# Implications of Teacher Resource on Quality Education Provisionprovision in Public Primary Schools in Kenya

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*Abstract-* The quest to ensure that learners achieve quality education and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of Government of Kenya. The purpose of this study was to determine the effect of teacher resource on quality education provision in public primary schools in Masaba South sub-County, Kisii County, Kenya. The objective sought to determine the effect of teacher resource on quality education. The study was guided by Human capital theory. The target population was 82 head teachers and 112 deputy head teachers. Sample size consisted of 68 head teachers and 86 deputy head teachers selected through stratified random sampling technique. Questionnaire, interview schedule, and document analysis were used to collect data. Quantitative analysis was done using descriptive statistics and inferential statistics using regression analysis. Qualitative data was analyzed on the basis of themes and sub-themes. On the concern about effect of teacher resource on quality education provision in primary schools, work load had a highest input of .260 towards teachers as a resource; it was followed by syllabus which had an input of .209 units. Teacher pupil ratio had the lowest input of -.130 units. The content, testing policy, capacity building, and adequacy had inputs of .017 units, .024 units, .079 units, .084 units .088 units respectively. This study was useful to the Ministry of Education to make necessary changes on the effect of teacher resource on quality education provision and make changes to enhance quality education.

*Index Terms*- Teacher Resource, Ministry of Education, Public Primary schools, Quality education and Kenya

## I. INTRODUCTION

Nikel and Lowe (2010) approach on 'fabric' of quality in education proposes seven conceptual dimensions; effectiveness, efficiency, equity, responsiveness, relevance, reflexivity, and sustainability arranged so as to emphasize that the quality of education is much like a 'fabric' that is, it is at its strongest when it is stretched or maintained in tension. The framework emphasizes the need to seek a contextually relevant balance among the seven dimensions, where 'balance' does not imply a simple equalizing across all dimensions, even if that were conceptually possible. The needs and the possibilities for action within different educational contexts will vary and decisions must be made over what is desirable and feasible within a specific situation.

The UNESCO (2007), Santiago model proposes five dimensions of the quality of education that attempt to capture the perspectives of the various educational stakeholders concerned and the social action that they are engaged in at the local level. In addition to the dimensions of effectiveness, efficiency and equity that characterize an educational system, the model stresses the dimension of relevance which is analyzed at two distinct levels: relevance of the educational system in responding appropriately to collective societal concerns, and relevance to the daily conditions of individual learners, their families and communities. UNICEF (2005) documents that school curriculum have three dimensions; the formal, non-formal and informal which are prerequisites for a holistic approach towards learning and in turn well balanced development of learners. The report indicates that quality education aims at the wholesome development of children. In fact all-round development is the key theme of education. Additionally, when a child comes to school, he/she comes in totality and so education should help him/her to develop total personality. To fulfill these purposes, varieties of educative experiences are to be provided in the school programs which may contribute to a long, happy and normal life of the child. In this regard, educational experiences should not only include formal knowledge to help him to develop intellectually and mentally but also impart lots of other experiences for his social, physical and spiritual development.

A report from Ministry of Education, Kisii County, education board (2014), a conference held by scholars, parents, professionals, political leaders and other players indicated that there is need for research on the cause of dwindling quality education in Kisii County. It further noted that our students are not learning despite the impressive enrolment rates in the County and only further research can help establish the problem. It is against this scenario that the study intended to determine effect of teacher resource on quality education provision in public primary schools in Masaba South sub-County, Kisii County, Kenya.

**Objective of the study**
The following was the objective of the study:

To determine effect of teacher resource on quality education provision in public primary schools in Masaba South sub-County, Kisii County, Kenya.

## Research Design

This study adopted a Sequential explanatory design employed within mixed methods approach. Sequential explanatory design is a type in mixed method approach characterized by collection and analysis of quantitative data followed by a collection and analysis of qualitative data. Its purpose is to use qualitative results to assist in explaining and interpreting the findings of quantitative study.

