INFLUENCE OF EVALUATION OF TEACHING AND LEARNING MATERIALS ON ACADEMIC PERFORMANCE AMONG FORM FOUR CANDIDATES IN LONDIANI SUB-COUNTY, KENYA

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Abstract: Kenya Certificate of Secondary Education results in Londiani Sub-County for the last 5 years had been dismal. It was for the reason that this study aimed to establish the influence of evaluation of teaching and learning materials on academic performance among form four students in Londiani Sub-County, Kenya. System approach Theory by Van Bertalanffy was used to guide the study. The population targeted for the research was 32 Deputy Principals in Londiani Sub-County, 33 quality assurance, and standard officers in schools and 1800 candidates in Londiani Sub-County. The mixed-method approach and descriptive survey design were used such that 30 Deputy Principals were purposively selected and 317 candidates were selected randomly using quota and simple random selection. On the other hand, 30 Quality assurance and standards officers were selected randomly. Questionnaires were issued to schools’ quality assurance and standard officers and form four candidates. The information from the deputy principals was obtained using an interview guide. Piloting was done in two schools and Cronbach’s coefficient alpha was computed to ensure the reliability of the questionnaire which turned up to be 0.7 meaning the questionnaires were reliable and therefore legible to be used for data collection. The supervisor helped the researcher in establishing the validity of the instruments. The quantitative data collected was analyzed using the Statistical Program for Social Science version 23.0 to achieve percentages, standard deviation, frequencies, and averages. The analyzed information was displayed using pie charts and bar graphs. Qualitative data was analyzed as guided by the respective objectives. Benchmarking should be sensitized and embraced in school. The findings showed that; Majority of the quality assurance officers agreed that teachers are answerable to deputy principal In case they fail to attend the lessons in class. Most of them indicated that the school uses improvised academic materials to enhance academic performance in school. The majority of the quality assurance officers were in agreement that schools have enough textbooks that are up-to-date. When a student asks for clarity during lessons, the quality assurance officers indicated that teachers give them maximum time to ask for clarity.

Keywords: Evaluation, Instructional Leadership, Academic Performance, Teaching and Learning

Introduction

Instructional leadership is an important aspect that influences academic performance among form four candidates. The Deputy Principal’s responsibility as an instructional leader and its influence on candidates’ academic achievement merged first in the effective research of the school (Brookeover, 1978; Lyons & Shealtham, 1988). Regardless of the recognition teaching and learning is being given in schools, a gap between intention of the curriculum planners in classroom practices and the performance result has been existing (Kempa & Aminah, 1991). According to Gallagher (1988), group work and/or group participations with other individuals form important part of education and life system occurs in different stages. Evaluation of teaching and learning is properly done in that it starts in a planning stage where evaluation plan is developed then continues for the life cycle of the training system (Bunson, 2012). According to Mishra & Koehler (2006), the most multipurpose skills in today’s class is computer-related and other digital systems which should as well be evaluated to give positive impacts to academic performance of the students. Knowledge is impacted to the learners and evaluated using instructional materials (Waqas, 2014). The academic performance in Londiani Sub-County had been low despite the interventions that had been put in place and it has therefore become a pertinent educational issue. The study established the influence of evaluation of teaching and learning on academic performance in Londiani Sub-County, Kenya.
Theoretical/Literature Review

The researcher looked for the findings of the study basing on general system theory by Ludwing Van Bertalanffy (1972). It states that the school is a social organ that is composed of different parts which work together in unison so as to accomplish the goals that are stated. A school gives feedback to the society since it exists in form of an open system and receives the inputs form the. Basing on this theory, school has various parts that include principals, deputy principals, Head of departments, students and parents. The office of the deputy principal is geared towards achieving a better performance in the school through proper instructional leadership practices. There should be understanding of the linking process of the components existing in school by all people involved according to Onen and Oso (2005).

According to this theory, the people in the school setup are bound to work together in common direction in order to achieve the targets and goals the school has to achieve at the end of a certain period of time. The deputy president should therefore perform his duties diligently in offering proper instructional practices to each component so that it will influence the academic performance positively.

