



GLOBAL JOURNAL OF HUMAN-SOCIAL SCIENCE: G
LINGUISTICS & EDUCATION
Volume 15 Issue 11 Version 1.0 Year 2015
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya

By Juma Rose, Ether Omundi & Dr. Omwono Gedion

Catholic University of Eastern Africa, Kenya

Abstract- French subject was the first foreign language to be taught and examined in Kenya. This subject however, has continued to register low enrolment, as well as poor performance in the national examination. This study examined the role of resource availability on student's performance in French language in secondary schools. The study adopted correlational designs. The target population included all the schools teaching French subject, in Vihiga County. Stratified random sampling technique was employed to select 10 schools out of 14. The schools were grouped into National, County and Sub-County schools. One-way ANOVA technique was used as the main analysis method. The findings from the study revealed that human resources, school physical resources and financial resources have the most significant relationship with the performance of students in French subject. However, the study also found that teachers were not exposed to teacher professional development activities and a handful had attended in-service (seminar) on French language pedagogy. The study concludes that most teachers had not attended any refresher courses as well as inexperienced, explained why the performance of French was dismal. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

GJHSS-G Classification : FOR Code: 420106, 420206



Strictly as per the compliance and regulations of:



Relationship between Resource Availability and Performance in French Subject in Public Secondary Schools in Vihiga County-Kenya

Juma Rose ^α, Ether Omundi ^σ & Dr. Omwono Gedion ^ρ

Abstract- French subject was the first foreign language to be taught and examined in Kenya. This subject however, has continued to register low enrolment, as well as poor performance in the national examination. This study examined the role of resource availability on student's performance in French language in secondary schools. The study adopted correlational designs. The target population included all the schools teaching French subject, in Vihiga County. Stratified random sampling technique was employed to select 10 schools out of 14. The schools were grouped into National, County and Sub-County schools. One-way ANOVA technique was used as the main analysis method. The findings from the study revealed that human resources, school physical resources and financial resources have the most significant relationship with the performance of students in French subject. However, the study also found that teachers were not exposed to teacher professional development activities and a handful had attended in-service (seminar) on French language pedagogy. The study concludes that most teachers had not attended any refresher courses as well as inexperienced, explained why the performance of French was dismal. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books. Some teachers confessed that the funds allocated to their departments were inadequate. Therefore, the study recommends that efforts should be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide enough physical resources like teaching/learning resources, class rooms and libraries.

I. INTRODUCTION

a) Background to the Study

i. Study Area

Vihiga County is located in the western region of Kenya and constitutes 5 constituencies namely: Emuhaya, Sabatia, Vihiga, Vihiga, Luanda and Hamisi. It borders Kakamega County to the North, Nandi County to the East, Kisumu County to the South and Siaya County to the West. The County covers an area of 530.95 sq. It has an annual average rainfall of between 1,800mm and 2000mm and average temperature of 24c. The County has hilly terrain and a good amount of forest cover such as Kibiri Forest which is an extension of Kakamega Forest. Agriculture is the main economic activity. Crops planted include: tea,

maize, millet, bananas, avocado, papayas, sweet potatoes and cassava. Livestock rearing is also practiced in the county.

ii. The Teaching of French in Kenya

Language plays a critical role in the education of any given people. Around the world from 2000-2015, there are more and more children and adults who, for personal, aesthetic, academic and economic reasons, are becoming multilingual. It is a fact that there are more bilingual brains on the planet than monolingual ones (Awoniyi, 2002). Whether it is to find new literatures, friends or business markets, or to maintain a connection with the historic past of a heritage language, there are many reasons to learn something of a second language. There are a number of advantages of being exposed to a second language, including cognitive advantages that can arise from achieving a particular level of proficiency in a second language.

Halliday (2007) said that the role of a language in the education process is a special aspect of the relation between language and social structure since language is the principle means of culture transmission. The fundamental assumption in education theory and practice is the adjustment of the child to the life and culture of his society (Awoniyi, 2002).

Awoniyi argued that it is hardly possible to take away a child's first language without adverse consequences and that no greater injustice can be committed against a people than to deprive them of their language. Bearne (2009) quoted a definition from the Cox Report that defines language as a system of sounds, meanings and structures with which we make sense of the world around us. It functions as a tool of thought, as a means of social organization, as a repository and means of transmission of knowledge, as the raw material of literature and as the creator and sustainer or destroyer of human relationships Bearne, (2009). It changes inevitably over time and as change is not uniform, from place to place. Apparently, language seems to be a major tool of defining our individual identities. Lawton (2009) said that we are human largely by means of language and that our view of reality is bound up with language. He perceives language as the uniquely human attribute, which enables us to learn, think creatively and change our social environment.

Author α σ ρ: The Catholic University of eastern Africa, Gaba Campus-Eldoret, Kenya. e-mail: gedion.impact@gmail.com

Globally, there are over 6500 languages in the world and French is rated among the World's major languages and perhaps one of the most promoted foreign languages in Africa. Richard and Rodgers (2000) pointed out that in the sixteenth century, however, French, Italian and English gained an importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. The authors went on to say that as the status of Latin diminished from that of a living language to that of an occasional subject in the school curriculum, the study of Latin took on a different function. Authors also say that the study of classical Latin the Latin in which the classical works of Virgil, Ovid and Cicero were written and analysis of grammar and rhetoric became the model of foreign language study from the seventeenth to the nineteenth centuries. Consequently, children entering grammar school in the sixteenth, seventeenth and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through learning and grammar rules, study of declension and conjugation, translation and practice in writing samples, sentences, sometimes with no use of parallel bilingual text and dialogue (Kelly, 1969; Howatt, 1984).

iii. *The Teaching of French in Kenya Secondary School*

In Kenya, though French is a foreign language with its origin in France, it has steadily risen to a level of

another nationally recognized language defying hurdles ranging from indifferent individual attitudes and biases of the discriminative government language policies. According to Chimerah (2007), French has phenomenally risen especially in the second half of the 19th century as to capture the interest of social-linguists, foreigners, tourists, educationists, writers and others. The current 8-4-4 Secondary Education French curriculum since introduction has since been evaluated and revised to remove unnecessary overlaps across subjects and levels. Previously it was also overburdening parents in provision of facilities, equipment and materials needed and also that teachers were inadequately prepared to handle practical subjects such as French.

In the former Western Province, Omusoga (2009) indicated that French subject at secondary schools continued to register low enrolment as well as poor performance in national exams. Despite the effort made by the government and the French Embassy to promote the teaching and learning of the subject, schools continued to register poor performance despite low enrolment. This is evident from the Kenya Certificate of Secondary Education (KCSE) performance data from the Ministry of Education. The Table 1 indicates the performance of French in Vihiga County since 2011.

Table 1.1 : Performance of French in Vihiga County since 2011

School	2011	ENT	2012	ENT	2013	ENT
1.Mudavadi Girls	8.2857	7	8.000	9	5.167	18
2.Vihiga High	5.5385	13	6.000	15	6.444	9
3.St.Clares Girls	4.0556	18	4.500	4	3.7586	25
4.Kegoye Secondary	4.0000	3	4.000	1	2.000	1
TOTAL		41		29		53

Source: Ministry of Education Science and Technology, (2013)

From the table above it is evident that despite the few numbers in enrolment, most schools did not perform well as displayed by St Claires, and Kegoye. Consequently, most schools' performance is not stable for example Mudavadi posted 8.00 in 2012 and then 5.167 in 2013. The performance of French in these schools over the years is worrying as a declining trend is observed.

b) *Statement of the Problem*

Despite the critical role French subject plays nationally, regionally and internationally, its performance in national examinations is still below expectation. Besides, its role as an economic, political, social and technological medium cannot be overemphasized let alone its growing influence in international circles. In Kenya, French plays a crucial role in national development; first, French nationals are among the

tourists that come to Kenya and may in one way or another need to communicate with the locals, secondly to communicate with major investors which are French speaking and thirdly French is an examinable subject in national examinations and has a stake in the future of Kenyan students who may want to pursue further studies abroad.

Various students sitting for KCSE courses take French as an additional language and as the best foreign language they can study with aspirations for further education or employment. Despite all these efforts to make the teaching of French and to help improve the student's mastery of the French language, there are still many challenges facing the performance of the subject in secondary schools as a growing foreign language in Kenya.

Imoh (2002), in his study stated some of the factors affecting French language teaching, including inadequacy of materials, the unsatisfactory acquisition of basic language skills by students and the incompetence of language teachers. Consequently, Amugune (2013) observed that Christian Religious Education had low enrolment and performed poorly because of inadequate teaching and learning resources for example, textbooks for learners and reference materials for teachers.

Studies have been done on effects of teaching/learning resources on performance of mathematics (Yara & Otieno, 2010) but there is no research however that has been undertaken to discern the relationship between resource availability on performance in French subject in Vihiga County. Therefore, this study examined the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya.

c) *Research Questions*

This research study was guided by the following research questions

- What is the relationship between human resource and performance of students in French subject in KCSE?
- What is the relationship between physical resources and performance of students in French subject in KCSE?
- What is the relationship between financial resources and performance of students in French subject in KCSE?

d) *Hypotheses*

H_a 1: There is a relationship between level of human resource and performance in French subjects in secondary schools.

H_a 2: There is a relationship between level of physical resource and performance in French subjects in secondary schools.