## Study Population

The target population for this study was 82 head teachers, 112 deputy head teachers in public primary schools, from 82 primary school teachers in Masaba South sub county Kisii County of Kenya.

## Sampling Procedures and Sample Size

The researcher used both stratified random sampling technique and simple random sampling. To obtain the desired sample in this study stratified random sampling technique was used in dividing the population into small groups known as strata. The sample size constituted of 68 head teachers, 86 deputy head teachers, from the 68 sampled public primary schools based on Krescie and Morgan's formula.

## Instruments of Data Collection

This research used a questionnaire for the deputy head teachers, document analysis and interview schedule for the head teachers to collect primary data for the study.

## Document Analysis

The researcher examined primary school admission register, board of management minutes, school master timetable, stores records book to check on availability of school facilities. The information obtained was discussed with the head teachers with the aim of collecting data.

## Validity of the Instruments

To ensure validity of the questionnaire, assistance was sought from the expert judgment of researcher's supervisors.

They were also arranged from simple to complex for easy understanding. The researcher also took representative questions from each of the sections of the unit and then evaluated them against the desired outcomes. In addition, a detailed verbal descriptions and clear instructions were provided during the group administration, which the researcher personally conducted.

## Reliability of Instruments

To ensure the reliability of the questionnaire, the split half method was used. This was done by assigning the odd numbered items to one half and the even numbered items to the other of the test.

## Data Analysis
### Quantitative Data Analysis

The quantitative data was analyzed using both descriptive and inferential statistics. The descriptive statistics was used to describe and summarize the data inform of tables, frequencies and percentages. The inferential statistics was used to help make inferences and draw conclusions. Statistical tests including Pearson correlation which is a measure of the linear correlation between two variables was used.

## Qualitative Data Analysis

Data from interviews was analyzed by using the thematic frame work and the following steps were considered; the research followed the principles of thematic analysis.

## II. FINDINGS, INTERPRETATION AND DISCUSSION

**Findings on Effect of Teacher Resource on Quality Education Provision in Public Primary Schools.**
**Teacher population**

The study sought to explore how the number of current teacher population compares with the expected ideal teacher number in those schools using document analysis. It was established that there was significant difference in current and expected teacher number in public primary schools within Masaba south sub-county. Table 1.0 shows the group statistics on teacher mean number of teachers.

**Table 1.0: Group Statistics on Teacher Mean Number of Teachers.**

|  | Education Payments | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Teacher Number | Actual teacher number | 66 | 11.9697 | 3.33268 | .41022 |
|  | Expected teacher number | 96 | 15.6515 | 4.50809 | .55491 |

This teacher mean number of teachers was reflected by the independent-samples t-test results, which was conducted to compare the mean number of current and expected teachers per school within Masaba sub-county. This is shown in table 1.1

## Table 1: Independent Samples Test

| | | Levene's Test for Equality Variances | | oft-test for Equality of Means | | | | |
|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | T | Df | Sig. tailed) | (2-Mean Difference | Std. Error Difference |
| Teacher Expected Number | Equal variances assumed | 1.879 | .173 | -5.335 | 130 | .000 | -3.68182 | .69008 |
| | Equal variances not assumed | | | -5.335 | 119.707 | .000 | -3.68182 | .69008 |

Table 1.1 depicts that there was a significant difference between the actual number (M=11.97, SD=3.33) and expected number[M=15.65, SD=4.51; t(120)=-5.34, p<.05], with the actual teacher numbers being significantly lower than the expected number of teachers in the schools within the sub-county as revealed by group statistics. This therefore implied that teacher/pupil ratio was quite disproportionate in disfavor of the current teacher staffing in most of the schools in the sub-county.
 Teachers' attitudes towards their work and pupils, their classroom management and their interaction with pupils have great impacts on the academic achievement and the retention in school of their pupils. Few classroom observations in schools indicate that there are cases where teachers' negative attitudes make pupils drop out of school. These pupils are sometimes neglected, abused, mis-handled, and sent out of class during teaching learning periods. This atmosphere is not conducive to learning and makes some children hate school. The need to increase pupils' enrolments has not taken into account their growing up needs in order to retain them in school.

