

**INFLUENCE OF LEARNING MATERIAL RESOURCES ON THE ACADEMIC PERFORMANCE IN DAY PUBLIC SECONDARY SCHOOLS IN KIMININI SUB-COUNTY, TRANS NZOIA COUNTY, KENYA**

<sup>1\*</sup> Joseph Wanyoike Mburu <sup>2</sup>Dr. Kenneth M. Sabwami

<sup>1</sup>Scholar, Mount Kenya University

<sup>2</sup>Lecturer, Mount Kenya University

Accepted, Nov 4<sup>th</sup>, 2024

**Abstract**

Kenya has seen a notable surge in the quantity of day public secondary schools situated around the nation in the last five years. The government's efforts to guarantee that the majority of Kenyans have better access to educational opportunities have a direct bearing on these outcomes. The aim of this study was to examine the influence of material resources on the academic capacity of students at day public secondary schools situated in the Kiminini sub-county of Trans-Nzoia County, Kenya. The theoretical framework of this study was the Resource-Based View (RBV). A descriptive survey was the research methodology used. Within the Kiminini Sub-County, there are reportedly 51 public secondary schools. Consequently, 509 teachers and 51 school administrators was included in the targeted population. A systematic random selection procedure to pick the instructors who took part in the research was used. Using a random selection technique, the researcher chose nine instructors from twenty-two schools and eight teachers from one school from the total of 206 teacher answers. Because of their community's modest size, a total of 27 principals were chosen using the purposive selection procedure. Descriptive statistics was used by the study to do the data analysis. Descriptive statistics use percentages, means, frequencies, and standard deviations among other statistical kinds. The Statistical Package for the Social Sciences, or SPSS, version 28 was used to do the data analysis process. The ultimate goal of this study is to improve the quality of education provided in day public secondary schools by adding to the body of knowledge already available regarding the effect of learning materials on academic success in these institutions. The study provides compelling evidence that material resources influence academic performance and the highest level of education completed among teachers. The findings highlight the critical importance of material resources, teacher expertise, physical facilities, and digital learning resources.

**Keywords:** *Material Resources, Academic Performance, Day Public Secondary Schools*

**INTRODUCTION**

Achieving intellectual achievement is the driving force behind individual, national, and societal progress. Both China and the United States have strengthened their educational resources in order to attain top-notch academic achievement and academic brilliance. The academic achievements of Chinese and American students was compared and contrasted in this essay

utilizing relevant sources. The 1980s were a decade in which China achieved tremendous intellectual development. From 65% in the 1980s to 96% in 2020, the literacy rate in China has increased significantly (UNESCO, 2021). According to China Daily in 2020, the Chinese government increased the proportion of its GDP that is allocated to education from 2% in the 1980s to 4% in the year 2020.

The Chinese government has also made measures to ensure that every kid has access to educational resources. For example, the government mandates that all children must attend school for a period of nine years (China Education Center, 2021). Through the provision of essential educational resources, a national curriculum guarantees that all Chinese schools provided students with an education of the highest possible standard (China Education Center, 2021).

In comparison, the educational system in the United States of America is top-notch. In 2021, UNESCO projected that 99% of Americans was literate. It is well known that American schools are not only diverse but also of high quality. According to the United States of America, as of the year 2021, the Department of State reports that more than 4,500 educational institutions, including universities, provide foreign students an education of superior quality and sufficient resources for study. Education receives almost 6% of the total GDP investment from the United States government (U.S. Department of State, 2021). There has been substantial academic advancement in both China and the United States, with the majority of children getting grades that are high enough to allow them to attend university. The United States of America is well-known for its inclusive and high-quality educational system, while China ensures that all students have access to school. Both nations are making significant investments in educational resources in order to enhance their educational systems and bring them in line with international norms.

Myanmar, which is located in Southeast Asia, is now undergoing the process of transitioning from military authority to democratic governance. The literacy rate in the nation is just 75%, and there is a significant discrepancy between the urban and rural areas (UNESCO, 2021). The government of Myanmar places a high importance on education and has made measures to enhance the academic performance of schools. During the year 2020, the government raised the amount of money it spent on educational materials from 1.3% of GDP to 7.2% (World Bank, 2020). In addition, the government has required a nine-year education strategy in order to guarantee that all children attend school (UNESCO, 2021). The provision of sufficient resources to schools in Rwanda and Myanmar has allowed for academic advancement, despite the various obstacles that have been encountered. The Rwandan government has made significant investments in education and enacted legislation to guarantee that educational resources are distributed fairly. Education changes have been made in Myanmar, which is in the process of transitioning to democracy. In order to strengthen their educational institutions and bring them in line with worldwide norms, both nations make investments in instructional materials.

