RELATIONSHIP BETWEEN MANAGEMENT AND UTILISATION OF LEARNING RESOURCES IN SCIENCE AND MATHEMATICS IN SECONDARY SCHOOLS `IN IMENTI NORTH DISTRICT, KENYA

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ABSTRACT

Science and Mathematics has for long been used by developed nations as a means of attaining faster economic development. The current trends in academic performance of science and mathematics in secondary schools in Kenya show that students have a problem in learning of these subjects. Utilization of resources in science and mathematics is a major contributor to academic success in this area. Improper management and utilisation of resources on the other hand tend to affect the quality of teaching and learning. The purpose of this study was to determine the correlation between management and utilisation of teaching and learning resources in science and mathematics in Imenti North of District, Kenya. The objectives of the study included: To compare performance with availability of teaching and learning resources in science and mathematics; to find out the importance attached to management factors in utilization of teaching and learning resources in science and mathematics; to determine contribution made by adequacy of teaching and learning to utilisation of learning resources on science and mathematics in secondary schools; and to determine the relationship between principals' emotional attributes and quality of service to science teachers in secondary schools. The accessible population was 310, secondary school teachers in the District. This population serves by 40 secondary schools. The targeted population comprised of 100 science and mathematics teachers. Purposive random sample 30 teachers were used. Besides that, 9 head teachers from the sampled schools were used. Quantitative data was collected using questionnaire. Instruments were piloted to ascertain their reliability while experts from Kenya Methodist University estimated their validity before putting them in use. Descriptive statistics, ANOVA, and Pearson's product moment correlation were used for data analysis. All hypotheses were tested at $\alpha=.05$ level. The findings were as follows: There was no statistically significant relationship between performance, and availability of teaching and learning resources; there was no statistically significant deference in importance attached to management factors and utilization of teaching and learning resources; there was statistically significant difference in contribution made by teaching and learning adequacy on utilisation of learning resources; there was no statistically significant relationship between principals' emotional attributes and quality of service to science and mathematics teachers. The findings may benefit science and mathematics teachers in improving on their teaching strategies; the principals in improving their management skills; and the curriculum implementers in setting strategies to enhance teaching and learning.