode, [2], those closes are in a better position to make more responsive and relevant decisions about how teachers, head teachers, and schools should operate to best serve the needs of local children.

In addition, Watt, [3], indicated that there are critical local conditions that demand community participation in educational development efforts, specifically in sub-Saharan Africa Geographical complexity hinders the government to reach the locations of a community and to solve their educational problems promptly and efficiently. Many children stay in school for a short while others are out-of-school

because of socio-economic problems. The education curriculums tend to be based on urban school model which is not easily understood by most children from the rural part. There is ambivalence towards education and late school age enrollments. It is unlikely for the central government to solve these problems. Thus, educational development under such condition is unlikely to happen, unless communities are placed at the center of the efforts intended to solve these problems and to overcome the critical challenges of poverty reduction whether as a partners of governments, civil society organizations or donors

Community participation in development projects becomes common approach to most governments in developing countries and donors. Community participation empowers people, builds social capital, and strengthens local governance. In Ethiopia for example previous studies in community participation as mentioned by Beyene, *et al.* [4]; Swift-Morgan, [5] and explanation as to its effects were conducted where community participation was promoted by Non-Governmental Organizations (NGOs). The work of Belfield and Levin, [6], parent, family, and community involvement in education

correlates with higher academic performance and school improvement. This is because when the schools, parents, families, and communities work together to support learning, pupils tend to earn higher grades, attend school more regularly, stay in school longer, and perform well in their KCPE final exam. Moreover, as noted by Barton, [7], parent-family community involvement is instrumental in addressing the school dropout crisis and notes that strong school-family-community partnerships foster higher educational aspirations and more motivated students.

The sentiments by Henderson and Mapp [8] showed that the positive impact of connecting community resources with student needs have been well documented. In fact, community support of the educational process is considered one of the characteristics common to high-performing schools. A meta-analysis done by Jeynes, [9] found out that students at both the elementary and secondary level, regardless of the parent’s education, family income, or background and parent-community involvement affects minority students’ academic achievement across all races.

In a study done in Niger in collaboration with the government of Japan through JICA in improving primary education established a thesis on improving school management through community participation. Niger as one country characterized by extreme poverty and poor quality education with low gross enrolment of 34% in 2000, absolute lack of classrooms and low level of awareness among the community and parents [10]. In collaboration with the government of Niger, JICA established a School Management Committees consisting of headmaster, representative of teachers, representative of parents, and the community, village and religious leaders. Through this participatory approach Niger, managed to improve the quality of

primary education and create a sense of ownership of schools by communities and parents.

According to Marja and Rao [11], policy commentators in Uganda on Universal Primary Education continuously argue that the activities of teachers need to be complimented with community practices if pupil performance is to be realized. Further, Kasente, [12], indicated that regular teaching needs to be reinforced by a similar regularity in supervision, management and parental involvement

The Republic of Kenya Education Act of 2012, stipulates that the government has committed itself to the provision of education to all its citizens in order to eradicate illiteracy, poverty, ignorance and diseases. The government of Kenya (GoK) has developed a number of educational policies and strategies geared to school effectiveness and school improvement. Given the benefits outlined above, an effective parents’ support would be particularly suitable means for improving education in a developing country like Kenya.

Study done by Oriendo, [13] the contact between members in the community and pupils which is vital in child’s early development has been lost; parents rely on schools to raise their children declares Attempts to enhance parents’ involvement in education involve educators across Kenya. Furthermore, Desforges and Abouchaar, [14] noted that parents and other members of the community should play a role not only in promoting their children’s achievements but more broadly in school improvement. According to Ministry of education Nandi North sub-county, 2015 there is evidence in Nandi County that contribution of the community involvement influence academic performance (Table 1) however questions have been raised whether this contribution has improved the academic performance of learners at primary level.

Table-1: The community involvement in Education

	Primary schools per Division	School land (%)	Infrastructure (%)	PTA Teachers (%)	Books (%)
Kosirai	18	30	20	15	12
Kabiyet	22	50	28	10	9
Kipkaren	64	45	25	8	10
Total	104	Average contribution=42	Average contribution =24	Average contribution =11	Average contribution=10

Source: Ministry of education Nandi North sub-county, (2015)

The table above shows that the community contribution to educational academic performance is far below average. Based on this background the study sought to find out the contribution of the community involvement on academic performance of public primary schools.