H_a 3: There is a relationship between level of financial resources and performance in French subjects in secondary schools.

e) *Significance of the Study*

This research study is significant in that it will provide all the stakeholders in education with information of the true status of French in Kenyan Secondary Schools. This will be based on human resources available, Infrastructural set-up, instructional materials present and the enrolment of students.

The administration will be able to provide the necessary materials resources for teaching French, to select qualified and experienced teachers and to create the necessary environment for effective teaching and learning French.

Teachers on the other hand will be able to identify the needs of the students as a whole this will foster new and improved teaching and learning strategies, appropriate resources and materials needed for improved learning, and their management. They will be able to offer necessary guidance to students in the selection of elective subjects and careers.

The ministry of education will be able to facilitate the training of adequate teachers of French and organize professional development of teachers through in-service programs, to liaise with schools to provide adequate instructional and infrastructural facilities for learning the subject.

f) *The Scope and Delimitation of the Study*

This study was conducted between the months of July and August 2014. The study focused on the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya. It targeted the high school teachers and students of French within Vihiga County.

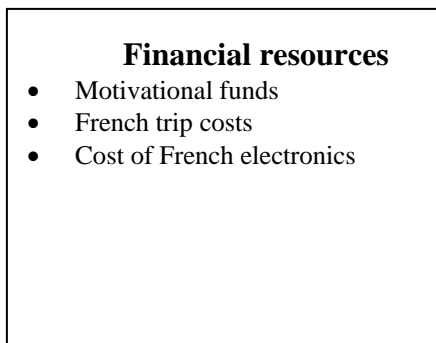
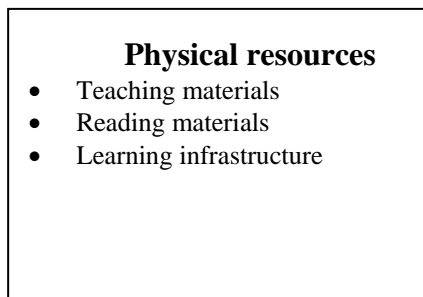
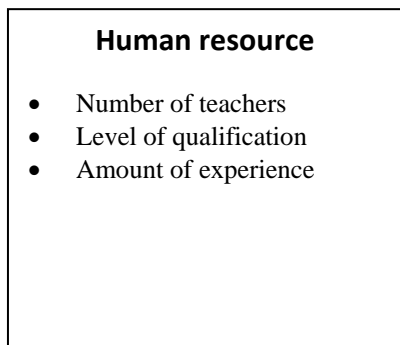
g) *Conceptual Framework*

The conceptual framework outlines a model that the study was employ in analyzing the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya.



Independent variable

Resource Availability



Dependent Variable

Performance in French

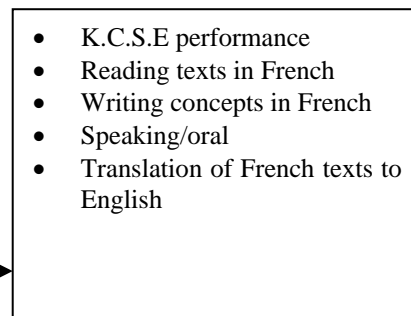


Figure 1 : Conceptual Framework

Human resources or human capital are the set of individuals who make up the workforce of the school. In this case the teachers who teach French are the main focus of the human resource in school. The success of the school in teaching French is heavily reliant on the talent and strength of these teachers. The hiring of experienced teachers with track records of excellence within their teaching career ensures that the mission and goals of the school will be carried out efficiently and with competence.

Physical resources are fundamental for effective teaching and learning hence every organization must

have the appropriate physical resources to survive. Physical Resources include a proper work space, good learning and teaching materials both for the teacher and the student, and working French teaching electronics.

Financial Resources refers to the funds needed to run French related projects in the school. Finances are needed to purchase French electronics, Pay French motivational speakers, organize French Days, award students who perform better among other functions. Financial resources can be obtained from a variety of sources, the easiest being from the accounts of the school collected in form of fees, grants and donations.

Alternatively, loans and lines of credit may be granted from financial institutions, friends and relatives, private investors and even the government.

II. LITERATURE REVIEW

a) *Social Learning Theory*

The theoretical framework for resource availability is based on the fact that most human behavior is learned observationally through modeling and socialization. From observing others, one forms an idea of how new behaviors are performed, and on latter occasions this coded information serves as a guide for actions (Bandura, 1977).

This theory is guided by the assumptions and principles that humans are social beings who learn by observing the behavior of others and the outcomes, that is, the reinforcements and punishment associated with that behavior. That the person whose behavior is rewarded is called the role model and the process of imitation is called modeling, Learning can sometimes occur without change in behavior. This behavior may occur at a later time or may never occur, and finally, cognitive processes play an important role in learning. Some of these cognitive processes include attention, memory, rehearsal, motivation and expectations of reinforcements or punishment, (Ormrod, J.E, 2004).

There are two core concepts of social learning theory, these includes: The idea that people can learn through observation and the internal mental state are an essential part of this process. Bandura identifies three basic models of observational learning which include: a live model which involves an actual individual demonstrating or acting out a behavior, a verbal instructional model which involves description and explanations of behavior and a symbolic model which involves real or fictional characters displaying behavior in books, films, television programs or online media.

This theory was relevant to this research study when considering the resources; the study involved the human resources which in this case is the availability of a model because learning in this context is a result of watching the behavior of models in the environment. For example live demonstrations of a behavior or skill by a teacher typify the notion of modeling.

Another aspect is the availability of instructional resources. These are the teaching and learning material used for teaching-learning. This is relevant with the symbolic model which involves real or fictional characters displaying behaviors in books television programs and online media. These materials are used to stimulate learning and facilitate attention, retention, reproduction and motivation.

b) *Resource Allocation Theory*

A critical component in the systemic approach of performance in education is the effective use of resources. As education systems are redesigned to

create high performance in all schools, systems must also be redesigned for greater efficiency and effectiveness (Odden & Busch, 2008). The twenty first century supports this need for considering efficient structures in school reform. Resources can and must be used better if ambitious education reform goals and student performance improvement are to be achieved. Research has produced a great deal of information about how resources are distributed to school districts. However, there is insufficient data in the research on how to put dollars to productive use (Picus & Fazal, 2005). Another well-established fact is that spending for instruction represents about 60 percent of state and local operating expenditures (Odden& Busch, 2008; Picus, 2001; Picus & Fazal, 2005). High-spending districts generally spend higher percentages of their funds for instruction than low-spending districts, although there are exceptions (Adams, 2007). Researchers established that school districts in the USA are basically consistent in the way they allocate resources (Miles & Darling-Hammond, 2008). When funding levels rise due to state aid or property tax increases, these districts use operating funds primarily for smaller class sizes and teacher pay increases (Picus & Fazal, 2005). When more program or categorical funds are available, districts enhance instructional programs with new technology, teacher aides, and professional development linked to the program. Some researchers have begun to examine resource allocation in districts undergoing reform to see if new reform ideas also change thinking about resources. So far, they have learned that reform-oriented districts continue to retain control over most operating resources rather than decentralizing allocation decisions to the school or classroom (Adams, 2007).

These six strategies are: provide teachers with more generalized roles and reduce specialized programs, use flexible student grouping, organize the school to support stronger personal relationships between students and teachers, provide more common planning time for teachers, implement longer instructional time blocks, and make creative use of the school day and staff. Odden & Archibald (2001) from the Consortium for Policy Research in Education (CPRE) recently published research that describes what schools do to reallocate resources in response to higher standards.

This theory relates to this study in that it implies that school decision makers may be able to reallocate resources more efficiently than they are doing using current policies. These studies point to the need to examine data generated by districts and schools, as well as large national datasets, to identify alternatives for allocating resources towards improving its performance in KCSE results (Monk & Hussain, 2000). This theory also suggests that studying resource distribution can still yield results that will help state and local



policymakers improve schooling for all children through the efficient use of resources.

c) *Critique of the theories*

i. *Critique of the Social Learning Theory*

This theory was important in education as it easily handles inconsistencies in behaviors of students, it brings an accurate picture of how behavior is learned, it offers a way to integrate social and cognitive theories, and explains a large number of behaviors. However the same theory has its weaknesses as it applies too heavy of an emphasis of what happens instead of what the observer does with what happens, it does not take into account physical and mental changes, and finally it doesn't take in account that what one person views as punishment, another person may view as a reward (Ormrod, 2004).

One of the greatest strengths of social learning theory is that it combines several important models of learning. It is clearly behaviorist in that it advocates that children are motivated to imitate a behavior if that behavior is seen as resulting in praise or some kind of reward. It is cognitive in that this learning process goes from imitation to mastery, a point is reached where the model is no longer necessary and the child can go her/his own way. Using certain insights from the other general models makes this theory attractive as an educational theory.

On the other hand this theory raises questions from the Social Learning Theorists who believe that learning occurs through a modeling of behavior, dependent on environmental factors. Again cognitivists would disagree because behavior is really not a factor of learning. Learning occurs regardless of a change of behavior. The environment could have an effect on the learning but cognitivists believe that the instruction enables the learner to look past the environmental factors and organizing the information that is important. Like any theory, however, social cognitive theory also has limitations such as that it cannot explain why learners attend to some modeled behaviors and not others, it cannot explain why learners can reproduce some behaviors they observe but can't reproduce others, it can't account for the acquisition of complex abilities such as learning to write, it cannot explain the role of context and social interaction in complex learning environments. For example, research indicates that student interaction in small groups facilitates learning (Fernandez-Berrocal & Santamaria, 2006). The processes involved in these settings extend beyond simple modeling and imitation (Eggen P. & Kauchak, 2010).

