

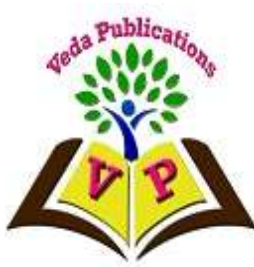
THE USE AND IMPACT OF COMMUNITY RESOURCES IN TEACHING AND LEARNING IN PRIMARY IN NYANDO SUB-COUNTY ,KISUMU

Florence Odera, PhD

Rongo University

Email:oderaflorence@yahoo.com

ABSTRACT



Community resources refer to common places and experiences that are found within a community outside the school. Community resources effective teaching aids that can be used to enable learners get first hand contact with reality of issues to be learnt. They can be categorised into four groups, namely; people, places, activities and things. Despite availability of community resources within the school environment, many teachers do not use them to improve teaching and learning in primary schools. The purpose of this study was to establish availability and use of community resources in teaching and learning in schools. The study was guided by the following objectives, to identify the types of community resources used by teachers in teaching and learning, to find out the impact of community resources in teaching and learning, identify the factors affecting their use and to determine their benefits and limitation of using community resources .This study was conducted to find out the impact to community resources in teaching and learning ; Descriptive survey research was used and the study involved 120 primary school teachers. Data collection involved the use of questionnaires and face to face interview for head teachers of primary schools. Data analysis combined qualitative and quantitative methods. The findings revealed that some teachers appreciate the use of community resources to enhance learning while others did not.

Keywords: *Community Resources, Primary Schools , Teachers Impact and Use.*

INTRODUCTION AND BACKGROUND INFORMATION

Education is the cornerstone of socio-economic development and a key means of improving the welfare of individuals. According to the human capital theory, education leads to acquisition of knowledge skills and attitudes which leads to increased productivity of the educated (Blaugh 1968). Therefore education is everywhere a “merit good” a basic human right and an end in itself. Indeed education is an intrinsic element of the development process (World bank:1988)

Kenya’s education system is expanding rapidly and secondary education has played a significant role in supplying manpower needed for economic growth and development in Kenya by creating a class of educated leaders, planners, experts, secondary schools and institutions of higher learning produce the critically needed middle and high level manpower for enhancement of social economic development (Harbison and Myers:1964)

It is also noted that the government and families allocated available portion of their scarce resources to purchasing education materials that are not adequate and these resources are not properly used. There is need for all stakeholders to come together and look for ways on how the resources can be used to have an impact on education. Schools need external assistance in the name of community resources so that they can integrate it with what they have to foster learning.

Ellington and Race (1993) emphasize that a community refers to learning situations through which learners come into first hand contact with the information. Community resources can be further divided into various categories such as people, places, activities and things. In people we have two categories of people, the professionals and the experienced group. The professionals have specialized knowledge and professional training. This group includes doctors, teachers, lawyers and others. While the experience groups include politicians, religious leaders, community elders etc. They also have a wealth of knowledge derived from many years of experience in various subjects based on aspects of culture, history, land, story telling and medicine and others.

Things on the other hand are art facts that are found in the community that can be used to illustrate the concepts and ideas. Examples are birds, farm tools, antiques, insects, ornament and instruments.

Community resources strengthen the partnership between the resources and the communities provide opportunities for students to learn outside the school environment. The objective of using community resources is to help students reach their individual potential for academic success. For example, when teaching geography, the teacher can use places like markets, rivers, factories and even churches.

FACTORY

The teacher can also take students for a field visit to a sugar cane factory which can be one of a community resource useful for reinforcing teaching and learning different subjects. For example, an English teacher can make use of the opportunity to teach both English and literature respectively. The language curriculum focuses on acquisition and

application of four specific skills listening, speaking, reading, and writing. The factories can be used to teach these skills (Farrant 1986)

MARKETS

Markets are places where people meet on specific days of the week to sell or buy goods of their choice. Market places offer a rich variety of goods useful for teaching and learning. At the market places many different types of fruits, vegetables, grains clothes and animals are found and sold to buyers. Market places can be used to teach geography, Agriculture and sciences effectively (Farrant 1986). At the market places there are variety of food crops as well as shops here students can learn the crops, plants and fruits. Learners can be taught on where such crops are grown for sale. They can also view, touch and even smell the fruits or eat some. The learners will get instant response on challenge facing the production of crops in the farms Ellington and Race (1993).