Academic achievement is essential to the development of any nation, but it is especially important for developing nations like Dubai and Qatar. In recent years, Dubai and Qatar have made significant investments in their educational systems in order to establish institutions that are of world-class quality (Alshamali, 2021). Several institutions, organizations, and schools have been constructed in Dubai in order to enhance the city's educational system. In 2003, Dubai Knowledge Park was established as a free zone for businesses that fall under the category of education and training. According to Alshamali (2021), the park is home to three educational

institutions: the American University in Dubai, Middlesex University Dubai, and the University of Wollongong in Dubai.

To transform its economy into one that is driven by information, Qatar has made significant investments in education over the last ten years. These institutions include Texas A&M University in Qatar, Weill Cornell Medicine-Qatar, and Qatar University, all of which are located in Qatar. In order to establish a knowledge-based economy, Qatar has started the process of putting into action the Qatar National Vision 2030. Due to the emphasis placed on academic achievement in Dubai and Qatar, a number of projects and programs have been developed to enhance the educational resources available in schools. With the Dubai Quality Award, businesses that have developed learning resource management systems of exceptional quality are recognized and rewarded for their innovation. In contrast, Qatar has established the Qatar National Quality Standards for Education in order to enhance the quality of the instructional resources that are available (Alkandari & Al-Hunaiyyan, 2016). Multiple research projects have been conducted to investigate the academic achievement of students in Dubai and Qatar. Alkandari and Al-Hunaiyyan (2016) conducted research on Qatari academic performance and discovered a great deal of factors that contributed to its improvement. Among the things that were covered were classroom technology, teacher education and professional development, physical infrastructure, and material resources. Alshamali (2021) conducted research to determine whether or not e-learning was helpful in enhancing academic performance in Dubai. What they discovered was that there were a number of challenges, including a shortage of human resources.

These nations have made significant investments and taken steps to enhance the academic performance of their students. That being said, there are a number of obstacles that need to be conquered in order to guarantee that the educational systems of these nations are up to the best standards (Alshamali, 2021). Improving academic performance is critical to achieving sustainable development in every country, and it contributes to the achievement of the United Nations Sustainable Development Goals (SDGs), which include equal, and inclusive quality education and learning that continues throughout one's life. African public secondary schools are suffering from a lack of resources, including a lack of infrastructure, a lack of competent instructors, and access to digital learning tools. Due to these issues, the academic performance of schools is hindered. This study, which is based on previous research, investigates the ways in which learning materials influence academic achievement in day public secondary schools.

In order to achieve academic achievement, educational resources are necessary, and the availability of these materials has a direct impact on the results. African public day secondary schools have a difficult time academically (Chikoko, 2018). This is because there are not enough classrooms, libraries, or labs in the institutions. An inadequate amount of textbooks, charts, maps, and scientific equipment contributes to a decrease in the quality of education provided by these establishments (Ozdemir, 2020). There is a paucity of instructional resources, which makes it difficult for instructors to give high-quality education, which in turn has an impact on the performance of students. There is a shortage of qualified instructors in public secondary schools in Africa, which contributes to a decline in the quality of education. According to Chikoko (2018), several African countries have a ratio of one teacher to every fifty students. As a result of a lack of experienced educators, the quality of education is diminished since these educators are less able to provide high-quality instruction that increases academic achievement (Ozdemir, 2020).

Following the genocide that occurred in 1994, Rwanda, a nation located in East Africa that is landlocked, has upgraded its educational resources. It has been estimated by the World Bank that Rwanda's spending on education would increase from 2% of GDP in 1995 to 15% of GDP in 2020. In addition, the government has made it mandatory for all students to have access to the resources that are available in schools. In order to guarantee that every kid is enrolled in school, for example, the government stipulates that they get a 12-year education (UNESCO, 2021). For the purpose of ensuring that all schools have access to educational resources, their government has implemented a curriculum that is based on competencies (MoE, 2021).

Education is the basis for the development of any country. To guarantee that education is both accessible and of high quality, Kenya has launched a number of different projects. Although these improvements have been made, day public secondary schools continue to face difficulties in the classroom (UNESCO, 2021). Day public secondary school performance is hindered by a number of issues that are present in Kiminini Sub-County, which is located within Trans-Nzoia County. The purpose of this study is to investigate the ways in which educational resources influence academic performance in public secondary schools located in Kiminini Sub-County, which is located in Trans-Nzoia County, Kenya.