The act of teaching is fundamentally concerned with passing ideas, skills attitudes from teachers to learners. Mutebi and Matora, (1994) have emphasized the effect of instructional materials utilization on teaching and learning. According to them, we learn and

remember 10% of what we hear 40% of what we discuss with others and as high as 80% of what we experience directly or practice. In this case the adequate human resources, material resources and a good environment cannot be over emphasized for effective teaching and learning process.

ii. *Critique of the Resource Allocation Theory*

This theory is important to this study in that it implies that school decision makers may be able to reallocate resources more efficiently than they are doing using current policies. These studies point to the need to examine data generated by schools, as well as large national datasets, to identify alternatives for allocating resources towards improving its performance in KCSE results (Monk & Hussain, 2000). This theory also suggests that studying resource distribution can still yield results that will help state and local policymakers improve schooling for all children through the efficient use of resources.

But even with this more refined notion of relevance used to Buttress Fuller's argument, the doctrine of Resource Allocation still would not apply in the manner Allan, De Smith and Feldman seem to suggest, that is, as a threshold consideration excluding review of discretionary resource allocation decisions. One is that institutions already do quite often balance the interests of represented and unrepresented parties.

Secondly, the representation of diverse interests in such cases is an important relevant concern, and adjudication is evolving to take account of it. First, one must recall that the dispute is not between two private citizens (Picus & Fazal, 2005). There is admittedly an important concern about the quality of representation of the public interest in such cases. The point being made here is that there is a channel for representing the interests of the public and that the state is relatively well-positioned for providing it. To the extent one wishes to say that the state does not take its responsibility seriously in this regard, it only bolsters the claim that oversight is needed of administrative decision-making.

d) *Review of Empirical Studies*

i. *Human Resources and Student Performance in French Subject*

Aregbeyen (2011) examined the quality of teachers and students' performance in schools in Nigeria, 40 secondary schools were selected purposively. Systematic random sampling was adopted in the selection of the students. Descriptive research design was used. Schools were categorized into four: Public elite schools, Public non-elite schools, Private elite and private non-elite schools and explained that the effects that teachers have on students' achievement are largely undisputed. He used a sample of 400 students and 200 teachers; the students' performance was measured by their scores in English Literature and

Mathematics. One way ANOVA was used to test hypothesis. The composite measure of the quality of the teachers covered qualification, experience, patience, creativity and communication skills were utilized. The obtained results suggested that the observed variations in the students' performance across the four categories of the schools were significantly explained by the difference in the quality of teachers.

The sample used in the study was adequate only that the method used for sampling may cause bias when it comes to selecting the respondents. Method used to test hypothesis (ANOVA) data was relevant because the researcher sought to find out the significance of the difference in students' performance and quality of teachers across the 4 categories of schools.

Furthermore, Ibukun, Oyetakin, Iyomo, Akinfolarin & Ayandoja (2012) examined the impact of human resource allocation and utilization on the academic performance in Ondo State Secondary schools, Nigeria in their study; they recognized teacher quality as the independent variable and student academic performance as the dependent variable. A sample of 900 teachers, 100 head teachers were selected by use of purposive random sampling, data was collected by use of questionnaire; descriptive survey design was used and t-test used to test the hypotheses; There is no significant difference between the quality of teachers allocated to junior public and junior private school and the academic performance of students in Ondo State. The study revealed that no significant difference existed in the quality of teaching staff and students academic performance between the public and private schools whereby according to the study, most public schools had qualified teachers as compared to Private schools where graduate teachers without teaching qualification were higher (21%) than in public junior schools (18%).

The sample used in the study was adequate but the use of questionnaire alone to collect data was an oversight. The study of the quality of teachers may be examined from different perspectives, for example, the teaching and learning skills applied in the classrooms and their effectiveness was to be collected through the use of observation schedule, and teachers' proficiency in the preparation of curriculum materials to be reviewed through document analysis. The use of survey design when examining the impact of an independent variable on a dependent variable is disputable as the latter should be investigated by experimental designs.

Nambuya (2013) examined school based factors influencing student academic performance at KCSE, Kenya. The study used descriptive survey design, targeted all 12 secondary schools in the district, the target population included 12 head teachers, 24 form 3 and 4 class prefects and 12 directors of study purposive sampling techniques was used to sample the

respondents, observation schedules and questionnaires were used to collect data from the head teachers, class teachers and director of studies, Descriptive research design was used to analyze data, The study revealed that human resource was not well handled since most of the head teachers and directors of studies do not employ well trained school workers and their numbers were not enough to handle all students.

Even though the study outcome agrees with most researchers whereby the teacher- student ratio and experience greatly impacted on student performance, the sample of 4 class prefects was not adequate for the study to come up with generalization of the entire population, the tools used to collect data were also not adequate as there are some information that needed to be ascertained through document analysis for curriculum materials for example the schemes of work, lesson plans and records of work to find out teacher effectiveness.

The results of the study negated Newstrom & Davis (2002) study on quality and teacher training and student achievement which indicated that trained teachers do make a difference and in particular teacher qualification, experience and amount of education and knowledge were positively related to student achievement. It is worth noting that it is the teacher who translates the broad general curriculum goals into learning experiences and the method of presenting content. They do most of the evaluation. Therefore, the teacher initiates, develops and directs student learning so as to realize good results in the national exams.

In accordance with the results outcome, Muhammad & Rashid (2011) equally demonstrated that academic qualification, professional qualification, refresher courses or trainings and teacher experience are the most important qualities of a teacher. The qualities like academic qualification and knowledge of the subject matter, competencies, skills, and the commitment of a teacher have an impact on teaching and learning process. Metzler & Ludger (2010) in their study found that teacher quality is a key determinant of student learning and subsequent academic achievement.

Kombo (2005) observed that the learners regard the teacher as a source of power, resources (knowledge and skills) as well as personal satisfaction (such as recognition, approval and acceptance). In the classroom, the teacher is expected to play multiple roles, which include teaching, guidance and administration. Olembo, Wanga & Karugu (1992) acknowledged that the demands on the teacher change considerably during their career. In view of the continuous renovation and development of teaching knowledge and of the constant change taking place within educational systems, it does not seem possible to equip the teacher trainee with all knowledge and skills required for an entire professional life. Shiundu &

Omulando (1992) observed that given their vital role in curriculum implementation, teachers need appropriate and relevant training to be able to teach. In addition, they need encouragement alongside a continuous training process to update their skills.

Sanders & Rivers (1966) were of the view that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in a sequence. Kuenzi (2008) argued that certain teacher attributes like verbal ability, subject matter knowledge, pedagogical knowledge, years of experience and certification status influence student achievement. According to Coleman et al., (1996), teachers' verbal ability is related to student achievement and that the relationship may be differentially strong for teachers of different types of students. Murnane (1985) observed that verbal ability is hypothesized to be a more sensitive measure of teacher's abilities to convey ideas in clear and convincing ways.

Research clearly indicated that teacher expertise is the most significant school-based influence on student learning Saracologlu, (2000). School improvement always calls for enhancing the knowledge, skills, and dispositions of teachers. Whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices.

Qualification of French teachers weighs heavily on language performance, in secondary schools thus compromising quality of education. The Ministry of Basic Education has failed to employ enough teachers thus leading to an acute teacher shortage. The student-teacher ratio stands at 60:1. What is not clear however is how teachers in public schools cope with this situation in their day to day activities in their classrooms.

Globally, the bedrock of adequate foundation and training of needed manpower irrespective of area of specialization has been a function of the sound products from the teacher education in that country (Edobor, 2007). He further asserted that no educational system rises above the quality of her teachers anywhere in the world, thus the growth and development of courses in the world largely depends on the quality and adequacy of teachers in those areas of professional endeavor. The availability of human and material resources in the teaching and learning of vocational course in secondary schools confirmed that Education in skill based courses requires not only facts and information but also involves changing people's attitudes. To actualize this dream, qualified teachers must be employed in the right numbers.

According to (Galloway, 2000), teachers require constant training exposure and interactions with professional experts through seminars, symposia workshops and conference. This will help to improve

their competencies and professionalism. That in-service training must be given to the existing teachers and supporting staff. This is to bring them abreast with the latest technologies in their various skills. Consequently, Smith (2006) pointed that if instructors are inflexible and unclear, they are much more likely to be difficult to learn from which is a major concern to students.

Consequently, Cantrel & Kane (2013) on the measure of effective teaching, conducted a study in the USA, concluded that the quality of teachers directly affected test score results regardless of a student's past performance. The research confirmed that groups of teachers previously identified as more effective caused students to learn more, and groups of teachers who had been identified as less effective caused students to learn less. In as much as teacher effectiveness may affect student's performance directly, we cannot rule out other factors that include student's factors which are also crucial to performance. These may include students IQ, family background, and attitude towards the subject just but to mention a few, hence we cannot generalize that poor performance is entirely the effect of the teacher on the student.