Table 1.2: Shows effect of teacher resource on quality education provisionin public primary schools

### Table: 1.2 Effect of Teacher resource on quality education provisionin Public Primary Schools  (n=86)

| ITEM | 1 | 2 | 3 | 4 | 5 | TF | TS | AV | % SCORE |
|---|---|---|---|---|---|---|---|---|---|
| 1.The content covered is affected by the numbers | 5 | 5 | 0 | 58 | 20 | 88 | 347 | 3.943182 | 78.86364 |
| 2. The number of lessons per teacher is inadequate. | 2 | 12 | 0 | 54 | 6 | 74 | 272 | 3.675676 | 73.51351 |
| 3. The workload has added since the inception of FPE | 1 | 5 | 0 | 62 | 6 | 74 | 303 | 4.0946 | 81.8918 |
| 4. There is no adequate teacher-student individual attention | 5 | 7 | 0 | 51 | 12 | 75 | 283 | 3.773333 | 75.46667 |
| 5.Teachers attend workshops/seminar rarely | 1 | 30 | 0 | 50 | 5 | 86 | 286 | 3.325581 | 66.51162 |
| 6. teachers do not cover syllabus at the right time | 5 | 4 | 0 | 62 | 11 | 82 | 316 | 3.853659 | 77.07317 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 7 There is no continuouseffect | 12 | 5 | 0 | 49 | 10 | 76 | 268 | 3.526316 | 70.52632 |

Key: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1), P- principals, ST-DH teachers, R – respondents

Table 1.2 depicts that, although (21.1%) of deputy head teachers who took part in the study held the view that the content covered adequate in their schools, a significant proportion [4 (78.9%)] held the belief that the content is generally inadequate. The state of the number of lessons taught adequacy was not any better either; whereas only (26.5%) of the deputy head teachers who were sampled for the study held perception that lessons were adequate in meeting the appropriateness of the teachers in their schools, a significant majority of 4 (73.5%) of the deputy head teachers said that the number of lessons taught are quite inadequate, since they are too many as shown in table 4.9. It also emerged that most of the schools had heavy workload, as confirmed by most 4 (75.5%) of the deputy head teachers whereas a few of the deputy head teachers vehemently agreed with assertion that the workload are heavy as the view was shared by 4(63.1%).

Further findings reveal that there is no adequate teacher-student individual attention. This was attested by many 4 (75.4%) of the deputy head teachers who took part in the study who alluded that pupil teacher ratio has gone high since the inception of FPE. This state was replicated in the other parameters; in capacity building only (33.5%) of the deputy head teachers who participated in the study alluded that teachers attend workshops/seminar but most [4 (66.5%)] of the deputy head teachers insisted that the teachers attend workshops/seminar rarely. Similarly, the state of the syllabus coverage is worse off in most of the primary schools more than three out of every five [4 (77.1%)] of the deputy head teachers who were sampled for the study disagreed with the fact that teachers cover syllabus at the right time. Further, it was revealed from the findings of the study that the testing policy was not characterized by continuous effect in most of the schools in the sub-county; only (29.5%) of the deputy head teachers were satisfied with testing policy as they had it that they had continuous effect. However, nearly three out of every four [4 (70.5%)] deputy head teachers who were asked about the testing said they did not have adequate and continuous effect.