The Kiminini Sub-County public secondary schools are experiencing difficulties with their learning resources, which is affecting their academic performance. Lack of financial resources is a significant problem. This is because these schools get a little amount of funds from the government, which restricts their capacity to provide students with educational resources. The reason for this is that they are unable to adequately recruit a sufficient number of skilled teachers, purchase materials and digital tools, and maintain physical infrastructure.

Because the majority of these establishments do not have textbooks, charts, maps, laboratory equipment, and other instructional resources, it is difficult to teach and study at these institutions. The majority of these establishments do not possess the necessary physical infrastructure, such as libraries that meet academic standards. According to Olum, Wandera, and Wamalwa (2018), it assists students in developing a culture of reading as well as research abilities.

It is difficult for educational institutions to find skilled instructors to fill open positions. The high rate of teacher turnover in these institutions has a negative impact on the instruction. It is possible that professors who lack qualifications or competency may have difficulty teaching, which led to low performance from their students. In order to improve students' academic performance, it is necessary to get skilled instructors, classrooms that are well-equipped, labs, libraries, and instructional materials. According to Olum, Wandera, and Wamalwa (2018), these technologies help to improve academic achievement by providing assistance for education that is both effective and efficient.

According to the findings of Olum, Wandera, and Wamalwa (2018), textbooks have a considerable impact on the academic achievement of secondary school students. The kids that were given with textbooks had greater academic performance. Mwakisha (2018) asserts that the academic performance of students is improved by the use of teaching and learning materials such as laboratory equipment. Teachers who are competent are essential to the growth of students. Academic advancement is impacted by the quality of teachers, according to UNESCO (2014). The provision of trained teachers makes it possible to achieve academic achievement and get a quality education (Mwakisha, 2018). Learning materials have a significant impact on the academic achievement of students attending public secondary schools in Kiminini Sub-County, which is located in Trans-Nzoia County, Kenya.

## **Statement of the Problem**

Availability of high-quality secondary education is directly proportional to the socioeconomic development of each nation. To promote equal treatment for all students and enhance educational opportunities, the Kenyan government has implemented several legislative measures, one of which is the establishment of free day secondary schools. A persistent challenge that persists is the substandard academic performance of students, specifically in rural day secondary schools that occasionally lack adequate learning resources. Notwithstanding the rise in enrollment figures, this remains the case.

A study collated by the MoE (2021), indicates that day secondary schools in rural areas exhibit inferior academic performance when compared to their counterparts in metropolitan regions. As an illustration, in 2021, the average score achieved by students enrolled in day secondary schools situated in rural regions on the Kenya Certificate of Secondary Education (KCSE) examinations was 4.2. In contrast, students attending day schools in urban areas achieved a score of 6.8. Due to this trend, concerns have been expressed regarding the variables that affect academic achievement in these remote institutions.

The quantity of public day secondary schools in the Kiminini Sub-County, situated within Trans Nzoia County, has increased significantly over the past decade. The majority of this sub-county consists of rural regions. Conversely, the Sub-County Education office has expressed concern regarding the below-average performance of these institutions on the Kenya Certificate of Secondary Education (KCSE) examinations when compared to the national average. For instance, day secondary schools in Kiminini Sub-County achieved a mean score of 4.416 on the 2022 Kenya Certificate of Secondary Education examinations, which is significantly higher than the national average of 5.3.

Current trends indicate that day secondary schools in Kiminini Sub-County are performing less well than their counterparts in other regions of the nation. According to authorities in the field of education, the availability of adequate learning materials is the determining element in whether or not academic institutions achieve their full potential. Notwithstanding this, rural day secondary schools occasionally suffer from deficiencies in critical learning resources, including physical infrastructure, instructional materials, faculty, and digital learning tools. The insufficiency influences both the effectiveness of instruction and the outcomes of learning.

Despite apprehensions regarding the substandard academic achievement within day secondary schools in Kiminini Sub-County, research on the variables that impact performance in these institutions is scarce. More specifically, no research has been conducted to assess the influence of learning resources—including digital tools, physical facilities, instructors, and instructional materials—on the academic achievement of students in the Sub-County. Presented here is one of the most critical knowledge gaps that requires attention.