SCIENCE AND ENVIRONMENTAL STUDIES

Similarly, in science students can be taken for a field visits to places like forests, rivers, lakes and hills in the environment. Students can learn about indigenous trees, river basins, how water flows to the lake, oceans, and seas. Students can also learn soil erosion, water transport and fishing. Some rivers generate hydro electric power. Students learn more by visiting the dams construction and by seeing the real dykes they will be motivated and pay more attention to the details of what they learn. Some dams are also used to control flood and students will learn about different types of aquatic plants as well as observing them. They can also pick some to the class for further studying. In this way, the students will learn and remember and appreciate field visits as motivating and rich area of learning. (Ronnie and Mac Clafferly 1995).

Therefore, school community goes beyond the pupils and the staff to include those around the school, parents, business people, politicians, religious groups, Non-Governmental Organisation, old students and other interested in the school. The head teacher should recognize the community as the source of education, knowledge, rich cultural activities and manage it effectively to ensure their support for goals of the school ("MOEST"2003) Republic of Kenya.

1.2 STATEMENT OF THE PROBLEM

Community resources remain a key factor to enhancing education to all Kenyans. Much of these resources are unrealised and negatively neglected. Thus a dangerous situation as far as education is concerned. Therefore a need arises for educationists to highlight these and look for ways to use the available community resources. There is also a need for the school management to identify these valuable assets and tap it for the maximum utilisation for the benefit of learners, the school and the community at large. Due to the situation the researcher advocates for research to be carried to assess the impact of community resources on education in Nyando sub-county Kisumu.

RESEARCH OBJECTIVES

1) To identify the availability and use of community resources

2) To find out how resourceful places such as hospitals and markets are used to improve foster education in secondary schools professional and experienced people

RESEARCH QUESTIONS

- 1) What impact of community resources in teaching/learning professionals and experiences people on education?
- 2) How can resourceful places foster education
- 3) What benefits can education get from instruments like drums, nyatiti and traditional hoes?

JUSTIFICATION

This project is very important because it has helped to answer some questions which have been pondering educational sector in the country. It has helped to show the limit to which community resources have been either properly used or underutilised. It also calls for nurturing of these community resources as they make learning interesting and vivid. Therefore this community need to be identified, collected and preserved for future use. Professional and experienced people therefore should always be recorded and their speeches kept safely. The research can help other researchers who may want to research on the same topic within a short period to improve it further as things keep on changing from time to time.

CONCEPTUAL FRAMEWORK

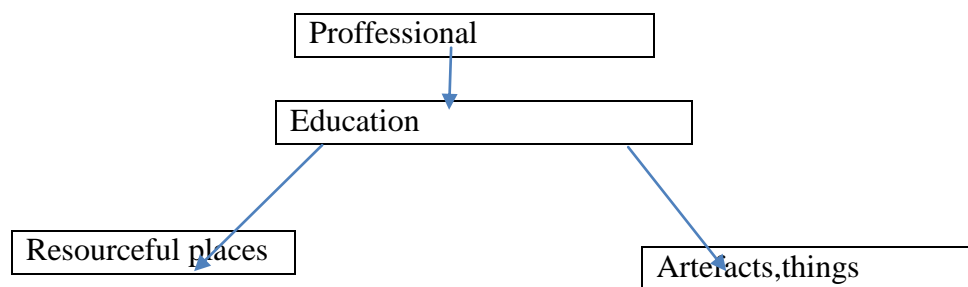


Figure 1: Conceptual Framework

1.7 SCOPE OF THE STUDY

This research is targeting to examine the impact of community resources on education in S.W.Nyakach. It was carried in six schools which form part of Nyando sub-county within Kisumu county. Community resources ranges from social institutions, the professionals and experienced people within the community ,resourceful places parents and artefacts found within the district such as traditional farm tools and traditional music instruments.