It emerged that many 4 (74.9%) of the deputy head teachers confirmed that structured and inclusive pedagogy has not improved minority (25.1%) had the opinion structured and inclusive pedagogy has improved that while The results and discussions of data collected from in-depth interview schedules with the head teachers on effect of increased enrollment on learning resources in public primary schools was as follows: Lucas and Mbiti (2010) have noted that teacher resource is one of the most important inputs in the education system and therefore their efficient management and utilization is critical to the quality of learning outcomes. Continuous improvements in the quality of educational services should also entail continuous skills upgrading for teachers. The teachers should also be enough, have clear vision, and set achievable goals and objectives and achieve them. Teachers' preparation for their lessons and their effect of students has particularly strong associations with student outcomes. A head teacher said;

"*Due to high enrolment and congested classrooms, teachers are unable to teach well and pupils were unable to concentrate hence the content covered in a problem*" (HT3)
A head teacher said
*"FPE has created significant problems like overcrowded classrooms, high pupil -teacher ratio, scarcity of learning materials and overworked teachers"* (HT3)
Another head teacher said;
*''Teachers are conducting classes in a lecture format, which does not hold the attention of young primary students. Less homework is being assigned due to the inability of teachers to mark 100 papers every night.''* (HT6)
This means that quality of education has suffered as teachers have become overburdened and stopped being able to provide students with the attention they need.
Another head teacher said
*"Teachers' attitudes towards their work and pupils, their classroom management and their interaction with pupils have great impacts on the academic achievement and the retention in school of their pupils"*. (HT4)
One head teacher said;
"*There is sudden increase in enrollment till teachers are nowadays attending up to 100 pupils in a class and syllabus coverage is an issue*"HT6
Another head teacher said;
"*The pupil teacher ratio which has gone up made teachers have extra work which they do not now attend to adequately and even now is a problem*"HT1
A head teacher quoted;
"*Teachers were not ready for such large numbers and we were not take not taken for seminar for orientation.*"HT4

The schools also faced a shortage of desks for the newly enrolled pupils and making slightly well off parents opt to transfer their children from public primary schools to private schools in search of quality education. The MOEST recommends a PTR of 35:1 which would give the teacher adequate time to give personalized attention to each pupil, to supervise class work and mark books and examinations. Moderate numbers would also allow the teacher time to plan lessons and execute their plans more efficiently. Unfortunately, for Kenya the achievement of this standard PTR of 35:1 has been an uphill task all along since independence.

Whatever the case, the PTR in Kenya has shown an upward trend due to somewhat constantly increasing enrolment rate in primary schools as compared to a declining or almost stagnant number of teachers.

**Testing the Hypothesis on Teacher Resource of Study (Zero order correlation matrix)**

In this study teacher resource parameters (content, adequacy, work load, pupil teacher ratio, capacity building, syllabus and testing policy) were converted into continuous ratio scale, with values ranging from 1 to 5. It was therefore suitable to establish the input between the parameters using correlative methods and quality education. Therefore the hypothesis was tested using inferential statistics mainly based on correlation and regression analysis. A bivariate correlation (zero-order correlation) was used to explore the relationship between the parameters by computing a Pearson Product-Moment Correlation Coefficient. All data was analyzed at a level of confidence of 99.5% (p.v = 0.05). By this testing level, the researcher allowed 5% percent error margin. This meant that the results were 95% true as was found.

Table 1.3: shows the correlation on elements of teacher resource using a zero order correlation matrix.

