

**Citation:** Bendera, M. E; Mwawasi,, B. H & Muli, S. (2022). Influence of Instructional Material Management on Accessibility to Education in Public Primary Schools in Malindi Sub-County, Kilifi County. *Journal of Popular Education in Africa*. 6(9), 29 – 42.

**Influence of Instructional Material Management on Accessibility to Education in Public Primary Schools in Malindi Sub-County, Kilifi County**

By

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**Abstract**

This study focused on the influence of instructional material management on educational access in public primary schools in Kilifi County's Malindi sub-county. Every year, the Kenyan government transfers billions of shillings to various public elementary school accounts to cover the costs of teaching and learning supplies. The majority of school administrators have received management training from the Kenya Education Management Institute. However, as evidenced by MDE's 2015 school book data collection, acquisition of instructional materials IM and their use has remained an issue for public primary schools in Kenya. The study's objective was to assess the availability and usage of the instructional materials on learner accessibility to education in public primary schools in Malindi Sub-county. The study used descriptive research design the target populations of all the 55 public primary schools in Malindi Sub County. The study involved 55 Public primary head-teachers, 55 teachers and 55 pupils. Data was collected through questionnaires. Pilot survey was conducted to evaluate and enhance the flow and clarity of the questionnaires. The study was guided by Instructional Material Theory which depict that there is a direct relationship between the resources used by teachers and the learning outcomes of students. The study established that not all the required instructional resources were available for use by both teachers and pupils in public primary schools. Book to pupil's ratio was conforming to current ratio of 1:1 per subject per class. The study established from all the headteachers 5 (100%) that chalks were adequate in schools, 4 (80%) indicated that textbooks were adequate, 3 (60%) reported that wall maps and reference materials were adequate. Classrooms were adequate as indicated by 20% of the respondents, 5(100%) of the headteachers said chairs were inadequate, while 3(60%) indicated that desks were inadequate. Same number of respondents 2(40%) indicated that charts, wall maps, teachers and reference materials were inadequate. Based on the finding the study concludes that not all the required instructional resources were available for use by both teachers and pupils in public primary schools and Instructional resources in some schools were inadequate despite the fact that the government have invest heavily on them through free primary education funds. The study recommends that there is need for in-service headteachers and teachers on the variety of teaching/learning resources available for use. There is also need to in-service teachers on cheap ways of availing instructional resources such as teaching/learning aids

**Key words:** Constituency Development Funds, Kenya School support Programme, County Director of Education for all, Free Primary Education, Kenya Certificate of Primary Education.

**Influence of Instructional Material Funding Management on Accessibility to Education in Public Primary Schools in Malindi Sub-County, Kilifi County**

By

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**Introduction**

Education is considered a fundamental tool for national development. Stakeholders in Education regard it as an important vehicle to socio-economic and political development (Muola, 2006). The general aims of Education in Kenya strive to foster nationalism, patriotism, and promoting national unity, promoting social, economic, technological and industrial needs for national development and self-fulfillment promoting respect for development of Kenya’s rich and varied cultures. Whereas aims of Education gear towards furnishing individuals with appropriate knowledge skills and attitudes , the realization of the goals can only be possible if individuals to strive to make deliberate efforts towards acquisition of the same. Pykett (2010) opines that Pedagogy in this regard should provide opportunities for the fullest development of individual talents and abilities through holistic learning so that the learners adjust well to the rapidly changing environment.

In schools, instructional materials constitute a critical foundation for learning. The state, location, and nature of school instructional materials all have an impact on educational access and quality (Smawfield, 2011). Because instructional material programmers have the ability to help better school management, a method must be developed. Fuller (2015) educational instructional material that have the most impact vary from school to school and include the provision of facilities such as Textbooks, teaching Aids, teaching methods workbook, graphic organizers and teacher made resources like assessment tools

According to Onyango (2001), material resources include those items so designed, modified and prepared to assist teaching/learning operations. He gives examples as; textbooks, reference books, teachers guides, manuals, magazines, charts, maps, raw materials such as wood and metal. Ayot (1986) refers to instructional resources as teaching resources. He calls them teaching tools that help in providing data that students use in learning. Beswick (1977) when referring to resource-based learning states that a resource includes anything which may be an object of study or stimulus for the learner. He gave examples such as books, pictures, diagrams, maps, charts and newspapers. Kemp and Dayton (1985) as quoted by Kinyua (2007) used the term instructional media to refer to audio-visual and related materials that serve instructional functions for education and training.