As a result, the objective of this study is to investigate the influence of educational resources on the scholastic achievement of day secondary school students residing in the Kiminini Sub-County. We had a greater understanding of the primary variables that influence academic achievement at these institutions as a consequence of these findings. Furthermore, the results was utilized to inform policy decisions regarding the distribution of resources and the interventions required to enhance the effectiveness of instruction and the achievements of students across diverse academic establishments. Ultimately, the research endeavors to improve the academic performance and educational standard of day secondary school students enrolled in institutions within the Kiminini Sub-County.

## **Purpose of the Study**

The purpose of this study is to establish the influence of material resources on academic performance in day public secondary schools in Kiminini Sub-County, Kenya.

## **LITERATURE REVIEW**

### **Theoretical Framework**

This research had its theoretical underpinnings in the Resource-Based View (RBV) paradigm. This idea states that an organization's performance is heavily dependent on its resources and how it makes use of them. The resources of an institution have a significant impact on the quality of its education. Books, maps, charts, lab equipment, instructors, classrooms, scientific labs, libraries, and digital learning tools including audio, visuals, video, animation, and simulation are all examples of what might be considered resources (Barney, 1991).

According to experts, the availability and quality of material resources significantly influence academic performance, which in turn affects the quality of education (Mubyazi & Bloch, 2012). The purpose of this research is to assess the material resources available to, adequate to, and used by day public secondary schools in the Kiminini sub-county, and how these factors affect students' academic achievement.

An additional important component of the RBV theory is the impact of instructors on student achievement in the classroom. As pointed out by Barney (1991), educators are vital to the success of schools. Day public high school instructors in Kiminini sub-county had their credentials, experience, motivation, and pedagogical approaches examined in this research.

It is impossible to overstate the importance of physical amenities on students' academic achievement. Students may struggle academically due to lack of suitable classroom resources such as furniture and scientific labs (Mwenda, 2020). Therefore, the purpose of this research is to examine the physical infrastructure of public secondary schools, including its accessibility, utilization, and condition, and to determine whether or not these factors impact students' academic performance throughout the school day.

Adewale and Masinge (2021) found that students' academic performance improved when they started using digital learning materials in public secondary schools throughout Africa. Sharing recorded lectures or supplementary reading is a breeze, giving students the opportunity to work together to improve their understanding. Barney (1991) argues that problems faced by an organization might have a detrimental effect on its performance. Finding and understanding the obstacles to improving digital learning that public secondary schools in Kiminini sub-county encounter, as well as the effects of these obstacles on students' academic performance, is the primary goal of this research.

### **Empirical Review**

Various factors can significantly impact students' performance on exams during their secondary school years. Considering the accessibility of material resources is of utmost importance. This research study aims to thoroughly analyze the impact of material resources on academic achievement in day secondary schools across various countries, including Dubai, China, and the United States. This review aims to thoroughly analyze and evaluate pertinent research, hypotheses, and models pertaining to the subject matter. Extensive research has been conducted in the United States on the impact of students' access to resources on their academic performance in secondary schools. Research conducted by Darling-Hammond (2017) revealed that student performance was greatly impacted by the accessibility of essential resources, including textbooks, maps, and laboratory equipment. In a study conducted by Borman and Overman

(2017), it was discovered that the presence of these tools had a positive effect on students' engagement and academic achievement.

Considerable investments have been made by the Chinese government to enhance the quality of public secondary schools, with a particular focus on rural areas. Research conducted by Han (2015) suggests that the availability of essential resources in rural day secondary schools resulted in a noticeable enhancement in students' academic performance. The research found that the availability of instructional resources, such as textbooks and visual aids like maps and charts, led to a significant improvement in students' performance.

Dubai has made significant investments in the construction of secondary schools. According to a study conducted by Al Hammadi and Al Mulla (2017), the academic performance of students in Dubai's secondary schools was found to be significantly impacted by the availability of resources. Research findings indicate that the presence of essential resources, such as textbooks and laboratory equipment, had a significant impact on students' academic performance.

The availability of resources greatly impacts the academic performance of day secondary schools in Dubai, China, and the United States. Textbooks, graphs, maps, and lab equipment play a vital role in enhancing students' academic performance, as supported by extensive research. In order to enhance students' academic performance, it is imperative for educational institutions and governments to allocate resources towards the provision of a top-notch education.

Worries regarding the academic performance of recently established day secondary schools are widespread across Africa. The availability of resources is a crucial factor that significantly impacts academic achievement at these institutions. This study aims to synthesize and evaluate previous research on the impact of material resources on secondary schools in Africa.