**Table 2: Correlations on Elements of Teacher Resource (Zero Order Correction Matrix)**

|  |  | Content | Adequacy | Work load | Pupil teacher ratio | Capacity building | Syllabus | Testing policy |
|---|---|---|---|---|---|---|---|---|
|  | Pearson Correlation | 1 |  |  |  |  |  |  |
|  | Sig. (2-tailed) |  |  |  |  |  |  |  |
|  | N | 85 |  |  |  |  |  |  |
| Content | Pearson Correlation | .418** | 1 |  |  |  |  |  |
|  | Sig. (2-tailed) | .000 |  |  |  |  |  |  |
|  | N | 78 | 78 |  |  |  |  |  |
| Adequacy | Pearson Correlation | .587** | .831** | 1 |  |  |  |  |
|  | Sig. (2-tailed) | .000 | .000 |  |  |  |  |  |
|  | N | 69 | 69 | 69 |  |  |  |  |
| Work load | Pearson Correlation | .497** | .003 | -.345** | 1 |  |  |  |
|  | Sig. (2-tailed) | .000 | .979 | .004 |  |  |  |  |
|  | N | 85 | 78 | 69 | 86 |  |  |  |
| Pupil teacher ratio | Pearson Correlation | .647** | .330** | .502** | .277* | 1 |  |  |
|  | Sig. (2-tailed) | .000 | .003 | .000 | .013 |  |  |  |
|  | N | 80 | 78 | 69 | 80 | 80 |  |  |
| Capacity building | Pearson Correlation | .695** | .629** | .749** | .217* | .558** | 1 |  |
|  | Sig. (2-tailed) | .000 | .000 | .000 | .050 | .000 |  |  |
|  | N | 82 | 78 | 69 | 82 | 80 | 82 |  |
| Syllabus | Pearson Correlation | .509** | .686** | .865** | -.163 | .232* | .540** | 1 |
|  | Sig. (2-tailed) | .000 | .000 | .000 | .151 | .039 | .000 |  |
|  | N | 79 | 78 | 69 | 79 | 79 | 79 | 79 |
| Testing policy | Pearson Correlation | .332** | .71** | .931** | -.418** | .332** | .538** | .875** |
|  | Sig. (2-tailed) | .003 | .000 | .000 | .000 | .003 | .000 | .000 |
|  | N | 77 | 77 | 69 | 77 | 77 | 77 | 77 |
|  | Pearson Correlation | .733** | .542** | .637** | .531** | .132 | .616** | .630** |

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

From the table of correlations, there was a significant correlation by a correlation of .979 between work load and adequacy followed by a correlation of .931 between syllabus and work load; all at P-value, 0.01. This shows that they had a positive association in the model of Teachers as a Resource. Further; there was also a positive correlation of .875, .865, .749, syllabus and testing policy, syllabus and work load, capacity building and work load respectively. They also showed a positive association of the model teacher resource variable. However, there was no negative association between the parameters
In conclusion, a decision was reached on the null hypothesis;

**H$_o$2:** There is no significant relationship between teacher resource and quality of education in public primary schools

Given that level of significance was attained in all the variables, the null hypothesis was rejected. Hence, from this analysis a conclusion was reached that; **Ha2** There is a statistically significant relationship between the teacher resource parameters (content, adequacy, work load, pupil teacher ratio, capacity building, syllabus and testing policy) and quality of education. Without proper grounding in the proper teaching methods, teachers will continue to be ill equipped to handle the curricula. It implies at school, there is no emphasis and support to teach literacy skills, especially in the basic years of schooling, thereby resulting to under-teaching at classes 1, 2 and 3.

Primary school teachers face specific challenges in trying to provide quality education. In this case there are no clear set practical guidelines on how to interpret and teach the content in the syllabi, and consolidate and assess the mastery of knowledge and skills learnt at different grade levels. The curriculum has been found lacking in some of the information needed for proper implementation. The concept of mastery of literacy is not clearly articulated beyond the general and specific objectives of the syllabus. There is also an assumption by teachers that all children have gone through pre-school that is erroneous. Many learners, especially those in rural areas, do not attend pre-school before joining class one. This assumption has created a misconception among teachers that children enter school having acquired reading skills from pre-school. They, therefore, ignore starting with the basic reading skills like the phonics, which is disadvantageous to those who have not acquired such skills.

Table 1.4 shows the model summary for teacher resource variable which was generated by the researcher. It indicates that the coefficient of multiple determination (R squared), a statistical measure of how close the data are fitted to the regression line.