Seashore and Leithwood (2010) believe that the heads of institutions visualize academic accomplishment for every learner, creating an atmosphere conducive to education, nurturing leadership in others, handling employees through supervision of instruction to foster school improvement. Today, upgrading school leadership ranks high on the list of priorities for school reforms. School Principals’ leadership is among the most pressing matters on the list of issues in public school education. Even though, a variety of leadership diversity exists amongst principals, deputy principals, tutors and parents, the principal is mostly the dominant source of leadership influence in the learning institution.

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The United Nations Educational, Scientific and Cultural Organization (2010) report on a school training and assistance program Principals and head-teachers are frequently on the front lines of the effort to build an environment conducive to quality education, according to African heads of state supported by African ministries of education. The report went on to say that an effective head teacher should be able to effectively manage and deploy school resources. They should properly allocate school funding and guarantee that school facilities are maintained and cleaned to acceptable standards. Curriculum revisions and implementation should be guided by the head of school through seminars and workshops. They should also organize school-based staff development.

Porter et al. (2008) argues that effective principals are responsible for establishing a school wide vision of commitment to high standards and success of all students. Previously, public school principal's role was assumed to be that of a manager but as recently as two decades ago, high standards were thought to be the province of the collegial bound success. The most successful head teachers aim at structuring a sense of a school community with related features which embrace respect for all participants of school community, welcoming, solution-oriented, no blame, effort to include colleagues and learners in diverse school-wide activities. Principals who garner high marks from their teachers as a result of creating an ambient atmosphere for instruction in their institutions also achieve higher marks than their counterparts for spurring leadership in the department.

Lawrence (2001) in his findings came up with seven associates of operative schools-strong instructional leadership, concise and focused mission, safe and orderly schools, climate of high expectations for excellence, regular supervision of pupils' progress, optimistic home-school relations, opportunity to learn and time on tasks. Academic success is solely a matter of what takes place in schools. Although schools make a significant transformation, he acknowledged copious factors that affect pupils' success. They include the learning institution, the family background and the individual, social encouragements and socio-economic circumstances. In his research, he identified those learners from less privileged families as less likely to triumph in their studies.

Instructional materials have varying impact in the institutions. Instructional materials programmers have the potential to play the role of enhancing school performance. This will vary from school to school due to proper planning, purchasing, distribution, storage process and inventory control management. The school managers need all these skills in order to bring about enhanced performance in education.

### **Statement of the Problem**

Despite the fact that large sums of money have been distributed to elementary schools, school managers have been trained in managerial abilities, and professional teachers have been hired, there are still difficulties of adequacy. Accountability, Equity Instructional materials usage and replacement IM. Instructional resources are vital, but they must be procured and used properly. The purpose of this study is to look into the adequacy, equity, and accountability concerns surrounding the provision and management of instructional materials (IM) in Malindi sub-county schools. Many problems related to instructional material funding have been realized but very little has been done in connection to the influence of head-teacher's instructional material

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funding management on learner accessibility to education. According to School Mapping Data MOE, (2015), the school instructional materials funding management had not been well done. The target by 2015 book ratio was to be 1:1. The inspection report by the ministry revealed that there was a problem of fund utility. This survey report included all the schools in the public Malindi sub-county being one among the affected. Most primary school in Malindi sub-county have a challenge in instructional material funding management. This has had a negative effect on learner accessibility to education in Malindi sub-county. Many disadvantaged youngsters who benefit from the FPE program have been stranded due to a lack of financing for teaching materials. These children's educational requirements are entirely met by the program (Okwach & Odipo 2012). This study therefore sought to establish the influence of head-teacher's instructional material funding management on learner accessibility to education in Malindi Sub-county.