In relation to these studies, it is evident that the teachers place in student's performance cannot be over emphasized. Given their importance, the government together with the Ministry of Education should ensure that the training of teachers of French should be effective in order to bring out competent teachers that will be able to meet the teaching and learning objectives of French language in Kenya. This can be achieved through regular in-servicing of teachers to ensure quality and standardized teaching through the use of adequate, relevant and up to date teaching and learning materials. Moreover, the training of teachers should be done in a manner that conforms to the current trends in education; and that measures should be taken to ensure the adequacy of teachers and that every child is taught by professionally trained and qualified teachers.

ii. *Availability of Physical resources and performance in French*

Dorman (2008) argued that school physical resources refer to school's physical structure, equipment and other teaching and learning resources, class size among others. Environment in an educational setting refers to the emotional atmosphere, tone, ambience, or climate that prevails in a particular setting.

Kurdzioleck, (2011) in her dissertation examined classroom resources and their influence on learning in Texas USA, claimed that educationists and policy makers believed that by providing more resources they could improve student learning outcomes. To their frustration this turned out not to be entirely true. Resources may be necessary but they aren't sufficient. Resources themselves are not self-enacting, that is, they do not make change inevitable, and differences in their effects depend on differences in their use, Cohen

Raudenbush, & Ball, 2002; Grubb, 2008). Kurdziolek conducted a case study for four years; she used several designs, that is, delayed treatment design for year one study and quasi experimental design for year two study. For year one study, a sample of 95 teachers and 1621 students was used. Stratified sampling technique was used to select both teachers and students. Data was analyzed from Grounded theory perspective. She used interviews, observation and achievement tests to collect data. Treatment teachers were given a set of new resources to use: a combination of curriculum educational software and teachers professional development control group teachers were asked to use their usual curriculum. Year 1 study results demonstrated by randomized control testing the successful use of technology in class settings, however there was little information on how the students and teachers actually interacted with resources. Students from both conditions were given a pre-test before their unit as well as an identical post-test once the unit was completed.

The results from the year one study indicated that students in the treatment condition had a higher mean difference score or gain score as compared to their peers in the control condition. This indicated that students from the treatment group learned more than students in the control group.

The study examined classroom resources and their impact on learning such studies are conducted by use of experimental designs which was used in the study. The researcher in general used a mixed design where she combined qualitative and quantitative analysis. The sample acquired is adequate and the data collection instruments are adequate as well as appropriate for the study.

Kurdziolek study agrees with Scheerens (2003) who concluded after a study that availability of teaching/learning resources enhances the effectiveness of schools as they are basic things that can bring about good academic performance. Shiundu and Omulando (1992) argued that the head teacher as a manager plays an important role in whatever goes on in school. The head teacher is responsible for proper execution of the school curriculum, provides necessary teaching and learning resources, motivates teachers, supervises formative evaluation, ensures that the curriculum is well-implemented according to the school vision and mission and finally sets mechanism for the curriculum evaluation and innovation. School management therefore, should endeavor to provide necessary resources for the support of teaching and learning especially the purchase of relevant textbooks, building and equipping laboratories with correct apparatus and chemicals to facilitate effective learning in the school.

Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry Nigeria; He used

quasi experimental design for the study. Five schools were selected through stratified sampling, 100 students who studied Chemistry were selected from the five schools through simple random sampling techniques. He grouped the students into two: 50 students were placed in Experimental group and were taught with instructional materials and another 50 control group taught without instructional materials, Chemistry Achievement Test (CAT) was used to gather data, and independent t-test used to test hypothesis at 0.05 significance level. The hypothesis tested was the influence of instructional materials on student academic performance in Chemistry. He found out that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements.

The study only looked at one variable; instructional material and its influence on students' performance in Chemistry as opposed to the current study that examined resources in totality and its relationship with performance in French subject, the experimental research design used was relevant as it not only measures opinions but the actual effects of the independent variable on the dependent variable, except that it may be difficult to have a true control group, and to assign subjects to the experimental and control group. In as much as the researches are related, the current one examined the extent to which the variables are related hence correlation survey design was used. The sampling techniques used were relevant and the sample used was adequate. The t-test for testing the hypothesis was relevant as the researcher only had one independent variable and given the nature of the research design. The current research used one way ANOVA to assess the relationship between the resources and performance. The results obtained hence cannot be far from the truth.

Nambuya (2013), when examining school based factors influencing students' academic performance at KCSE Teso south looked at the influence of physical resources on student's performance as one of the independent variable. The study used descriptive survey design, targeted all 12 secondary schools in the district, the target population included 12 head teachers, 24 form three and four class prefects and 12 directors of study. The study employed census sampling to sample all the all the 12 schools, and purposive sampling technique to sample 12 head teachers, 24 class prefects and 12 DOS, observation schedules and questionnaires were used to collect data from the head teachers, class teachers and director of studies, document analysis was used to capture academic performance in schools. Descriptive research design was used. The study revealed that in most schools, in the district, physical resources were not well

developed and this affected the performance of students in the district.

The study sought to investigate the influence of physical resources on performance but the researcher used descriptive survey design instead of experimental or quasi experimental designs, the census sampling technique for selecting schools was relevant but the purposive sampling is not relevant for quantitative studies the researcher did not test hypothesis, hence it is not clear if there is a significant difference between the mean performances of schools with different levels of physical resources.

From the foregoing, it is clear as observed by Nijhuis (2005) that school environment is of paramount importance to promote learning. This type of atmosphere prevailing in school is a perpetual inspiration for the children to learn more and more. Further, he argues that classroom environment is the total of all social, emotional, mental and physical factors that make overall contribution to the teaching learning process within the classroom. Goddard, Hoy and Hoy (2000) and Heck (2000) observe that favorable learning environment also improves academic and professional standards of the school and leads to higher achievement.

Class size is yet another important aspect within the school factors. Fabunmi and Okore (2000) viewed class factors as very important in the teaching-learning activities, particularly when students' academic performance is being considered. He continues that class size is an important factor in relation to academic performance of students. In addition, he argues that there is consensus among various researchers and educationists that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student' achievement decreases as class size increases. In view of this fact, it could be said that teacher-pupil ratio is one of the important factors determining good academic performance.

iii. *Financial resources and performance of students in French subject in KCSE*

Financial resources are a key element among educational resources. They are mainly used for acquisition of other resources such as physical facilities, text books and human resources (Lumuli, 2009). Equally, according to behavioral scientists effective worker performance requires motivation ability and reward system that encourages quality work. (Ivancerich et al, 1994).

Diane, Zena Rudo, Cynthia Schneider & Lotte (2003), conducted a study on the examination of resource allocation: Connecting spending to student performance in the USA. The purpose of the study was to explore differences in fiscal spending and staffing allocation in relation to varying levels of student achievement and identify resource allocation practices and challenges related to the process of improving

student performance. The study included Arkansas, Louisiana, New Mexico and Texas. 12 improvement schools were selected, the identified improvement districts were divided into 3 groups of varying sizes: small (800-1999), Medium (2,000-10,000) and large (more than 10,000) students. The 12 districts were selected on the basis of consistent improvement in student's performance not on the basis of consistently high performance. Interviews focus groups and surveys were used for data collection, ANOVA was used to examine the differences between the high and low performance groups in fiscal and human resource allocation. Group means of 5 years of data were compared.

The findings from the research demonstrated a strong relationship between resources and student success. High performance district showed different resource allocation patterns in specific fiscal and staffing categories than low performing districts. A general pattern emerged where higher performance was associated with higher spending for instruction, core expenditures and number of teachers and with lower spending for general administrative staff. In all the 4 states high performing districts spent more on instruction as a share of current expenditures while in 3 states high performing districts spent more on instruction per pupil and employed more teachers 1000 students.

Munda, Odebero, (2014) studied the influence of education costs on students' academic performance in Kenya- Bungoma County secondary schools. The study sought to investigate the relationship between unit cost and students' academic performance in secondary schools. The study used descriptive survey research design. The schools were grouped into two: County schools and District schools, proportionate random sampling was used to select 13 District schools and 7 County schools, and 80 class teachers in 20 schools. The study used structured questionnaire with open/closed ended questions to collect data from the respondents. Pearson correlation was used to measure the degree of relationship between unit cost and student performance at a significance level of 0.05. The Pearson correlation was used to test the relationship between school average unit cost and performance. The results revealed a significant positive relationship existed between unit cost and academic performance, and the government's effort to provide financial subsidy to education were still not adequate to cover vulnerable groups.

The study sought to find out the influence of education costs on students' academic performance but went ahead and used descriptive survey design instead of experimental designs. Apart from that, the targeted population only included the school class teachers and left out the school heads that are key in the study as they are the ones tasked with the collection

and management of funds in the schools. Inadequacy is also observed in the data collection instruments where the questionnaires were the only instruments used yet there could be vital documents that needed to be analyzed.

Richard (2001) determined if certain financial resources were related to academic achievement in Georgia public schools. Four predictor variables representing different financial resources were compared with a criterion variable representing different financial resources were compared with a criterion variable representing differences were statistically held constant to reduce their possible effects. The four financial variables were Per-Pupil Expenditure, Average Teacher Salary, Per-Pupil Local Revenue, and Per-Pupil District Wealth, all measured by dollar amounts. The criterion variable was the Georgia High School Graduation Test Pass Rate, measured by percent for each school district. The three covariates were socioeconomic status, race, and special education enrollment, all measured by a percent for each school district. Participants in the study were the 180 public school systems in Georgia, although seven were excluded because they did not have secondary schools, but instead transported their students to a nearby district ($n = 173$). The most recently available data were obtained from the Georgia Department of Education (GDOE) in August 2001 for the 1999-2000 school years.