Statement of the Problem

Education is essential for the development of society. The more educated the people of a society are, the more civilized and well-disciplined the society might be. Mainly, family has responsibility to socialize children for making them productive members of society. However, the community as well plays a vital role in improving the child’s learning ability. The more the community is involved in the process of imparting

education to learners, the more the learner excels in their academic performance and to become productive and responsible members of society. In Nandi North sub-county statistics from Ministry of Education Science & Technology, 2015 shows that few teachers in public primary schools are employed by the community, only 11% of the total teachers. Similarly, the community has also contributed to 24% of the school infrastructure and yet this has not translated to improved academic performance among the learners in the sub-county. This study therefore looked into the aspect of community involvement and academic performance of public primary school learners

Community involvement on Pupils Academic Performance

According to Wynn, [15], community affects child development in areas such as cognition, language, and social skills. As cited by Driessen, Smit and Slegers, [16]; Fan and Chen [17]; Hong and Ho, [18], community involvement throughout the child's education can improve their academic achievement. Also as indicated by Desforges and Abouchaar, [19], child interaction with the community from early age has been found to equate with better outcomes specially in building their personalities. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account.

As put forward by Hill and Craft, [20] in the community were parents and caregivers who are more involved in their children education there is higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of community contribution on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school. Therefore, it is important to know how the community has contributed to academic performance of pupils in public primary schools.

According to Committee on Early Childhood Pedagogy, [21], interaction of pupils, parents and the community as a whole are important influences on a child's academic development. Community practices such as parent involvement, peer influence increase a child's academic performance. However as per Hill and Craft [20], although parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood. Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more

effective intervention programs designed to increase children's academic performance. An increase in the community interaction such as increased number of parent-teacher contacts, has been associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems.

Community on provision of Teaching and Learning Resources

According to Karaka, [22], teaching and learning materials are crucial to any successful teaching and learning process worldwide. This is because these resources aid the teacher to effectively transfer the content to the preschool learner. Mwonga and Wanyama [23], noted that when children are exposed to various teaching and learning resources, they tend to be active and involved in the learning process. Therefore, it is worth noting that teachers can testify that teaching become easier with such materials, most governments all over the world have been committed to delivering education for their children. As noted by Dubbeldan [24], in some African countries including South Africa, Uganda and Burundi, policies that support community involvement in education have been developed. In South Africa for instance, the Schools Act [25] requires all public schools to have elected School Governing Body consisting of the head teacher, teachers, parents, non-teaching staff and pupils.

In Burundi, education policies require parents to make financial and in-kind contributions for schools while in Uganda despite basic education being a public service, free and mandatory, Universal Primary Education policy of 1997 stipulates parents' role at home and school in support of children's learning. In Kenya too, successive governments all along have recognized the need to improve learning environment by involving parents. Most recently, the Basic Education Act of Kenya [26] was enacted requiring the school Boards of Management to assess school needs with full participation of parents.

A research by Kalin [27], adds some further functions of educational materials: the functions of instruction, control, evaluation and organization. She places an especially strong emphasis on: the rationalization and effective organization of the teaching process: with the use of educational technology we increase pupils' motivation for learning, stimulate their thinking and illustrate educational contents better, which enables gaining quality knowledge within available. It also increases pupils' activity: educational technology can help activate pupils' sensory channels through which they receive information. This with a more optimal explicitness can also help kindle pupil's interest in the content under discussion and increase their learning effectiveness. According to a survey of some studies from a global perspective Huang [28]; Hoover- Feuerstein [29]

indicated that provision of resources by parents and the community leads to successful child learning. In another study done by Ciaraka [26], in selected primary schools in Egoji-Meru majority of the parents did not provide supplementary learning resources.

METHODOLOGY

This study employed a descriptive survey design. According to Orodho [30] descriptive survey design was used to allow the researcher to gather information, summarize, presents and interpret for the purpose of clarification. The target population of the

study comprised of 104 registered public primary schools in the sub-county. The study utilized the 104 head teachers, 104 PTA chairpersons and 1180 teachers in the schools. Sampling, according to Orodho [31] means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population. To sample the respondents, the researcher first stratified the population into three categories head teachers, school chairpersons and teachers. The sample size for the study was therefore 416 and were distributed as shown in table 1

Table-2: Sample Size

Target	Target	sampling procedure	Sample	Percentage
Head Teachers	104	0.3*104	31	30
School chairperson	104	0.3*104	31	30
Teachers	1180	1180*0.3	354	30
Totals	1388		416	

The researcher then took 30% of the target population to get 31 head teachers, 31 school chairpersons and 354 teachers. According to Sarantakos [32] a sample size of 30% was representative enough and adequate for the study analysis.