### **Objective of the Study**

To assess the availability and usage of the instructional materials on learner accessibility to education in public primary schools in Malindi Sub-county.

### **Review of Related Literature**

Inadequate instructional materials and facilities; a lack of space or overcrowding; teacher absenteeism; student avoidance of harassment, bullying, or corporal punishment; inability to understand the medium of instruction (MOI); and poor teaching quality are all in-school factors that contribute to non-enrolment, absenteeism, and/or dropout from schools. Padmanabhan (2001) thinks that the efficacy of an educational system is determined by the quality of teaching and learning materials. In the United Kingdom (Sutton, 2011) in a research titled “improving the impact of teachers on pupil achievement in the UK” recommended that, enhancing the effectiveness of teachers would have a paramount effect on the performance of the country's schools, consequently increasing the attainment of children across the education system. Teachers are the largest resource in schools and the most crucial factor within schools that policy makers can directly use to improve student achievement.

Research by Porter et al. (2008) explores why some students realize great academic excellence than their counterparts. It revealed four supposedly imperative determinants. These comprise the head teacher's professional leadership styles, teacher characteristics and student conduct. A study carried out in Malawi by Dzama (2012). found that poor performance in Science subjects is ascribed to lack of Science apparatus, lack of enough and quality text books, (Teaching and learning resources) students' perception that Science subjects are hard, (student' attitude towards Science subjects) and too little time allocated to practical lessons (syllabus coverage)

An indistinguishable study carried out in Nigeria by Akiknola (2006) attributed poor performance to insufficient learning, shortage of qualified and committed teachers (Teachers' competency level), learners' inability to perform well in practical as well as the teaching techniques used by the Science instructors. Students' instructional performance depends on a number of socio-economic constituents including students' attendance in class, family remuneration, mother's and father's level of education, teacher-student ratio, number of trained

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teachers in school, students' gender issues, and the distance of school from home. Other study by Chang, Singh and Mo (2007) findings have attracted attention to the relevance of emotional and motivational elements as well as contextual variables in predicting academic achievement in Science oriented subjects

Textbooks and reference materials are essential instruments for efficient teaching and learning; their lack or inadequacy discourages teachers from dealing with abstract subjects. It's also critical to have the proper people in place to ensure that sufficient instructional materials and physical space are available to support the educational effort. According to Coombs (2015), a lack of textbooks, libraries, and physical facilities will hinder the educational system's capacity to adapt more completely to new journal of Education and practice needs. Between 2005 and 2012, the government of Swaziland used 70% of funding from the 9th European Development Fund to build 58 classrooms, 42 teachers' houses, a teacher resource program, tables, chairs, and instructional material for elementary schools (MOE & Technology of Swaziland 2013). As a result, enrollment climbed from 66,000 students in 2009 to 77,923 students in 2010, a 15% increase for both grades 1 and 2. However, instead of the 78 classrooms supplied in 2010, the Ministry only allocated a budget for 68 classrooms. Apart from 167 classrooms required in Umkhondo primary school in Swaziland and 3.5 million for furniture crisis through grade 3 in 2011, the Ministry is supposed to deliver 78 classrooms instead of 68.

The Primary Education Development Project (PEDP) was established in Tanzania in 2002 with the objective of enhancing educational access and quality. Efforts to improve educational access in 2001 resulted in a staggering 43 percent rise in enrolment in 2002. Tanzania's government has implemented a number of reforms in response to the pressures created by high pupil-to-classroom and pupil-to-desk ratios (URT, 2010). Tanzania's education budget increased to \$2,283 billion in 2011/2012. Budgets for purchasing instructional materials, constructing classrooms, and building physical infrastructures account for only 10.2 percent of total spending. This contrasts with Uganda's 20-24% and Kenya's 14-15 percent (M.O.E, 2013).

Given its importance in promoting national development and embracing Vision 2030, Kenya's government has made significant investments in education. Education spending has risen steadily throughout the years to keep pace with rising school enrollment at all levels.