Following the organization and summation of descriptive statistics, correlation coefficients were reported and compared. Next, a simultaneous multiple regression analysis was conducted, and the results were reported. Since interaction between the variables modified certain relationships, it was also necessary to show how these relationships were modified. The results were conclusive. Average Teacher Salary was found to have a statistically significant ($p < .05$) and moderately positive relationship ($r = .41$) with academic achievement. However, none of the remaining three financial variables (Per-Pupil Expenditure, Per-Pupil Local Revenue, Per-Pupil District Wealth) had anything more than a weak relationship with academic achievement. The analysis supported the value of Average Teacher Salary as a predictor of academic achievement. The findings of this study imply that when financial resources were used for higher average teacher salaries, the results were higher academic achievement.

The study sought to find out the influence but went ahead to use descriptive survey design. Inadequacy observed in data collection instruments applied, only one instrument used that is questionnaire yet documents of school income and expenditure needed to be analyzed to see how finances were acquired.

According to Fermanich (2003), the effects of schools and teachers on student achievement was

found to have three main types of studies: production function studies, effective schools studies, and school effects/teacher-effects studies. Production function studies such as those reviewed by Hanushek (1989) and reviewed by Hedges et al. (2004) found, at best, a questionable link between resources and student learning. However, it is also the case that these studies tend not to include fully specified models of how learning transpires in a classroom. The second group, effective schools studies, shows that effective schools tend to have certain characteristics, but these are not necessarily linked to level of resources in a school. The third group, school- and teacher-effects studies, uses regression analysis to show how various characteristics of schools and teachers are related to student-level outcomes, including achievement. In terms of the effect of school-level resources, most of these studies have not looked directly at this issue. This study looks both directly at this issue and at some of the other variables found to influence student achievement cited in studies next.

At the school level, some studies have shown a negative relationship between the size of a school and student achievement, suggesting that smaller schools may be more conducive to learning (Andrews, Duncombe, & Yinger, 2002). A number of studies have analyzed the relationship between per-pupil spending and student achievement, with the majority showing no relationship (Hanushek, 1989), although many of those models used a district-level measure of per-pupil spending rather than an actual measure of expenditures per student at the school level. For a more extensive summary of the variables at the student, classroom, and school levels that affect student learning gains, Odden et al. (2004).

Current resources can and must be used better if ambitious education reform goals and student performance improvement are to be achieved. Research has produced a great deal of information about how dollars are distributed to school districts. However, there is insufficient data in the research on how to put dollars to productive use (Picus & Fazal, 1995). From recent studies, it is known that at least 80 percent of most school district budgets are spent at and within school sites for a wide range of student services such as instruction, school leadership, counseling services, supplies, and materials (Odden & Archibald, 2001). The remaining expenditures support the superintendent's office, tax collection, insurance coverage, and other business and operating expenses.

Another well-established fact is that spending for instruction represents about 60 percent of state and local operating expenditures (Picus, 2001). High-spending districts generally spend higher percentages of their funds for instruction than low-spending districts, although there are exceptions (Hartman, 2008).

According to a report by World Bank (2005), unit cost of classroom construction can be reduced through evaluation of the choice of technology and building materials with respect to cost, quality maintenance requirements as in community managed construction and in use of locally available input. Similarly, Shepherd (2009) focuses on better schools for less money as in United Kingdom. This were necessary through breakdown of construction cost which opened up avenues for rationalization of school construction methods and ultimately for controlling school construction cost and inspiring economies by setting cost limits on all proposed construction. Aoki et al., (2002) recommend the reduction of construction costs by as much as half through the use of more modest but still safe and adequate design standards; the use of lower cost local construction materials; and through mobilizing community labor to help build schools.

No educational system can be run without financial resources, this is evident as indicated by researches conducted, it is in fact because of financial implications required in teaching and learning that governments have come out to fund learning through the program of free education for all where the government allocates funds to support teaching and learning in public schools. However, the program needs to be closely monitored and evaluated to find out the extent to which it is implemented and whether it is reaching the intended beneficiaries and to provide room for accountability from those managing the funds so as avoid cases of misappropriation of funds meant to improve educational systems in the country.

iv. *KCSE Performance*

Globally, school performance has been seen as a function of school resources. However, learning resources are likely to be subject to diminishing returns such that mathematics text book is likely to add substantially to learning effectiveness, but additional text books are likely to contribute successively smaller amounts (Hurd, 2005).

Adebayo, (2007) in his study of French language teaching and productivity enumerated the factors affecting the French language to include: policy deficiency of not making the subject compulsory at all educational levels, unqualified teachers, attitude of many students to the language, insufficient funding and curriculum combination of the subject with other subjects.

Studies conducted by Odden et al. (2004) indicated that the school process affects KCSE performances are the school processes. This is due to the fact that schools have control over how school input are organized and managed, teaching practices they use and the climate they create for student learning. They also reveal that a number of policies and practices have been shown to affect performance. Some studies

have shown that school organizational practices which include teachers and parents in decision making, affect student achievement in middle and high schools as in USA.

However, communal organizations, including democratic governance had no impact on achievement (Rumberger, 2005). Aoki (2002) identified teacher quality as the most important determinant of school effectiveness; KCSE performance. As such, Hanushek, (2003) said that high quality teachers are ones who consistently obtain higher than expected gains in student performance. Research has demonstrated that a wide variety of individual student characteristics are related to student test scores, including demographic characteristics such as ethnicity and gender, family characteristics and structure and academic characteristics such as previous achievement and retention (Rumberger et al.,2005). Ibid further noted that student characteristics influence student achievement not only at an individual level but also at aggregate or social level that is social composition of students in a school which in turn influence student achievement apart from the effect of student characteristics at an individual level.

According to Aoki et al., (2002) student factors such as poor health can be a major cause of low learning achievement .Also, physical or learning disabilities effect achievement if proper assistance is not given. Also, violence influence KCSE performance. Education Minister Sam Ongeru in TSC (2009) says that post-election violence of early 2008 caused disturbances, displacement of students and teachers, loss of learning time as well as closure of schools in the affected areas as a result drop in the candidates' performance in KCSE, he further identified school unrests as determining KCSE performance as they lead to destruction of school facilities.

v. *Measures of Effectiveness*

Globally, studies have shown that that cost have little meaning or value unless they are set against educational results and the results are weighted against the objectives Coombs and Hallack (1972). This implies that despite scarce resources, the effectiveness of cost - saving measures need to be assessed. Ominde, RoK (1964) showed that large schools secure maximum economies of building and equipment as full use of certain space can only be obtained where there are three or four streams. Kosgei et al., (2004) added that recurrent expenditure per pupil had an inverse relationship with the size of the school as increase in size of the school triggers reduction in recurrent expenditure and hence the school realizes substantial amount of savings. Rumberger & Palardy (2005) say that large schools are more effective in improving student learning than midsized schools. However, large

schools have significantly lower test scores than medium sized or small schools.

According to studies conducted in Africa by Guellemette (2005), it was found out that reducing class size has proved expensive. Also, later primary (three and six) and secondary grades finds no significant improvement in student performance from smaller classes. For example, in US, over the past quarter century a steady decline in pupil-teacher ratio had no corresponding measure of student achievement. (Ibid) further observes that a wide discrepancies in pupil-teacher ratio across countries and time show little relationships to achievements as in science and mathematics test, countries such as South Korea with very large sizes routinely outperformed richer countries such as US and Canada where classes are much smaller. Cooper, Valentine, Chariton & Melson (2003) indicate that modified school calendars were associated with higher achievement for economically disadvantaged students. They say that extended school calendar is a panacea to where there is a great need for additional schools and classrooms as the existing buildings are in use year round.

Studies conducted in Kenya by, IPAR (2007) associated poor governance to rampant corruption at administration and board levels with regard to procurement of school equipment, consumables, learning materials and hiring of teachers and non-teaching staff. Therefore, poor board management increases transactional cost of secondary education. On education technology, Anderson (2005) said that it has been demonstrated to increase student learning cost effectively hence enhance quality of education both by increasing availability of up to-date teaching materials and providing the most highly qualified teachers with the means of reaching wider audience. In addition, Pritchett & Filmer (2007) added that education production function is determined by an underlying pedagogical process. This theory shows that in multi-grade schooling, student learning compares very favorably with learning outcomes in traditional classrooms. Also, double-shift schools can allow students adequate instructional time without impairing learning (Aoki, 2002).

e) *Knowledge Gap*

Studies have been conducted to determine the factors that affect student performance in different subjects. The foregoing literature review embodied some studies that depicted the position of resource availability against student performance in schools globally, regionally an in Kenya. Reports from these studies have served as useful guides to the present study; however there are emerging gaps that needs to be filled for knowledge advancement.

Aregbeyen (2011) examined the quality of teachers and students performance in schools in Nigeria. The composite measure of the quality of

teachers covered qualification, experience, patience, creativity and communication skills. The obtained results suggested that the observed variations in the students' performance were significantly explained by the difference in the quality of teachers. The emerging gap involves the context of the study area which is Nigeria as opposed to the current study that will be conducted in Vihiga County- Kenya. In as much as both studies focus on French teaching and performance, the current study looked specifically at teachers as opposed to the current study that also involved physical as well as financial resources and how they relate to student performance. Equally time factor cannot be left out as these two studies were conducted in different time frame.