As stated by Adewale and Masinge (2021), the academic performance of students in public secondary schools across Africa is heavily influenced by the presence of essential resources like textbooks and laboratory equipment. According to the authors, a common outcome of limited resources in these institutions is students' low academic achievement. In a study conducted by Mohammed and Fuseini (2020), it was discovered that the absence of adequate laboratory equipment in Ghana's day public secondary schools had a detrimental impact on students' performance in science classes.

In a recent study conducted by Ndofirepi and Mapfumo (2019), the focus was on examining the various challenges encountered by day public secondary schools in Zimbabwe. According to the findings, the inadequate availability of essential resources, particularly textbooks, had a significant negative impact on the academic performance of students in these schools. According to the writers, students in these institutions frequently faced academic challenges because they did not have access to appropriate learning resources.

However, it is important to note that not all studies have found a clear link between financial resources and academic performance in African public secondary schools. While material resources played a significant role in enhancing academic achievement in these institutions, a study conducted by Kivunja (2019) in Tanzania revealed that their influence was somewhat restricted. According to the author, the academic success of these schools was influenced by various factors, including teacher training and student motivation.

Research conducted by Ondigi and Masese (2019) on the challenges encountered by Kenyan day public secondary schools revealed that the mere presence of material resources did not lead to enhanced academic performance. According to the authors, the usage of resources by both teachers and students played a crucial role in determining academic achievement in these institutions.

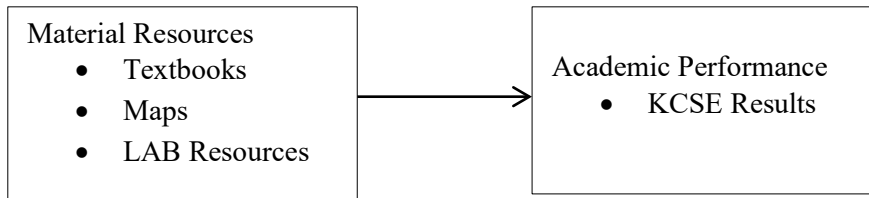
Extensive research has consistently demonstrated the significant impact of material resources on the academic performance of students in public secondary schools across Africa. Several factors, including the preparedness of the instructor, the motivation of the students, and the efficient utilization of resources, play a crucial role in determining the impact of these products. In order to witness enhanced academic performance in these schools, it is imperative to implement a comprehensive approach that takes into account all the pertinent factors.

### Conceptual Framework

Figure 1 is a visual representation of the conceptual framework, which lays out the important aspects, variables, and interactions that was investigated in the research study.

#### Independent variable

#### Dependent variable



**Figure 1: Conceptual framework**

## METHODOLOGY

### Research Design

The research methodology that was used in this study is a descriptive survey. This study strategy allowed the investigator to collect data that provided a comprehensive picture of how instructional materials impact students' performance in day public secondary schools in Kiminini Sub-County, Trans-Nzoia County, Kenya. Descriptive survey research is one method of conducting studies.

### Study Locale

The study was carried out in Kiminini Sub-County, which is situated in the county of Trans-Nzoia in Kenya.

### Target Population

A total of 560 teachers, including administrators, are employed at the 51 day public secondary schools that are located within the Kiminini Sub-County.

### Sample Size and Sampling Procedure

Specifically, 560 students from different public secondary schools in Kenya's Kiminini Sub-County, located in Trans-Nzoia County, would be the subjects of this research. Mugenda and Mugenda (2013) provide a formula for calculating the sample size:

$$n = N / (1 + N(e)^2)$$

where:

n = sample size

N = target population

e = margin of error (usually set at 5%)

N = 560 as 560 is the target population here. e= 0.05 as we're going to assume a 5% margin of error. We get by substituting these numbers into the formula:

$$n = 560 / (1 + 560(0.05)^2)$$

$$n = 233$$

In light of this, 233 students attending day public secondary schools in the Kiminini Sub-County of Trans-Nzoia County, Kenya, would provide a sufficient sample size for the purpose of this inquiry.

## Data Collection Tools and Methods

The study utilized a questionnaire, an observation guide, and interview guides as the principal research tools with participants.

## Data Analysis

The data in the study was examined using descriptive statistics. Descriptive statistics use tools such as frequencies, averages, standard deviations, and percentages. To examine the data, we used SPSS, or the Statistical Package for the Social Sciences.

In order to go further into the data and test hypotheses regarding the correlations between variables, inferential statistical tests was used in conjunction with descriptive statistics.