The Kenya Education Sector Support Program (KESSP) was established in 2005 with the objective of attaining the Millennium Development Goals (MDGs) and EFA by 2015. By introducing a free primary school program and supporting secondary school, Kenya's government has reiterated its commitment to provide education to the majority of its citizens. Kenya's government is almost entirely made up of women, accounting for almost 73 percent of the total. In 2003, Kenya's government launched the free primary education (FPE) initiative, which provided each child approximately Kshs. 1020. This resulted in an alarming growth in enrolment despite little infrastructure expansion. The funds were used for instructional materials as well as general purposes such as RMI (renovation of existing buildings), EWC (electricity, water, and conservation), SSW (support staff wages), LTT (local travel and transportation), phone charges, QA (quality assurance and standard), and contingencies. Even if all of the amounts were insufficient, parents were heavily involved in school funding.

The government has finally chosen to contribute to the school's infrastructural funds. Stakeholders cited the provision of educational resources, such as textbooks, as one of FPE's

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significant accomplishments. This was due to the fact that it relieved parents of the financial burden of education, resulting in a lack of flexibility in sending their children to school. The FPE program, on the other hand, has a variety of governance risks to begin; the majority of the schools visited lacked adequate documentation of funds obtained from a variety of sources, including the constituency Development Fund, the local authority Transfer Fund, and other sponsors. Every school, in fact, keeps just FPE records (Onyango 2016). The purchasing of educational products using a Simba account has sparked debate. A total of Sh45 billion has been granted to schools since 2003. 5.8 million Books have been lost since the FPE began, according to a DFID evaluation. During a nine-year period, the losses are estimated to have cost an average of usually high in both quality and cost (2003-2012).

To increase education's quality, efficiency, and output, better instructional materials, physical facilities, and human resources are necessary. This study will look at the influence of instructional materials on learner access to education. Teaching and learning materials, as well as student accessibility to education, include three components: Consider financial equity, the quantity and quality of instructional materials, physical facilities, and human resources. Previous research on the availability of TLR have revealed serious concerns among instructors (DFID, 2013). According to Lyons (2012), learning is a complex process that necessitates the interplay of several variables. The presence of skilled instructors and instructional resources in the classroom improves the efficacy of a school's performance. As a result, having adequate content, instructional, and organizational resources is important. Because students and instructors are less likely to be absent from schools that provide them with engaging, meaningful, and relevant experiences, teacher resources aid to improve learner accessibility and educational results. In order to offer a successful teaching-learning process, these materials should be provided in adequate number and quality in schools. Several researches on the impact of instructional materials on education have been done.

Momoh and Osagie, (2012) investigated how students' performance in the West African School Certificate Examinations was influenced by instructional materials (WASCE). Students' performance on the West African School Certificate Examinations was connected to the teaching tools. He concluded that materials can have a major impact on student success because they assist students in developing abstract concepts and ideas while minimizing rote learning. Atkinson (2014) When TLR is insufficient, education is jeopardized, and this manifests itself in poor academic performance of teaching and learning materials on learners' performance material. Other types of material resources include pens, erasers, exercise books, crayons, chalk, drawing books, notebooks, pencils, rulers, slates, and workbooks, as well as paper materials and writing equipment such as pens, erasers, exercise books, crayons, chalk, drawing books, notebooks, pencils, rulers, slates, and workbooks

There is need for adequate teaching and learning materials to make inclusive programmes as success. The government resources are inadequate to meet the basic needs in education (UNESCO, 2007). According to (UNESCO 2005) there are no special facilities for children with various disabilities like hearing aids, Braille materials, spectacles and while canes. There is also insufficient assessment equipment, learning and teaching aids and specialized materials for special needs education (ROK, 2008). However, the government has set aside grants to facilitate procurement of necessary teaching and learning materials and equipment, provide instructional

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materials through waving of duty on specialized equipment, materials and incentives for local production on such equipment to reduce the cost (ROK, 2005). The KIE development of teaching and learning materials is influenced by regular school approaches

Adeogun (2001) revealed a substantial relationship between instructional materials and academic success among students. Schools with greater resources, according to Adeogun, fared better than schools with fewer resources. This is consistent with Babayomi's (2013) results that private schools outperform public schools due to the number and quality of teaching and learning resources available. Communities, parents, and sponsors should continue to support the construction and preservation of physical infrastructure at educational institutions. This is due to the fact that the lack of such conveniences impedes the learning process (Republic of Kenya, 2014). According to DFID, the importance of educational infrastructure is thought to account for inequalities in attainment (2013). He also feels that learning experiences are useful when physical resources are sufficient in number and quality. The physical environment and organization of schools, according to Fonseca and Conboy (2015), promote or impede the establishment of a culture of achievement.