Focusing still on studies conducted, Nambuya (2013) examined school based factors influencing student academic performance at KCSE Kenya, the study revealed that human resource was not well handled since most of the head teachers and directors of study did not employ well trained school workers and their numbers were not enough to handle all students hence poor performance of students. Even though the studies used the same variables, this study generally looked at students' performance as opposed to the current study that specifically looked at French subject. The study also sought to find out how each variable influenced performance while the current study sought to find out the relationship between each variable and performance of French subject. The method used for sampling the respondents is different whereby the previous study used purposive sampling technique, and the current study used simple random sampling technique which is better as it is free from bias.

Furthermore, in what concerns physical resources, Adalikwu (2012) examined the influence of instructional materials (teaching aids) on academic performance of students in chemistry in Nigeria. He found out that students taught with instructional materials performed significantly better than those taught without instructional materials, and that the use of instructional materials generally improved students understanding of concepts and led to high academic achievements the study only focused on one variable that is the instructional material which is a section of all the resources required in teaching and learning of a given subject, consequently the subjects in focus of study are different that is French and chemistry. The context is also different whereby the study was conducted in Nigeria.

On the other hand, it is clear that very few studies had been undertaken in assessing the relationship between financial resources and student performance. Diane et al. (2003) examined resource allocation; connecting spending to student performance in the USA, while Munda et al. (2014) studied the influence of education costs on student performance in



Kenya. From the foregoing, it is evident that there has been no study to establish the relationship between financial resources and performance in French subjects among secondary schools in Vihiga-County, also none addressed in-depth investigation on this subject thus leaving a potential gap in literature that this study sought to fill. This study therefore aimed at assessing the relationship between resource availability and performance in French subjects among secondary schools in Vihiga County- Kenya and identifies ways of improving KCSE performance in secondary schools in Vihiga County. By filling this gap, the study would contribute to the body of knowledge available on the issue.

III. RESEARCH DESIGN AND METHODOLOGY

a) Research Design

The study employed a correlational research design. Correlational research design was used to describe in quantitative terms the degree to which two or more variables are related. It involved the collection of data on two or more variables on the same group of subjects and computing a correlation coefficient. Stanovich (2007), this design also provides an accurate and efficient means for describing people's thoughts, opinions and feelings. The researcher described in quantitative terms the degree to which two variables are related. This enabled the researcher to assess the degree of relationship between these two variables.

b) Target Population and sample size

The target population of the study included all the schools teaching French language, all head teachers of schools teaching French subject, all teachers teaching French subject and all students studying French subject in Vihiga County-Kenya.

Head teachers were included in the study because they are decision makers and as pedagogical leader he gets to know what goes on in class and school as teachers report to him. As a supervisor he is tasked with deploying staff, allocating time to subjects taught in school, providing teaching and learning materials and creating an atmosphere conducive to effective teaching and learning. Teachers were selected because their training and experience is important to student's performance, through them the researcher found out the teaching and learning materials present and frequently used in teaching-learning process, their attitude towards the subject and views on performance, and the challenges they face in the implementation of the French curriculum as they have firsthand experience through their interactions with the students.

Table 3.1 : Target Population

Target Group	Frequency
Head teachers of Schools Taking French	14
French teachers	20
Total	34

c) Description of sample and sampling procedure

10 schools out of 14 schools were randomly selected by simple random sampling. The sample size of teachers was derived from 20 teachers of French in schools in Vihiga County using Krejcie & Morgan (1970) table as quoted by Kathuri & Pals (1993). (See appendix VI). According to the table a target a population size of 20 teachers was represented by a sample size of 19. School were stratified into 3 stratum namely, national, county and sub county. Random sampling was used to select teachers of French subject in each school to constitute the sample. This was done by assigning teachers numbers. All head teachers in the sampled schools participated in the study.

Table 3.2 : Sample and Sampling Procedure

Target Group	Numbers of schools	Target population	Sample size
Head teachers of Schools Taking French		10	10
French Teachers			
National level	2	6	6
County level	6	12	11
Sub County level	2	2	2
Total	10	20	19

d) Description of Research Instruments

i. Teachers Questionnaire

Structured questionnaires were used to collect the required information from the study population. By using self-administered questionnaires information about resource availability and performance in French subjects in Public Secondary Schools in Vihiga County and other related data was obtained. The questionnaire consisted of 3 sections, the first section included the researchers introduction and instructions, the second section had the respondents' background information, the third sought to find the relationship between human resource and performance of students in French subject in KCSE, the fifth examined the relationship between physical resources and performance of students in French subject in KCSE and finally the last section sought to find out the relationship between financial resources and performance of students in French subject in KCSE.

ii. *Interview schedule for Head Teachers*

Interviews are questions that are asked orally, it can be structured or open ended questions. Oral interviews were used to ask questions and obtain data from the head teacher. A question which cannot be included in the questionnaire due to their elongated nature will be phrased to fit the informants' level of understanding. This made it possible to access intensive data that covers wider scope of research. The method also provided reliable and accurate information in an intensive manner that give satisfactory results. The interviews were audio taped and transcribed. The interview schedule had two sections; the first section involved the researcher's introduction, while the second section consisted of the availability of resources in the schools.

iii. *Observation Schedule*

In this regard the observation checklist was used to observe the teaching and learning resources for French subject adopted by the respective secondary schools that is likely to impact on the performance of students in French together with the physical, teaching and learning resources available/functional in the schools.

iv. *Document Analysis Schedule*

Document analysis schedule was used to collect recorded information related to the research study. This included mark books to find out the performance of students in French classes, records of work and the schemes of work to establish the teaching and learning materials used by the teachers. This method is ideal because it enabled the researcher to obtain unobtrusive information at the pleasure of the researcher and without interrupting the researched.

e) *Validity and Reliability*

i. *Validity of Research Instruments Results*

Validity of the instruments was assessed in terms of the extent to which the results of the research instruments serve the particular interpretations and uses for which they are intended. An aptitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the aptitude. Validity therefore refers to the extent to which an instrument asks the right questions in terms of accuracy. The content validity of the questionnaire was determined through discussing the items in the instrument with the lecturers from the department and colleagues to check both the content coverage and the clarity of the questions. Advice given by these people helped the researcher determine the validity of the research instruments.

ii. *Pilot Study of Research Instruments*

The questionnaire and interview schedule were piloted in 2 schools in the neighboring Kakamega County a locality similar to the study area but not

involved on the study to test how they work. In this regard 2 teachers and 2 pupils not involved in the study were asked to complete the questionnaire. The head teachers of the schools were interviewed. Data collected from the pilot study was used to rephrase and reorganize the format of the questionnaire. Piloting was important as it enabled the researcher to assess the willingness of the respondents to co-operate in the study, the eminent obstacles to data collection and helped to determine the validity and reliability of the instruments results.

iii. *Reliability of Instruments Results*

The questionnaires were designed carefully to ensure no ambiguity and that all respondents understood and responded to all issues in exactly the same way as expected by the researcher. This involved the rating scales that include the attitude questions and were computed in Likert scales. The test re-test method was used to test the reliability of the instrument results. Questionnaires were administered twice after an interval of two weeks and the results compared. The split half was used to determine a reliability index through Pearson's Product Moment Correlation coefficients. The study found that all the variables had a reliability index of 0.7.

f) *Description of Data Analysis Procedures*

Quantitative analysis, editing, coding, data entry, cleaning and recoding activities were done by using SPSS (version 19.0). Composite averages were analyzed using descriptive statistics. Descriptive data was analyzed using frequencies, percentages, means and standard deviations. For inferential statistics ANOVA was used to test the hypotheses. The schools were grouped in terms of those with: Inadequate Resources, Moderate Resources and Adequate Resources.

IV. RESULTS

a) *Demographic Characteristics of Respondents*

The demographic information of the respondents is considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalization of the results. This section, therefore, presents respondents' background information considered crucial for discussions in this study such as gender, age, highest level of education and teaching experience.

i. *Age of the Respondents*

The age of the respondents was sought by the researcher. The findings are illustrated in figure 2. From the findings, clear majorities (58.5%) of the respondents were between 31-35 years, 23.7% of the respondents were between 36-40 years, 14.8% of the respondents were between 41-45 years and 3% of the respondents were below 30 years. This implies that most teachers had some experience in the teaching of French subject.



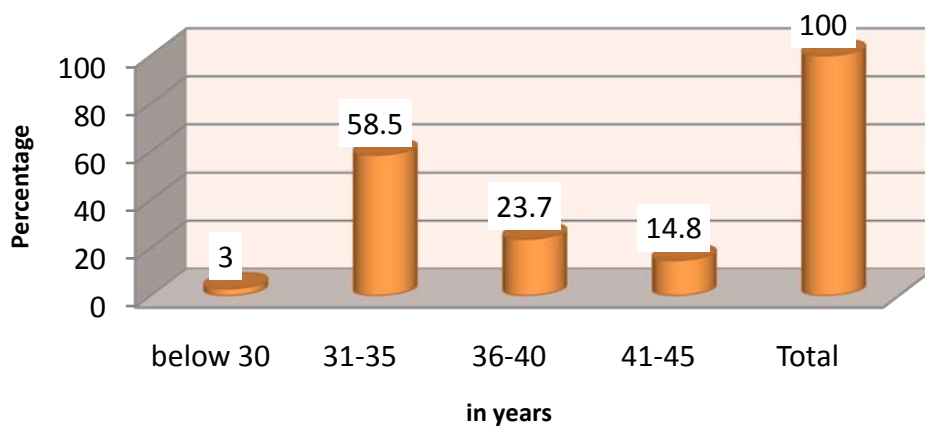


Figure 2 : Age of the Respondents

ii. Gender

The study put into account the gender of the respondents which was considered relevant to this study. Figure 3 illustrates the results. As evidenced in the findings, 64% of the respondents are female whereas 36% of the respondents are male. From the

above findings, it was clear that majority of the teachers were female which indicates a bias regarding teaching of French. This could be as a result that more females venture into languages as compared to their male counterparts.

