

HAI

**FACTORS THAT INFLUENCE THE USE OF INSTRUCTIONAL RESOURCES
FOR TEACHING MATHEMATICS IN SECONDARY SCHOOLS IN WEST
POKOT DISTRICT, KENYA**



BY



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ABSTRACT

This study examined the factors that influence the use of instructional resources/materials in the teaching of mathematics in secondary schools. Among the instructional materials that were investigated were: Textbooks, mathematical tables, models and real objects, Geometrical instruments, chalk board and the overhead projector. The study focused on their use in terms of adequacy and improvisation, quality and relevance, teachers' and students' skills and lastly maintenance and storage. The research design that was used in the study is descriptive survey. The research instruments included questionnaire, interview schedules and document analysis. The sampling techniques that were used in this research are stratified, simple random and purposive sampling. The respondents comprised 24 mathematics teachers and 372 form two students. Four teachers were interviewed. The study was based on Edgar Dales cone of experience theory. Data analysis was done by use of descriptive statistics. The study revealed that the selected instructional materials are not adequate except for the chalkboard. The quality and relevance of materials is satisfactory. The study also found that students and teachers lacked the skills to use some of the resources. It was also found that maintenance and storage of instructional materials is still a point of concern, because replacing them is not cheap hence temptation to do without them. The main recommendations are that school administrators, teachers, students and parents should be sensitized on the importance of provision of instructional materials in adequacy, quality, relevance and they must be well maintained and stored.