The demand for more instructional materials in public schools to influence learner accessibility and improve adequacy. The research did not go into detail on the availability of certain facilities within the schools and how they affect the level of influence and learner accessibility. The study will also look at the factors that impact financing and student accessibility in Malindi sub-public county's primary schools. Adeogun (2011) identified a substantial positive link between instructional materials and academic success in his research. Schools with greater resources, according to Adeogun, performed better than schools with fewer resources. Private schools outperformed public schools owing to the availability and appropriateness of teaching and learning resources, according to Rose (2000).

According to a research conducted by Chiriswa (2012), schools that consistently do poorly on national examinations demotivate their pupils to work hard and, as a result, lose faith in completing their education. Students from schools that do well on national tests are more inclined to study hard and commit their energy to getting excellent grades in school.

According to a study conducted by Beer (2015) and Watson (2013), housing teachers and students in the school compound improves learner accessibility and performance in school. She established that teachers who stay in the school property beyond class hours can provide remedial tutoring to students. Fisher (2016) investigated the influence of school instructional materials on student results and behavior in Georgia, finding that better building conditions, lighting levels, air quality, and temperatures increase academic achievement. He also identified a relationship between student success and the size of a school class. Massive classes might jeopardize a student's ability to succeed.

Education is primarily delivered by the public sector in the United States, with governance and financing coming from three levels: state, municipal, and federal government, in that order. On the other hand, federal funding makes only a modest portion of total school revenue. The state government provides the vast majority, with some local property taxes thrown in for good measure. According to Obwari (2013) and Finnie (2013), the Canadian Millennium Scholarship Foundation was established by the Canadian government to provide 325 million US dollars in annual bursaries to persons with financial hurdles in order to enhance access to post-

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secondary education (2012). Those who are experiencing financial and social challenges will benefit from this. The government is expanding the program to secondary schools to help students with financial difficulties stay in school and complete their education (Norman, 2012). The constituency development fund (CDF) provides support for a variety of community-based projects, including school building, which includes four classrooms, six doors of lavatories, and teacher offices for early childhood education. Kilifi County Government is supplying ECDE instructional materials and teacher recruitment. This will necessitate efficient collaboration between district education boards (DEBs). The government's top objective is to promote cheap and equal access to education through a variety of initiatives, including cooperating with the business sector, non-governmental organizations (NGOs), and development partners to give an update on Koech's 1988 report.

According to Government of Kenya (2010) observes that in schools, sanitary facilities play an equally significant role in the learning environment. The physiological well-being of the students is aided by adequate and clean sanitary facilities. The Ministry of Education has set minimum criteria for the provision of toilets as part of school sanitary facilities: a school must provide four toilets for the first 30 pupils, then a 25:1 and 30:1 ratio for females and boys, respectively

The literature reviewed from other parts of the world and those from Kenya has shown that instructional resources such as textbooks, charts, diagrams, are significant determinants of pupils' performance. They play a vital role in the teaching and learning process. The researcher also noted that the acquisition, use, storage and maintenance of instructional materials are guided by a policy on textbook procurement and supply for primary schools. This study therefore fills the gap by examining efficiency in head teacher's instructional material finance management affects learner access to education in Malindi Sub-public county's primary schools.