**Table 3: Model Summary for teacher Resource Variable**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .700a | .490 | .423 | .0000520065 |

Teacher resource (Constant), content, adequacy, work load, pupil teacher ratio, capacity building, syllabus and testing policy

It was noted that the total R squared value for the model of Teacher Resource Variable was .490 (or 49.0 per cent explained variance). The total R squared value, included the unique variance explained by each variable and also that shared. R squared = 49.0%, this implies that the teacher resource in question accounts for 49.0% variability in quality education and the unexplained variation 51.0% are the teacher resource not considered in the equation that would contribute to the impact of quality education. The independent variables were reasonably strongly correlated; hence there were a lot of shared variance that was statistically removed when they were all included in the model.

Table 1.5 shows coefficients of parameters that will be used in making comparisons on their unique contributions to the school teacher resource variable. Comparing the different parameters of teacher resource, a standardized coefficient was used because the values for each of the different parameters were converted to the same scale so that they could be easily compared. However, in constructing a regression equation, the unstandardized coefficient values listed as B were used. Given that the interest was to compare the contribution of each independent variable the Beta values were considered.

**Table 4: Coefficients of Teachers Resource Variable**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .017 | .000 | | 2.786 | .007 |
| | Content | .088 | .029 | .120 | 3.018 | .004 |
| | Adequacy | .024 | .031 | .031 | .779 | .039 |
| | Work load | .260 | .035 | .380 | 7.428 | .000 |
| | Pupil teacher ratio | -.130 | .048 | -.065 | -2.714 | .009 |
| | Capacity building | .084 | .036 | .082 | 2.314 | .024 |
| | Syllabus | .209 | .021 | .290 | 9.865 | .000 |
| | Testing policy | .079 | .058 | .079 | 1.365 | .008 |

Dependent Variable: Teachers Resource

From table 1.5, the largest Beta coefficient was .380 which was for work load implying it made the strongest unique contribution to explaining the dependent variable Teachers as a Resource Variable; the second largest Beta coefficient was .290 which was for syllabus, implying it made the second strongest unique contribution to explaining the dependent variable; this was followed closely by content with a beta coefficient of .120, implying it made the third strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model was controlled for. The parameter pupil teacher ratio had a lowest Beta value of -0.130 which shows that it had the least contribution to the model. Adequacy, capacity building had beta of .031, .079 and .081,

respectively. All the parameters were significant at P-value <0.05.

## The Regression Model for Teacher Resource

Of all the pre-requisites for effective management of a school, the most vital is the teacher resource. The success of any type of organization, be it social, political religious or economic, depends to a large extent on the human beings that make up the organization. Teachers take decisions, which provide the knowledge, energy and the co-operation through which schools objectives are achieved hence attainment of quality education. A regression model for the relationship between the teacher resource variable and the parameters is shown below.

In this model: $Y = \beta_o + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \beta_6 x_6 + \beta_7 x_7 + + \varepsilon$.

Where: Y is Teachers resource

$x_1$     content
$x_2$     adequacy
$x_3$     work load
$x_4$     pupil teacher ratio
$x_5$     capacity building
$x_6$     syllabus
$x_7$     testing policy

$= .017 units + .088 x_1 units + .024 x_2 units + .260 x_3 units - .130 x_4 units + .084 x_5 units + .209 x_6 units + .079 x_7 units + + \varepsilon$

From the regression model, the parameter of work load had a highest input of .260 towards teachers as a resource; it was followed by syllabus which had an input of .209 units. Teacher pupil ratio of had the lowest input of -.130 units. The content, work load, testing policy, capacity building, and adequacy had inputs of .017 units, .024 units, .079 units, .084 units .088 units respectively. Effective teachers are highly committed and care about their pupils and they need supportive working conditions to maintain these positive attitudes. The condition of infrastructure, availability of textbooks and learning materials and class sizes all influence the teacher's experience as an educator. In the schools under study, teachers are de-motivated and less able to address the needs of individual pupils, effectively discipline children or create opportunities for interactive learning. They also give fewer assignments and sometimes conduct classes in lecture format, which does not hold the attention of the young primary school pupils. Meeting quality benchmarks in schooling in the sub-county remains a challenge.