1.8 LIMITATION OF THE STUDY

Instrumentation was a problem in that some questionnaires were ambiguous to some respondents who may fail to respond to some questions correctly. The floor and ceiling effect was also another limitation. Some schools failed to give information as the researcher expected.

1.9 ASSUMPTIONS FOR THE STUDY

The following assumptions were made for the purpose of this study:

- 1) All schools use community resources in teaching /learning schools

2) All the schools have community resource centre library, enough classes and buildings such as halls, hostels and workshop.

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The literature reviewed in this study emanates from various studies and works of educationists committed to proper planning and continuity in the better use of the available resources.

RESOURCES PROBLEMS IN EDUCATION

Resources are vital in provision of education and never seem to be enough to satisfy both private and social demand that education holds. Various studies have not identified the community resource problems but have come up with suggestions and ways in which some of the resource problem can be solved.

Blaugh (1970) examines why efficiency is so important in education. He argues that when educational budgets has been optimally allocated between various levels of the educational sector system and between the formal in school and informal out of the school education, there remains the problem of how to apply resources within individual educational institutions. For this reference is made to the Barkhead (1967) and Woodhall and Blaugh 1965 studies)

Brown, (1974) wrote on the allocation and management of resources in schools believes that the major resources for learning will be development within each school of arrangement for the participation of all members of the staff in decision making about the choices of resources in the management of those resources and in consideration of innovatory ideas. The school is perceived here as a responsible and creative institution capable of considering ,understanding and evaluating opportunities and pressure for change in such a way as to take full advantage of the growth learning resources which is taking place and which will accelerate in the years ahead.

Barry and T (1975) investigated various resources used in the running of the school .The use of time as a resource is highlights and not considered in the contact of its association with manpower but time as a re ye source in its own right. It is the scarcest and the most inflexible of all resources and therefore calls for the exercise of clear principles and priorities in its use. They also consider that money is wasted when books and equipments are no longer in use and when expensive apparatus spends most of the school year locked in a cupboard only to be brought out to show to visitors or on open days.

Craig (1990)summarises experiences in implementing policy making often blame failures to implement educational policies on resource constraints and that while shortages of monetary and other materials resources often are the proximate cause of implementation failures .It is important for analytical purposes to distinguish between those constrained that could have been foreseen and those that are unpredictable.

Moya Pollack Sadker and David Miller Sadker in their 5th edition of teachers school and societies ,they say that obviously wealthier and large districts in America have the potential for greater variety in community partnership, however all schools have educational resources available in their community and more they are reaching out these groups .

(K.E.Shaw) Educational economic development investment in formal education was considered as essential pre-conditional for economic growth. The example of united states of America, Japan more recently and South Korea were there for all to see. Japan and Denmark were good examples of countries which though lacking natural resources had developed rapidly economically to high basic platform of education during the (1960s) education came to be regarded as an unintellectual yeast by promoting knowledge ,skills and attitude favourable for economic and social development and finally educational standards.

Involving parents in the primary school curriculum by John(1960) parents were not ascribed a role in school infact they were physically excluded except in formal occasions such as open days .But with report 1967 had official recommendation on parental involvement.

Positive family and community relations. These suggests link between lower and school have become more important in recent years because evidence has suggested that connection between have and schools help students adjust and learn. Parents influence their academic achievement by exposing them to intellectual ,stimulating experiences Eccles&Harrold 1969)the challenges of professional practice.

Enhancing access and equity in education by improving resource utilisation.