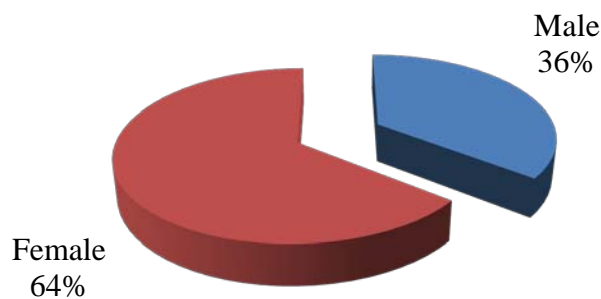


Figure 3 : Gender

iii. Teachers' Qualification

The academic qualification of teachers is one of the most important factors that determine acquisition of language skills. As such, the researcher sought to establish the teachers' academic qualifications. The results of the study are as presented in Figure 4. It was revealed that 41.5% of the respondents were diploma holders, 40% of the respondents had Certificate level of education, 11.9% of the respondents were degree holders, 5.9% of the respondents were at P1 level and 0.7% of the respondents had Master's level of education. The study noted that this was very important that schools should employ and retain competent and qualified staff because most of their activities require the use of knowledge, skills and abilities.



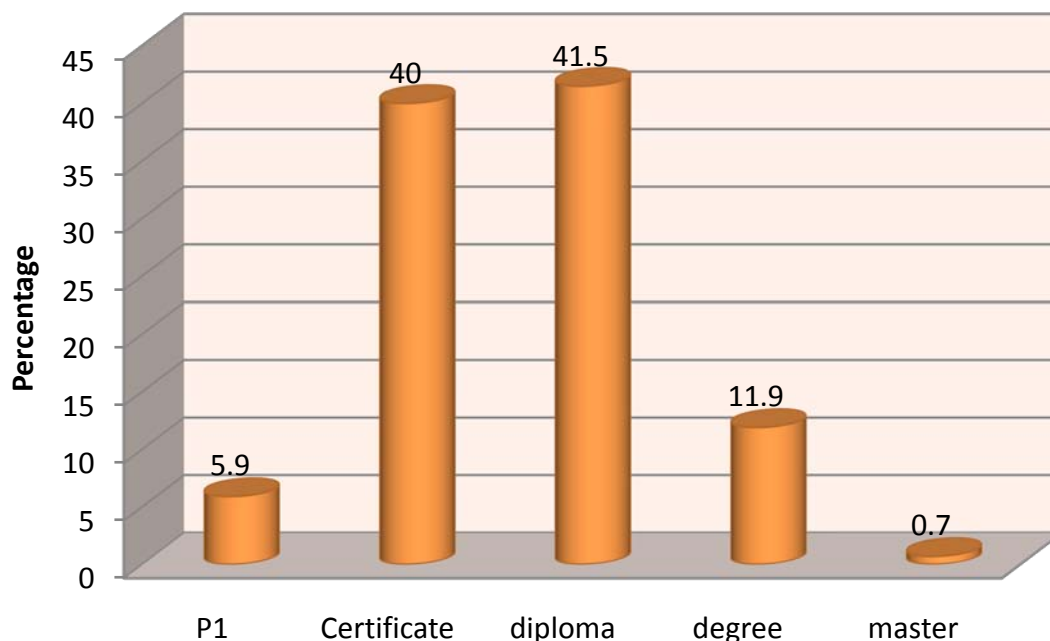


Figure 4 : Teachers' Qualification

iv. Teaching experience

The teaching experience of a teacher enables the teacher to interact more freely with the children especially during activity times. Figure 5 shows the respondents work experience in the school. From the findings in Figure 5, 46.7% of the respondents had an experience of 11-20 years teaching, 40% of the respondents had taught for 6-10 years, 8.1% of the respondents had taught for 1 to 5 years and 5.2% of the

respondents had an experience of over 20 years. Since most of the teachers had an experience over 11 years, they are able to interact freely with children and contribute to the development of their language skills. With such a rich teaching experience coupled with their wealthy professional qualifications, teachers were therefore expected to be knowledgeable and hence able to give reliable information as sought by the study.

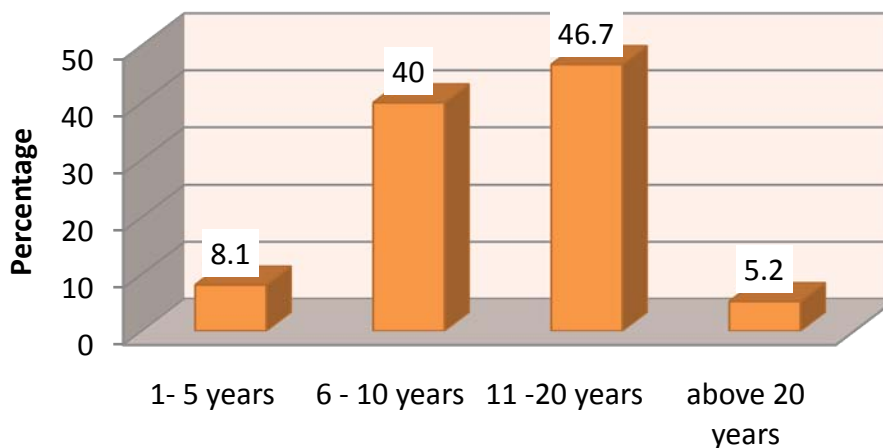


Figure 5 : Teaching Experience

b) Human Resource and Performance of students in French subject in KCSE

The study also sought to establish the perception about aspects of human resources and their

relationship with performance of students in French subject. The results were summarized and presented in Table 4.1.

Table 4.1 : Aspects of Human resources and student performance in French subject

	F	%	Mean	Std. Deviation
Teachers of French subject are well qualified in teaching	7	38.8	1.91	0.422
The school has adequate number of French subject	7	39.9%	4.31	0.728
French teachers are committed in teaching French subject	8	43.6%	2.67	0.701
The school administrative is very supportive to teachers of French	9	48%	3.9	0.842
Teachers of French are well motivated to teach the subject	8	42.9%	2.09	0.922
Our teachers of French subject seem to be well experienced in teaching	6	34.1%	3.71	0.501

From the findings presented in Table 4.1, majority of the respondents 7(38.8%), mean = 1.91, strongly disagreed that teachers of French subject seem to be well qualified in teaching while 7 (38.89%) of them agreed with this fact. 7 (39.9%), mean = 2.31, also agreed that the school has adequate number of French subjects and this might be because of the school following a set out curriculum. However, 8(43.6%), mean = 2.67 disagreed that teachers of French are committed in teaching French subjects despite majority of the respondents, 9 (48%), mean = 2.90, agreeing that the school administration is very supportive to teachers of French subjects and that 8 (42.9%), mean = 3.09, of the respondents disagreed that the teachers of French are well motivated to teach the subject although the teachers are well experienced to teach the subject as agreed to by majority of the respondents, 6 (34.1%), mean = 3.71. Past research findings have revealed that teacher quality is a major factor in determining student performance because it is well known that an academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher. The findings above have shown that although teachers are qualified and receive support from the administration, they seem to be not motivated enough to teach and are not well motivated to teach.

Considering research question of the relationship between Human Resource and Performance of Students in French, the study indicates that teachers handling French in the schools under study were trained professionals. The analysis revealed that a good number of teachers were university graduates and diploma holders. But in as much as most of them were trained professionals, it was observed that majority did not adhere to the expectations of teaching skills required for implementing the curriculum. For example most teachers went to class with no notes or lesson plan, while others did not keep records of work and marks for consistency, continuity and keeping track of student's performance hence it proved difficult to explain student's behavior at the end of the lesson and this affected the effectiveness of teaching and learning.

c) *School physical Resources Affecting Performance in French*

The researcher sought to find out the availability of school physical resources and their relationship with the performance of French at K.C.S.E. Such resources included teaching and learning resources, school management styles, school physical facilities, class size among others. Table 4.2 indicates teachers' views.