Research Methodology

This study adopted descriptive survey design. This is a method of data collection that entails administration of questionnaires and interview schedules to a section of a study population (Mugenda & Mugenda, 1999). Research design is defined by Kombo and Tromp, (2006) as a scheme for data collection and data analysis in a way that aims at combination of relevance in a research considering its purpose while Orodho (2005) defined it as a scheme that is used by a researcher to develop answers to the research questions. This technique gives a clear description of the identified factors and the extent to which they influence academic performance among KCSE candidates (Mugenda & Mugenda, 2003 & Robson, 2002). This design gave accurate status of phenomena under the study and therefore the results gotten gave necessary answers basing on the purpose of the study. This study used mixed method approach and descriptive survey design was used such that 30 Deputy Principals were purposively selected and 317 candidates were selected randomly using quota and simple random selection. On the other hand, 30 Quality assurance and standards officers were selected randomly. Questionnaires were issued to schools’ quality assurance and standard officers and form four candidates. The information from the deputy principals was obtained using an interview guide. Piloting was done in two schools and Cronbach’s coefficient alpha was computed to ensure reliability of the questionnaire which turned up to be 0.7 meaning the questionnaires were reliable and therefore legible to be used for data collection.

Results

Table 1: Quality Assurance Officers’ Perception on how evaluation of teaching and learning materials influences academic performance of form four candidates.

<table>
<thead>
<tr>
<th>Description</th>
<th>SD</th>
<th>D/SD</th>
<th>N</th>
<th>A/SA</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are answerable to deputy principal when they fail to attend the lessons</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td></td>
<td>4.30</td>
<td>0.466</td>
</tr>
<tr>
<td>The school uses improvised materials to enhance performance</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td></td>
<td>3.93</td>
<td>0.785</td>
</tr>
<tr>
<td>The school has enough text books</td>
<td>-</td>
<td>5</td>
<td>25</td>
<td>(16.7%)</td>
<td>4.50</td>
<td>1.137</td>
</tr>
<tr>
<td>Academic materials supplied to school are up-to-date</td>
<td>-</td>
<td>-</td>
<td>30</td>
<td></td>
<td>4.63</td>
<td>0.490</td>
</tr>
</tbody>
</table>

(100%)
Table 2: Form four Candidates’ Perception on how evaluation of teaching and learning materials influences academic performance of form four candidates.

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>A/SA</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Deputy Principal normally gives us lesson attendance forms and collect</td>
<td>22</td>
<td>39</td>
<td>254</td>
<td>4.33</td>
</tr>
<tr>
<td>them on a weekly basis</td>
<td>(7.0%)</td>
<td>(12.3%)</td>
<td>(80.1%)</td>
<td>1.040</td>
</tr>
<tr>
<td>We normally use locally available materials</td>
<td>20</td>
<td>17</td>
<td>278</td>
<td>4.24</td>
</tr>
<tr>
<td></td>
<td>(6.3%)</td>
<td>(5.4%)</td>
<td>(87.7%)</td>
<td>0.421</td>
</tr>
<tr>
<td>We have enough textbooks in our school</td>
<td>50</td>
<td>19</td>
<td>248</td>
<td>4.11</td>
</tr>
<tr>
<td></td>
<td>(15/7%)</td>
<td>(6.0%)</td>
<td>(78.2%)</td>
<td>1.304</td>
</tr>
<tr>
<td>We use up-to-date text books for learning</td>
<td>28</td>
<td>6 (1.9%)</td>
<td>277</td>
<td>4.46</td>
</tr>
<tr>
<td></td>
<td>(8.8%)</td>
<td>(6.0%)</td>
<td>(78.2%)</td>
<td>0.992</td>
</tr>
<tr>
<td>We are given an opportunity to ask questions in our class</td>
<td>-</td>
<td>18</td>
<td>299</td>
<td>4.73</td>
</tr>
<tr>
<td></td>
<td>(5.7%)</td>
<td>(94.3%)</td>
<td></td>
<td>0.559</td>
</tr>
</tbody>
</table>

Source: Researcher 2019

4.1 Results and Discussions from Quality Assurance Officers’ Perception of Influence of Evaluation of Teaching and Learning Materials on Academic Performance

Quality assurance officers were asked to indicate their level of agreement with the influence of evaluation of teaching and learning on academic performance. Table 1 shows that, 30 (100%) respondents agreed that teachers are answerable to deputy principal when they fail to attend the lessons. The mean of this was 4.30 with a standard deviation of 0.466, this is so because majority of the respondents were in an agreement. This is in the agreement with the findings of the study done by Kouzes, (2012) where he said that evaluation of teaching and learning can be done by deputy head teachers in that he/she can supervise teachers with verge of improving academic performance of the school.

On whether the school uses improvised materials to enhance performance, 10 (33.3%) respondents were neutral, 20 (66.7%) respondents agreed. The mean of this was 3.93 with a standard deviation of 0.785, this is so because majority of the respondents were in an agreement that improvised materials are used in school to enhance better academic performance. This is in the agreement with the findings of the study done by Posner, (2012).