The utmost significant in studying how best education resources can be utilised is in the endeavour not only for schools to be efficient but in the process allow for higher enrolment of students and provide greater opportunities to education for all.

(UNESCO)by Bishop from alter native strategies for education stressed that priority was to be given to increasing school enrolment especially at the post primary level.

World bank(1990)studies that the three main challenges of educational development are improving effectiveness of education and training systems and mobilizing the resources for both.

Education must reach beyond the fortune few women and girls in particular economic and cultural barriers to attending school at each level of education for example 60% of the primary school age children not in school in developing countries are girls .In 1986 45% of boys were in secondary schools but only 32 % of girls were in the same level. On effectiveness, improving education effectiveness is not any easier than expanding opportunities for schooling. On resources data indicate that the education gap is widening between developing and industrialized countries. Many schools in developing countries fail to reach or reach children not only because more resources are needed but also because available resources are not used efficiently.

In (1984) studied use changes for education and how able and willingly this was done in Malawi ,one of the objectives is to relax constraints in the public budget so that expansion in the provision of education may be accomplished without loss in educational quality.

Kenya's education system has expanded significantly since independence secondary education has played a significant role in supping man power needed for economic growth and development in **Kenya by creating a class of educated leaders planners expect secondary schools and institutions of high learning to produce in critically needed middle**

and high level manpower for enhancement of socio-economic development (Harbison and Meyer (1964)

Education has been recognised as a central element in development (world bank 1980) Eshiwani (1983) have argued that education provides the educated workers with skills and knowledge thus contributing to socio-economic development of the county by increasing income and productivity for both the individual and the country.

MOEST(2003) the school community. The school community goes beyond the pupils and staff to include those around the school, parents ,business people ,politicians ,religious groups ,NGOs and old students and others interested in the school. The head teacher should recognise the community as the source of finance and manage it effectively to ensure their support for the goals of the school.

Literature in this section has talked on how resources can be mobilized in order to improve access and equality as well as improve effectiveness of educational system.

2.2 CASE STUDY

It is apparent that there is great need for all parts of the world to nurture and make positive use of community resources as they are necessary because no one can claim to have developed in its educational achievement without the use of community resources. Technological advancement has taken place because of the available community resources which has been properly utilized to enhance this achievement.

Economic development has also been fostered due to these resources .Great scholars and economists have managed educational sectors which have resulted to positive improvement in these sectors. All professionals world wide are in one way or the other products of community resources. Thus there is need to forge ways forward to nurture and protect all the available community resources for use .Therefore the impact of community resources on education should be studied as a case in point toward assessing its effect on education.

METHODOLOGY

INTRODUCTION

This section comprises the area of study, the research design was used, population and sampling techniques was also used. This section also provide a detailed account of the procedure and methods of data analysis.

DESCRIPTION OF THE AREA OF STUDY

Nyando sub-county formed part of area of study.The sub-county was earmarked for research because no such study has been carried out within the district .The sub-county a rural area with a poverty index of 65 where most of the people are presants who practice mixed farming.The sub-county borders to south with Nyakach –sub-county and to the south East Kisumu municipality.

3.3 RESEARCH DESIGN

The researcher used descriptive survey design that is the use of questionnaire and interview as methods of data collection when carrying out the research study.

3.4 THE TARGET POPULATION

All primary school within the sub-county were targeted.

3.5 SAMPLE AND SAMPLING TECHNIQUES

Sample and sampling technique was used to collect data.

These schools were selected by use of stratified random sampling techniques. stratified sampling was appropriate for this study as it enabled certain sub-groupings in the population to be represented in proportion to their number in the population itself.

3.6 INSTRUMENTATION

The researcher used questionnaire as the major instrument for data collection to accomplish the objectives of the research. The questionnaire was administered to teachers in each school and head teachers of each institution selected. Head teachers questionnaires were given and filled by head teachers of each institution selected. Head teachers questionnaires were relied on mostly.