## DATA ANALYSIS AND PRESENTATION

### Response Rate

The completion rate for this study was 100%. All 233 teachers who were sampled filled out and returned the questionnaires, resulting in a 100% return rate. It is generally assumed that a higher response rate makes the results more representative of the overall population, as long as the sampling method was appropriate. Since this study achieved a 100% return rate, it is considered an accurate representation of the population's responses, according to the reference provided (Mulusa, 1988).

The high 100% completion rate suggests the findings are likely very representative of the target population, assuming the sampling was done properly. This high response rate strengthens the validity and reliability of the study's results.

### Influence of Material Resources on Academic Performance

The respondents sought the get the respondent's opinion on influence of material resources on academic performance. The data was collected and presented as in the table 1 below.

**Table 1: Influence of Material Resources on Academic Performance**

Item	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Positive impact of material resources on academic performance	12	5.15	21	9.01	23	9.87	32	13.73	145	62.23
Negative impact of lack of material resources on academic performance	0	0	12	5.15	12	5.15	81	34.76	128	54.94
Sufficient material resources	0	0	35	30.04	93	39.91	58	24.89	47	20.17
Importance of resources for academic success	12	5.15	5	2.15	0	0	111	47.64	105	45.06
Impact of lack of resources on instructors' motivation	12	5.15	0	0	35	30.04	58	24.89	128	54.94
Enhanced performance with more resources	0	0	0	0	23	9.87	65	27.90	145	62.23
Satisfaction with current resources	12	5.15	150	64.38	12	5.15	47	20.17	12	5.15
Enrollment increase with more resources	0	0	35	30.04	29	12.45	93	39.91	76	32.62
Frequency of assessment	55	23.61	55	23.51	13	5.58	49	21.03	61	26.18

and replacement of resources

The survey data on the influence of material resources on academic performance provides valuable insights. A majority of respondents, 62.23%, believe that the availability of material resources has a strong positive impact on student achievement. Conversely, 54.94% of respondents perceive a significant negative impact on performance due to a lack of necessary resources.

Despite the acknowledged importance of material resources for academic success, the data suggests that the current level of resources is considered insufficient. Only 20.17% of respondents reported that there are enough material resources available, while 47.64% and 45.06% respectively emphasized the crucial role of resources for academic success.

The impact of resource availability extends beyond just student performance. Over 54% of respondents believe that a lack of resources negatively affects teachers' motivation, and 62.23% think that enhanced performance would result from increased resources.

Satisfaction with the current level of material resources is relatively low, with only 20.17% of respondents expressing satisfaction. This is further reflected in the data, which shows that 39.91% of respondents believe that increased resources would lead to higher enrollment.

The frequency of assessment and replacement of material resources is also an area of concern, with 23.61% and 23.51% of respondents respectively indicating that this happens rarely or not at all. This suggests a need for more proactive monitoring and maintenance of the available resources to ensure their effectiveness in supporting academic performance.

The survey data highlights the critical role of material resources in shaping academic outcomes and the need for improved resource availability, allocation, and management to support student and teacher success (Kivunja, 2019).

### Regression Coefficients

The coefficients from the regression model provide insights into the factors influencing the number of years individuals have worked in the education sector.

**Table 22: Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Correlations		Collinearity Statistics	
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	PartTolerance	VIF
1(Constant)	-.597	.208		-	.005	-1.007	-.187				
Material Impact	.144	.070	.188	2.054	.041	.006	.283	.703	.135	.064	.117

a. Dependent Variable: Education Work Years

Firstly, the constant term indicates that when all other variables are zero, the expected value of education work years is approximately -0.597.

Material impact demonstrates a positive and statistically significant relationship with education work years. For every unit increase in material impact, there is an estimated increase of 0.144 years in the duration of work in the education sector, with a p-value of 0.041, suggesting significance.

## CONCLUSION AND RECOMMENDATION

### Conclusions

The analysis of the influence of material resources on academic performance revealed several key findings. While there was a widespread belief in the positive impact of material resources on

student achievement, there were concerns about the adequacy and maintenance of these resources. A substantial proportion of respondents expressed dissatisfaction with the current level of resources, highlighting the need for improved resource allocation and management to support academic success.

### **Recommendations**

Based on the findings, the study recommendation that educational institutions should prioritize the allocation of sufficient material resources. This includes textbooks, laboratory equipment, and other teaching aids that are essential for effective teaching and learning.

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