### **Theoretical Framework**

Instructional material theory was used in this study it aims at describing how to help people learn and develop, create conditions that boost the chance of learning and improve instruction. The study adopted this theory because it clearly depicts a direct relationship between the resources used by teachers and the learning outcomes of students. Higher learning capabilities, high-quality learning and classroom-activity techniques, and a positive attitude toward learning are among the outcomes. Furthermore, these theories suggest that instructional materials have because they clearly explain how to follow the rules / principles and build on the concepts, all of which assist students in solving new problems by analyzing the circumstance and devising a plan (Gagne et al 2020).

Instructional material, according to Gagne et al (2020) May be used to help learners build greater learning capacities through self-teaching or guided learning. This suggests that "eliciting performance" and "feedback on performance accuracy," as well as "learning direction," are the most important instructional resources for guided exploratory learning. Many of Gagne's nine principles have important implications for secondary school instructors in the Rombo region. Many of these ideas, such as the development of critical thinking and problem-solving abilities in pupils, have capacity-building implications.



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The theory, on the other hand, has nothing to do with whether or not pupils can think critically in what areas or how they can solve an issue on their own. However, I believe that the goal of educational materials and technology is to extend students' imaginations and inspire them to address issues in their lives. Lev Vygotsky, a Russian psychologist, shared similar beliefs, believing that tools and indicators in the form of instructional materials might assist pupils acquire higher levels of thinking, which is crucial in problem-solving tasks. However, because instructional materials are deemed domain-specific, the ways in which they are used are constrained.

### **Research design**

The study used descriptive research design in order to answer questions on the influence of head-teacher instructional funding management on learner accessibility to education in public primary schools in Malindi Sub County. The target populations were all the 55 public primary schools in Malindi Sub County. The study involved 55 Public primary head-teachers, 55 teachers and 55 pupils. Data was collected through questionnaires. Pilot survey was conducted to evaluate and enhance the flow and clarity of the questionnaires. The study's data was evaluated subjectively and quantitatively using percentages, means, and frequency distribution using the Statistical Package for Social Sciences (SPSS) version 24.

### **Results and discussion**

#### **Provision of Learning and Teaching Resources**

The objective of the study was to assess the availability and usage of the instructional materials on learner accessibility to education in public primary schools in Malindi Sub-county. The study focused on the availability of resources in public primary schools, ratio of textbooks to pupils in each subject taught in primary schools frequency in the use of instructional resources, adequacy of instructional resources/materials and strategies to improve efficiency in the use of instructional resources in public primary schools. The first research question sought to determine the availability of instructional resources in public primary schools especially in relation to textbooks, charts, wall maps and equipment as shown in Table 1 Thus, which instructional resources are available in public primary schools in public primary schools in Malindi

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**Table 1: Teachers’ responses on the availability of resources in schools**

Resources	Available andadequate		Available andinadequate		Not available at all	
	f	%	f	%	f	%
Text books	17	85	3	15	0	0
Charts	14	70	6	30	0	0
Wall maps	13	65	6	30	0	0
Chalks	20	100	0	0	0	0
Chalkboard	20	100	0	0	0	0
Desks	14	70	6	30	0	0
Classrooms	14	70	6	30	0	0

Source: Research data (2022)

According to Table 1, majority 17 (85%) of the teachers reported that textbooks were available and adequate, charts and maps were available and adequate as reported by 14(70%) and 13(65%) of the teachers respectively. However, some felt that the resources were available but inadequate. Yet others reported that wall maps were not available at all. All the teachers reported that chalks and chalkboards were available and adequate; a higher proportion reported that desks and classrooms were available and adequate. Digolo (1986) notes that facilities like classrooms are essential in all institutions of learning. Dale (1954), on the other hand, notes that the chalkboard could be affectively used in highlighting critical questions under study. The findings of this study concur with Simiyu (2007) that the resources that were mostly available were textbooks and charts that protected and 10 visuals were not available. The researcher established that not all the instructional resources were available in public primary schools.

Further, teachers were asked to list learning materials and equipment that were not available in their schools. Their responses are presented in Table 2.