A personal visit was made to each school by the researcher for effective administration and collection of the questionnaire. Two weeks time was given for filling and completing the questionnaire as the researcher went back to these schools to collect the completed questionnaires.

3.7 DATA ANALYSIS

The researcher use descriptive statistics in analysis the data collected. The findings which came in were presented by use of graphs in the cause of analysing and interpreting the data.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Table 4.1 performance in schools in relation to No. of professional assistance

School	No of professional	Performance mean grade
2004		
A	27	6.40
B	28	6.87
C	30	7.17
D	25	5.91
E	29	6.91
F	26	6.11

From the table, school C had 30 professional assistance its mean grade in the year 2004 was 7.14. School D had 25 professional assistance in the year 2004 and its mean grade in KCSE was 5.91.

It is therefore evident from the Table that school C with the highest No. of professional assistance seems to perform better than those with less professional assistance.

Table 4.2 No. of trips made by schools in the year 2004 and their performance in respective year.

school grade	no of trips made by students in the year 2004	performance mean
A	15	6.40
B	16	6.87
C	20	7.14
D	10	5.91
E	18	6.95
F	14	6.11

From the table above, school C had made 20 study trips to resourceful places. ITS mean grade was 7.14 in that year and school D made only 10 trips and its mean grade was 5.91. It seems that school C which made the highest No. of trips to resourceful places in the year 2004 performed better than those with less No. of trips

Table 4.3 No. of artefacts available in school and the performance in the year 2004

School	No. of artefacts collected	Performance
A	30	6.40
B	33	6.87
C	40	7.14
D	26	5.91
E	36	6.95
F	29	6.11

From the above school C had the highest No. of artefacts collected and its mean grade was 7.14 and school D had least No. of artefacts collected in that year and its performance mean grade was 5.91.

It seems therefore that a school which had the highest No. of artefacts collected performed better than those with less number of artefacts collected in that year.

Table 4.4 Total No. of professionals, resourceful places and artefacts collected in the year 2014

Total No. of variables

School	professionals	Resourceful places	Artefacts
A	27	15	30
B	28	16	33
C	30	20	40
D	25	10	26
E	29	18	36
F	26	14	29