The questionnaires and interview schedules were used and administered by the researcher. According to Orodho, [31], the content validity of the instrument can be determined by discussing the items in the instrument with the supervisors, lecturers from the department of Education Kisii University and colleagues. The instruments were piloted to ensure internal consistency. Twenty teachers, five head teachers and chairpersons were selected randomly from five schools for pilot test in Nandi Central sub-county. Cronbach alpha was used to test reliability. To confirm the internal reliability of these factors, Cronbach’s alpha was calculated. Reliability was an ideal goal. Consequently, Hair, Anderson, Tatham and Black [33] advocated that a threshold of 0.7 is acceptable. Data

from open ended questionnaires were grouped and converted into frequency counts. A Cronbach coefficient of 0.72 was obtained therefore the instruments were deemed reliable

Findings Role of Community on Provision of Teaching and Learning Resources

The study sought to find out role of community on provision of teaching and learning resources. An item was included on the questionnaire for teachers which sought information on the how the community has helped in provision of teaching and learning resources. One of the questions sought to find out how has the involvement of community improved availability of teaching materials. Having gone through 354 filled questionnaires from the teachers it was noted that most of the teachers indicated that the community has done a lot in providing teaching and learning materials, most of which are summarized below in table 3.

Table-3: Role of Community on Provision of Teaching and Learning Resources

Teaching and Learning Materials	Frequency	Percent
Teaching Books	87	24.5
Dictionaries	25	7.06
Learning Books	198	55.9
Atlases	5	1.4
Schemes of work	6	1.7
Lesson plans	3	1
Story books	30	8.5
Total	354	100

n=354

From table 3 it was noted that, 87 teachers indicated that the community has contributed teaching books to their schools (24.5%), 25 said that the community has contributed dictionaries, 198 teachers said that the community has contributed leaning books

to their school (55.9%), 5 atlas (1.4%), 6 said that the community has provided their school with schemes of works, 3 said that the community has provided them with lesson plans, while the rest 30 said that they have provided their school with story books. As such most of

the teachers indicated that the community has done a lot in provision of teaching books and learning books.

Furthermore the study sought to find out how the community has involved itself in provision of

teaching and learning materials in order to improve learning among pupils in public primary schools in Nandi North Sub-county. Table 4 below shows their responses.

Table-4: Community Involvement in Provision of Teaching and Learning Materials

Resources	Yes	No
The community involve itself providing instructional materials to make teaching more real and interesting	154(43.5%)	200(56.5%)
The community has joined hands with teachers to improvise instructional materials.	114(32.2%)	240(67.8%)
Relevant books like textbooks, are provided by the community	251(70.9%)	103(29.1%)
Other relevant items that can be utilized as instructional materials are provided by the community	118(33.3%)	236(66.7%)
The community assists in guiding teachers on how to effectively operate or handle some instructional materials	98(27.7%)	256(72.3%)

n=354

As shown in table 4, 200(56.5%) disagreed and indicated that the community does not involve itself in providing instructional materials to make teaching more real and interesting, 154(43.5%) said otherwise. The table also showed that 114(32.2%) teachers agreed that the community has joined hands with teachers to improvise instructional materials, 240(67.8%) said no. Moreover table 4.7 also showed that 251(70.9%) teachers agreed that the community has provided relevant books like textbooks, are provided by the community, 103(29.1%) said no. The table also shows that 118(33.3%) teachers said yes when asked if the community has provided other relevant items that can be utilized as instructional materials while 236(66.7%) said no. It was also noted that 98(27.7%) said yes when asked if the community assists in guiding teachers on how to effectively operate or handle some instructional materials while the rest 256(72.3%) said no.

When asked most of the head teachers and chairpersons interviewed about how the community has contributed in provision of teaching and learning materials, majority of them were of the opinion that the community has provided exercise books and writing materials. They have also indicated that the community has done a lot in ensuring that there are enough chalks, dusters and blackboards to ensure that teaching process is smooth and under conducive environments.

Teaching and learning resources are important for enhancing retention which makes learning permanent. They stimulate and sustain interest in learning. They provide firsthand experience with the realities of the physical and social environment. The findings above support Karaka [22], findings which acknowledged that teaching and learning materials are crucial to any successful teaching and learning process worldwide. In view of this Mwonga and Wanyama [23], was of the view that when children are exposed to various creative teaching and learning resources, they tend to be active and involved in the learning process.

Additional work noted by Ciaraka [26], in selected primary schools in Egoji-Meru majority of the parents did not provide supplementary learning resources.

CONCLUSIONS

The study concluded that the community participated in pupil’s academic performance was in terms of pupils’ class assessment test and pupils end year exam. They have joined hands with other stakeholders to help pupils in classrooms, after school activities and tutoring them based on their personal weakness and other specific content areas.

The study also concluded that the community has not provided other relevant instructional materials adequately, has not improvised instructional materials, neither have they assisted in guiding teachers on how to effectively operate or handle some of these instructional materials. However, they have provided relevant books like textbooks which have aided in teaching and learning among pupils in public primary schools.

RECOMMENDATIONS

Based on the findings of the study the study recommended that: The community needs to participate more in the education of the pupils. It is important that parents and the community as a whole attempt to arouse the interest among their learners’ every time they interact in order to increase learners’ retention. They could do this through the use of humor, paying individual attention to the pupils. By telling them how going to school is important both to them and the community as a whole.

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