5 (16.7%) respondents disagreed that the school has enough text books while 25 (83.3%) respondents agreed strongly. The mean for this was 4.50 with a standard deviation of 1.137; this is so because majority of the respondents strongly agreed that their schools have enough text books for teaching and learning. This is in agreement with the findings of the study done by Lyons, (2013).

With regards to whether academic materials supplied to school are up-to-date, 30 (100%) respondents agreed. The mean for this was 4.63 with a standard deviation of 0.490, this is so because majority of the respondents agreed strongly to the fact that academic materials supplied to school are up-to-date. This, however, is in agreement with the findings of the study done by Kenya National Examination Council, (2018) where it is a requirement by KNEC that every school should use up-to-date materials in instilling learning to the learners.
30 (100%) respondents agreed that teachers give opportunities to students to ask for clarity during lesson time. The mean for this was 4.27 with a standard deviation of 0.450, this is so because majority of the respondents agreed. One way of improving the academic performance in the school is by giving chances to students to ask for questions that arise during lessons Shealtham, (2013).

4.2 Results and Discussions from Form Four Candidates’ Perception of Influence of Evaluation of Teaching and Learning Materials on Academic Performance

Form four candidates were asked to indicate their level of agreement with the influence of evaluation of teaching and learning on academic performance. Table 2 shows that, 22 (7%) respondents disagreed that Deputy Principal normally give them lesson attendance forms and collect them on a weekly basis, 39 (12.3%) respondents were neutral, 254 (80.1%) respondents agreed while 2 (0.6%) respondents did not give their responses. The mean of this was 4.33 with a standard deviation of 1.040, this is so because majority of the respondents were in an agreement. This is in agreement with the findings of the study done by Leithwood, (2014) where he said that giving lesson attendance is one way of monitoring the progress of education in school and it is very vital in that it keeps the teachers on track.

On whether the school uses improvised materials to enhance performance, 20 (6.3%) respondents disagreed, 17 (5.4%) respondents were neutral, 278 (87.7%) respondents agreed and 2 (0.6%) respondents did not give their responses. The mean of this was 4.24 with a standard deviation of 0.421, this is so because majority of the respondents agreed in an agreement that improvised materials are used in school to enhance better academic performance. The assertion made by Lous, (2014) is in agreement with this.

50 (15.7%) respondents disagreed that the school has enough text books, 19 (6.0%) respondents were neutral and 248 (78.2%) respondents agreed. The mean for this was 4.11 with a standard deviation of 1.304, this is so because majority of the respondents strongly agreed that their schools have enough text books for teaching and learning. The similar findings were asserted by Anderson, (2014) where he cited the importance og having enough text books in school.

On whether they use academic materials that are up-to-date, 28 (8.8%) respondents disagreed, 6 (1.9%) respondents were neutral, 248 (78.2%) respondents agreed while 6 (1.9%) respondents did not give their responses. The mean for this was 4.46 with a standard deviation of 0.992; this is so because majority of the respondents agreed strongly to the fact that academic materials being used are up-to-date. Use of up-to-date learning material enable the learners to get real time information that is current Wahlstory (2014)

Basing on the findings collected using interview, majority of the deputy principals indicated that exams are administered three times in a term excluding topical exams that are administered after every topic or some topics. It was found that records of students’ performance are kept in most schools to depict the areas where much effort should be used for improvement. Keeping records enable the school to follow up on students’ performance so that area of improvement can be easily noticed (Gall, M. E. 2013).

Conclusion

All respondents were aware of the influence of instructional leadership practices on academic performance among form four candidates. It was realized that evaluation of teaching and learning is crucial in that it helps the school to know which kind of academic materials are being used in disseminating knowledge to the learners. It helps in ensuring that academic materials being used are improvised and up-to-date. Through this, students are able to seek for clarity during lessons and teachers are able to give them chance for that. This only happened if evaluation of teaching and learning is done in school. Teachers are answerable to deputy principal in case they fail to attend the lessons in class. Schools are advised to use improvised academic materials to enhance academic performance in school and they should have enough text books that are up-to-date. When student ask for clarity during lessons,
teachers are advised to give them maximum time to ask for clarity.

**Recommendation**

Benchmarking should be sensitized and embraced by the schools in Londiani Sub-County. Though majority of the respondents were agreeing that benchmarking is done in their schools, a good number of them were disagreeing. This shows that an improvement should be made there to ensure that all schools go for benchmarking. This will be a message to the principals of various schools to facilitate benchmarking in school. Also, academic clinics should be developed for the weak students. This will be arrived by ensuring academic debates and discussions are enhanced in school. Basing on the respondents, it was realized that weak learners have no place to be and cannot cope up with others if they won’t be treated differently in a better way.

**References**