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**Table 2: Missing materials and equipment**

<b>Resource /equipment</b>	<b>f</b>	<b>%</b>
Charts	5	25
Wall maps	7	35
Electronics	3	15
TV, computers, radio textbooks	2	10
Science apparatus(kit)	5	25
Games equipment	7	35
Reference materials	3	15

**Source: Research data (2022)**

As shown in Table 2, majority 7(35%) of the teachers indicated that wall maps and games equipment were not available, 5(25%) indicated that charts and science apparatus electronics like computers are not available. This agrees with Kimui (1988) who observes that schools lack many instructional media and print media is the only resource that can be used. He further noted that, chalkboard and lecture method have dominated schools today.

The teachers were asked to give their views on the strategies that were already in place to ensure availability of the missing instructional resources. Their responses are shown in Table 3.

**Table 3: Strategies in place to ensure availability of instructional resources**

<b>Strategy</b>	<b>f</b>	<b>%</b>
Lobbying for donation from old students and friends	2	10
Regular checking to identify and replace the missing instructional Resources.	10	50
Improvisation especially of teaching aids.	3	15
Regular ordering and purchasing of instructional resources	12	60
Planning to construct library facilities for safe storage of the resources	9	45
Sensitizing parents on the need for sufficient instructional resources	2	10

**Source: Research data (2022)**

According to Table 3, majority 2 (60%) of the teachers reported that there was regular ordinary and purchase of instructional resources/material. This is in agreement with the ministry's expectation since funds are dispatched regularly for the purchase of instructional materials. Most of them also reported that they regularly checked and replaced the missing instructional

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resources. This as well conforms with the expectation of the ministry. Other strategies reported by the teachers included improvising of teaching learning aids and the plan to construct library facilities for safe storage. This concurs with Digolo (1986) who maintains that instructional materials can be produced by teachers during seminars and workshops through the help of educational advisors and curriculum developers. The researchers established that schools were attempting to conform to the ministry's expectation of ensuring availability of instructional resources. However, the limiting factor was lack of library facilities for safe storage of the available resources

### **Summary**

The objective of the study was to assess the availability and usage of the instructional materials on learner accessibility to education in public primary schools in Malindi Sub-county, The researcher established, from all 20 (100%) of the teachers that chalk and chalkboards were available and adequate. If (85%) of them were of the opinion that textbooks were available and adequate. 14 (70%) indicated that charts were available Thirty (65%) showed that wall maps were available yet 6 (30%) felt that charts, classrooms and wall maps were available but inadequate. One (5%) indicated that maps were available at all. However, 7(35%) of the teachers indicated that charts and science apparatus were not available. 3 (15%) listed electronics like computers as missing materials. A few 2(10%) listed textbooks as missing materials. Majority of the pupils who participated in the study had only one book per subject taught. A significant proportion of 35(35%) did not have books for science and social studies. Thirty one (31%) did not have CRE books, 12(12%) did not have mathematic books. The researcher established that 53(53%) of the pupils borrowed from other pupils the books did not have while 38(38%) used teachers notes. Eight (8%) bought and 1(1%) did nothing about it. It was also found that strategies had been put in place to ensure availability of instructional resources as shown, thus regular procurement of instructional resources (12(60%) 10(50%), plan to build a library for safe storage 4(45%), improvising especially teaching/learning aids 3(15%) and 2(10%) involved or sensitized parents on the need for sufficient resources. From the study, all 5(100%) headteachers replaced the lost books by making the losers to buy. The available instructional resources were maintained by covering as reported by 4(80%) of the headteachers, proper storage 3 (60%), binding 2(40%) and handling them well. On how they accounted for the purchased instructional materials, all (5%) of the headteachers allowed auditing to be done yearly. Four (80%) of them use the relevant documents like purchase orders, delivery notes, invoices, payment vouchers and receipts for accounting process.

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### **Conclusion**

Based on the finding the study concludes that not all the required instructional resources were available for use by both teachers and pupils in public primary schools and Instructional resources in some schools were inadequate despite the fact that the government have invest heavily on them through free primary education funds.

### **Recommendations**

Based on the study analysis, findings and conclusions of this study, the study recommends that there is need for in-service headteachers and teachers on the variety of teaching/learning resources available for use. There is also need to in-service teachers on cheap ways of availing instructional resources such as teaching/learning aids

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