## III. SUMMARY OF FINDINGS

### Effect of Teacher Resource on Quality Education

From the regression model, the parameter of work load had a highest input of .260 towards teachers as a resource; it was followed by syllabus which had an input of .209 units. Teacher pupil ratio had the lowest input of -.130 units. The content, work load, testing policy, capacity building, and adequacy had inputs of .017 units, .024 units, .079 units, .084 units .088 units respectively.

The descriptive analysis results of the study established from the respondents that significant proportion held the belief that the content covered is generally small. The state of the number of lessons taught adequacy was not any better either besides the appropriateness of the teachers in their schools, a significant majority of the deputy head teachers said that the number of lessons taught is quite inadequate, since they were too many. It also emerged that most of the schools had heavy workload, as confirmed by most of the deputy head teachers. Further findings revealed that there is no adequate teacher-student individual attention as was attested by many of the deputy head teachers who took part in the study who eluded that pupil teacher ratio has gone high since the inception of FPE. In capacity building most of the deputy head teachers insisted that the teachers attend workshops/seminar rarely. Similarly, the state of the syllabus coverage is worse off in most of the primary schools more than three out of every five of the deputy head teachers who were sampled for the study disagreed with the fact that teachers cover syllabus at the right time. Further, it was revealed from the findings of the study that the testing policy was not characterized by continuous effect in most of the schools in the sub-county as agreed by nearly three out of every four of the deputy head teachers who were asked about the testing policy. It emerged that many of the deputy head teachers confirmed that structured and inclusive pedagogy has not improved. Similar findings were revealed from qualitative analysis which had it that; the specific programs being implemented have not been very effective in enhancing quality education. The teachers had become overburdened and stopped providing students with the attention they needed and hence challenging the pedagogy. As a result of substantial rates of drop out and non-completion of primary school many children left school without acquiring the most basic skills.

## IV. CONCLUSION

**Effect of** Teacher Resource on Quality Education Provision in Public **Primary Schools**

It can be concluded from the correlation regression model of that the parameters of teacher resource affected quality education in order of importance as were factored in the regression model.

The parameter of work load had a highest input towards teacher resource with a Beta coefficient of .380 implying it made the strongest unique contribution to explaining the dependent variable quality education. The second largest Beta coefficient was .290 which was for syllabus, implying it made the second strongest unique contribution to explaining the dependent variable; this was followed closely by content covered with a beta coefficient of .120, implying it made the third strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model was controlled for. The parameter pupil teacher ratio had a lowest Beta value of -0.130 which shows that it had the least contribution to the model. Adequacy, capacity building had beta of .031, .079 and .081, respectively.

The model is 49.0% explained by the parameters on quality education. This means that teacher resource variable had an effect on quality education.

## V.   RECOMMENDATIONS

In light of the findings about effect of teacher resource on quality education provisionin primary education, the study recommends that:

There is need to improve the quality of education through consolidation of schools rather than spreading resources thinly and encourage participation of private individuals to support education. The MOE should address the teacher resource shortage as well as put in place effective quality assurance mechanisms to enable schools get timely disbursement of funds. The possibility of synchronizing the school calendar with GoK fiscal year should be considered. The MOE should develop and implement comprehensive frameworks for mobilization of adequate funds and implementation of all policies addressing inclusive and equitable basic education. Teachers should be attending workshops/seminar to keep on upgrading them as per changes in the needs of the curriculum. Capacity building of teachers should be regular and structured and inclusive pedagogy should be improved.

### Suggestions for Further Research

A study should be conducted to establish the effect of time resource management on quality education so as to broaden the factors that affect quality.

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