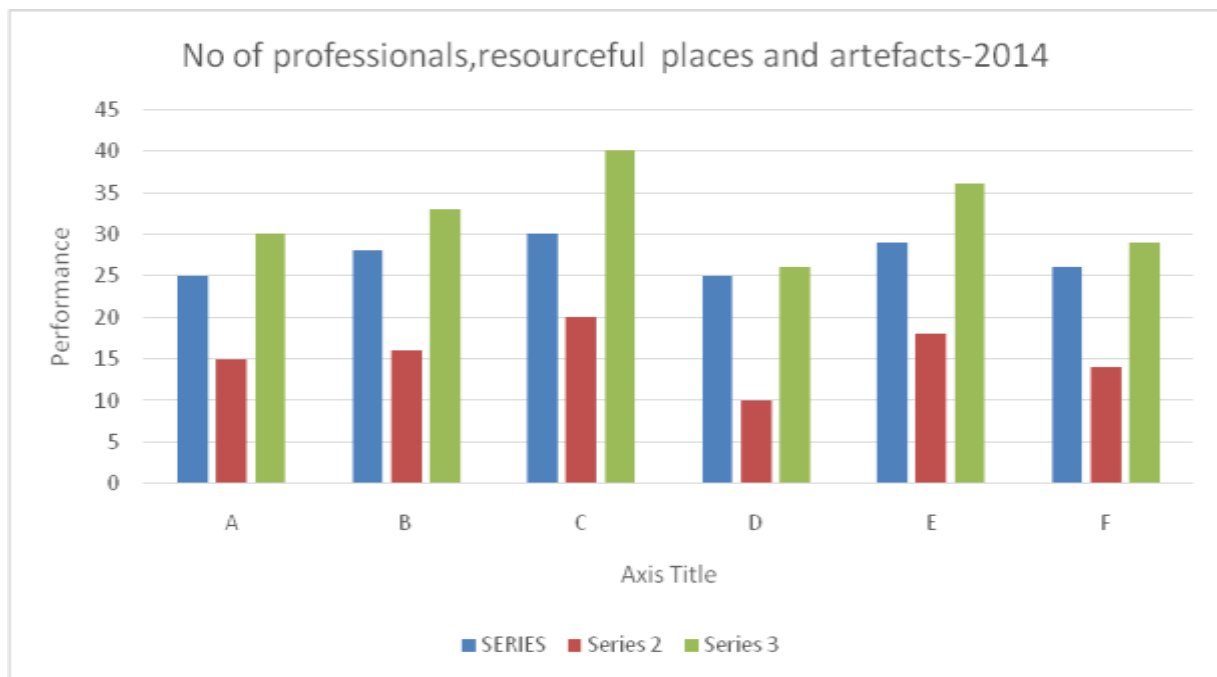


Figure 2: Graph of total number of professionals, resource places and artefacts against performance

4.6 Availability of resources and their impact on performance

a) Act as teaching aids

Community resources are useful in many ways in that they help in teaching as they can be used during instructions as teaching aids. They assist in making learners grasp situations and actualize with real things as they are. In case of subjects like Agriculture, use of real things or realia helps a lot in teaching situation.

Resource persons when invited to schools assist learners in sharing learning experiences and at the end of the day learners learn more and this one helps in improving educational performance in a given school.

b) To generate income

Community resources are very important to a school as they help in generating income. Professionals can assist schools in raising the highly required income to schools in the form of Harambee donations and grants which in turn can be used to boost the school's educational performance. The income can be used to avail the missing learning resources, therefore improving the learning conditions.

DISCUSSION

Community resources play an important role in raising the educational level in schools. These resources enable learners to understand well in learning situation, since they are actual things used as teaching aids, realia and resource persons who occasionally come to schools on invitation to give lectures and share their experience in various fields of specialization. In addition, community resources also assist in generating income to schools. Some schools

make use of these resources to generate some income to the school, in most cases politicians and able persons do assist schools in raising some funds to the schools which assist these schools in acquisition of the required facilities. Later these facilities help in improving and boosting educational performance.

Community resources help learners to acquire rich experience in various field of learning as they get the opportunity of coming into contact with them and make use of them in learning .Community resources help in shaping learners attitudes and behaviours. In cases where they make use of resource persons, in fact they play a crucial role as they mould and model learners in many fields. Therefore the resources encourage learners to learn more and hence improving their educational performance.

SUMMARY

The research revealed that schools with high number of community resources seemed to perform better than those with less community resources. According to the research, community resources had made learning to be easier as they serve the purpose of teaching aids when the real phenomenon is being referred to the learners as they do understand better. The community resource makes learners to actualise and familiarise with the said phenomena in question better when learning thus assisting educational performance in schools.

The research also indicated that community resources helped schools to generate some income to the school. Most schools were able to raise income from politicians who came in to assist in raising some funds and donation of booths and other learning facilities .Thus a boost to the school in general.

RECOMMENDATIONS

Recommendations made to improve the state and use of community resources in schools include:

- 1) Encouraging school administration to use the immediate professionals around their schools as resources persons in their respective areas of specialisation and experience
- 2) Schools to set aside funds for educational learning tours
- 3) Schools to construct rooms for storage of artifacts and preserve them adequately
- 4) Schools to liase with donors to assist in getting donations to schools
- 5) School to attend Baraaza to get information which can be used in learning
- 6) Schools to make use of the available land to practice Agricultural cultivation, raring of cows ,pigs ,poultry to generate more income to schools
- 7) Schools should create a good relationship to the community so-as to co-exist properly without any friction as these help in boosting educational learning
- 8) More research to be carried in the neighbouring districts to come with more information on the same topic so as to assist in improving educational performance in general.

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