Table 4.2 : Availability of Physical resources

		Yes	No	Not sure
Textbook books for French subjects	Frequency	1	13	4
	Percent	4.4	83.9	21.7
Well maintained Classrooms	Frequency	1	13	4
	Percent	8.1	60.5	22.4
Exercise books	Frequency	1	12	5
	Percent	6.5	66	27.5
Internet	Frequency	1	6	11
	Percent	5.6	32.4	62
Computer lab	Frequency	1	7	9
	Percent	8.1	38.3	52.6
Manual for French subjects	Frequency	9	4	5
	Percent	52.3	20.6	27.1
Journal for French subjects	Frequency	5	5	8
	Percent	26.7	25.9	47.4
Curriculum catalogues for French subjects	Frequency	3	5	5
	Percent	14.6	25.9	25.9

Well maintained classroom furniture	Frequency	2	8	8
	Percent	13.4	44.5	42.1
Charts for demonstrations	Frequency	3	8	7
	Percent	16.2	44.6	39.2
Electronic media to teachers	Frequency	3	5	9
	Percent	18.4	27.4	54.2

The findings in Table 4.2 revealed that the text books for French subjects are less available, 13 (83.9%) Although well maintained classrooms are available, 13(60.5%), in some schools, the classrooms as a resource are not adequately available. The findings also indicate that well maintained classroom furniture is medium available, 8 (42.1%). In addition to this, exercise books were found to be less available, 8 (44.8%) as well as the manuals for French subject, 7 (41.4%), Journals for French subject, 7 (39.9%), curriculum catalogues for French subjects, 6 (33.6%) as well as charts for demonstrations, 6 (33.9%), all these were found to be less available indicating inadequacies in terms of reading materials.

In terms of availability of modern technology for teaching/ learning of French subject, the findings revealed that internet is less available in majority of the schools, 11 (62.0%) with 6 (31.5%) of them indicating that internet is not available. In addition to this, computer labs were found to be less available, 9 (52.3%) with 7 (37.7%) indicating that computer labs were not available at all. As indicated, most of the schools are ill equipped with the modern technology needed in the teaching/learning of French subject. Although some schools were found to be having electronic media, 5 (27.4%) the number is insignificant thus qualifies the fact that in majority of the schools, computer labs are less available with some schools not even having computer labs.

This gives an indication that majority of the schools have not invested in new technology that can aid in the learning of the French subject. As a consequence, even the teachers do not use modern technology in aiding their teaching and thus the full benefits of using modern technology in learning of French subject are not fully utilized. This would definitely affect the performance of the students in the subject especially when compared to schools which have fully embraced the use of modern technology in teaching of French as well as the changing trend of learning of French as well as other foreign languages. The use of technology, specifically multimedia, for foreign language instruction has expanded rapidly in the last two decades. Research on the effect of technology-enhanced instruction on achievement and studies of student attitudes regarding learning with technology have also increasingly been reported (Salaberry, 2001) while a number of benefits for students related to the general use of technology in classrooms have been identified and include increased motivation,

improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall (McGrath, 1998). Additionally, there seems to be a beneficial multimedia effect, especially for low achieving students, when it is used to illustrate concepts and organize factual information. Furthermore, students also appear to gain confidence directing their own learning. While these benefits have been identified, the findings in this study indicated that the schools fail to realize these benefits because majority are ill equipped with modern technology and this might impact negatively on their performance.

Concerning school physical resources, the study established that only one school had a French library, while the other 6 had school main library with only course books, while 2 only had book stores. Lack of that important facility denied both students and teachers the opportunity to access reference materials and ample space especially for students to do private studies when out of class.

The analysis indicates that teaching and learning resources were inadequate in almost all the sampled schools especially those that fell in the district school category. Schools lacked the necessary textbooks like language course books, the few that were available students had to share in a ratio of one book to three learners.

School management committee's styles were also found to impair schools' quest for impressive academic performance. The school's management did not to allocate funds to those resources that directly affected student academic wellbeing. Second, when a chance arose to employ BoM teachers, in most cases they went after those they could pay cheaply. School principals did not escape the blame because some of them could not send teachers for in-service courses because they had financial implications.

d) *Financial Resources and Performance of Students in French Subject*

An assessment of the availability of financial resources was also carried out. French teachers were asked to indicate the extent to which they agreed with selected aspects of school finances. The findings summarized and presented in Table 4.3.



Table 4.3 : Financial Resources

		YES	NO	Not Sure
The school has adequate funds to support French subjects	Frequency	8	8	2
	Percent	46.	42	11.9
The school has income generating activities	Frequency	1	7	10
	Percent	3.4	40.3	56.3
Parents financially support school programs such as French class	Frequency	5	8	5
	Percent	27.8	45.5	26.7
Government financial support school operations	Frequency	3	11	4
	Percent	18.3	58.9	22.8
The schools has received aids and grants from donors, NGOs among others	Frequency	0	5	22
	Percent	60.2	28.4	11.4
The schools has not experienced any financial shortage	Frequency	4	6	9
	Percent	22.7	33.9	44.5

From the findings, majority of the respondents agreed that the schools have adequate funds to support French subjects, 8 (42%) although majority of these schools do not have their own income generating activities, 10 (56.3%) indicating that majority of the schools depend on the government for financial support with the support being at least adequate given that the majority of the respondents, 6 (33.5%) noted that the government financially supports school operations but the support is not adequate given that 5 (25.4%) of the respondents agreed that the government does offer financial support for school operations. In addition to this, parents do not give adequate financial support to the school programs such as French classes, 5 (30.2%). Given that there was no adequate support from both the government and the parents, majority of the respondents, 7 (41.4%) disagreed that the school has received aids and grants from donors, NGOs among others and though there was some form of support in terms of aids received, these findings showed that it was not adequate and given that this is the case, 7 (39.9%) disagreed that the schools do not experience any financial shortage.

From the findings it is evident that most schools were grappling with the issue of inadequate funds since most of them depended on the school fees paid by students and money paid by the government for each student that in real sense is not enough to support effective running of school programs and many a time it delays due to one reason or another thus stifling the programs, most students from these schools come from poor backgrounds hence may not be able to pay school fees on time, or may not be able to pay at all. As a result, most schools cannot be able to afford modern/required facilities for keeping up with the current trends of teaching and learning the French subject.

Majority of the schools had only one radio and hence they would share with other subjects. This will limit the frequency of administering the listening comprehension as one has to work with the program of other teachers using the same radio. Others opted for the cheap electronics hence compromise on the quality

of voice production and hence poor performance in the listening comprehension examination. Most teachers did not use charts for demonstrations in classrooms mainly because the charts are not readily available, and because some did not have the French rooms hence don't have a place to place them as they keep on moving from one classroom to another.

Co-curricular activities and educational trips are crucial in student learning as they play a major role in promoting a student's social behavior. Most schools participate in drama and poems that boosts self-esteem and mastery of language phonetics and literature; equally it gives a student a chance to learn from others as well as promoting healthy competition amongst them. Insufficient finances frustrated the implementation of such programs as a number of schools did not participate fully in the activities because of that.

Consequently, it is clear that most head teachers did not allow their teachers to attend professional development programs and trainings organized by the ministry of Education due to high costs associated with such programs, as a results most of them lagged behind since knowledge keeps on changing with time and hence the poor performance observed in the County.

e) Performance in French

The specifics of the performance of French at KCSE for the period 2009 to 2013 are summarized in Table 4.4.

Table 4.4 : French KCSE mean scores, deviations and their percentages in sampled Schools

KCSE Year	Mean score	Deviations	(%) Deviation
2013	4.030	0	0
2012	4.296	+0.266	6.600
2011	4.380	+0.084	1.955
2010	4.385	+0.005	0.114
2009	4.512	+0.127	2.896

The results in Table 4.5 indicate that performance of French in Vihiga County over the five years under study has not been encouraging despite the positive deviations. The findings have shown a steady decline in the KCSE means scores for the French subject from the year 2009 (mean score = 4.512, SD = 0.217) to the year 2013 (mean = 4.030, SD = 0.000) which indicates a mean grade of D+ over the five years. In addition to this, though the mean score has been declining over five years, the findings also revealed that the mean scores for each of the years was still way below par because in each year, the mean grade for French in KCSE was D+. This indicates that the French subject has been experiencing poor performance over the years and the results are still declining which shows that there have been no effective solutions put in place to reverse the trend or it might imply that the solutions put in place to address the negative trend are not working at all.

f) *Tests of Hypotheses*

The study adopted ANOVA method to evaluate how each of the identified variables that is: school

Table 4.5 : ANOVA Summary Table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	6480.933	2	3240.467	41.23486	3.36E-14	3.075853
Within Groups	8958.759	114	78.58561			
Total	15439.69	116				

Since the above table shows that the calculated value of F is 41.23486 which are more than the F critical of 3.075853 at 5% level, we reject the null-hypothesis.

The results indicate that there is a significant difference between mean French achievement scores of students in schools with different levels of human resource availability. These findings revealed that human resources have the second most significant relationship with the performance of students in French subject especially in terms of effectiveness and experience which agrees with Murnane (1985) who noted that teacher experience and quality argued that student learning is heavily influenced by teachers' effectiveness and their years of experience.

Furthermore, it was observed from the findings that the teaching experience of majority of the teachers was below five years, meaning they were relatively young in the field hence had not gathered sufficient expertise in language teaching/learning. To make

human, physical and financial resources relate to performance in French. The selected students KCSE scores were used to determine the differences in the mean scores. The schools were grouped into three, that is: Schools with adequate resources, moderate resources, and schools with inadequate resources.

The following null hypotheses were tested using one way analysis of variance (ANOVA) at 0.05, level of significance.

Decision Rule: If F observed is < 3.075853, do not reject the null-hypothesis If F observed is ≥ 3.075853, reject the null-hypothesis

i. *ANOVA Summary Table*

a. *Human Resources*

H_{01} : There is no significant difference between mean French achievement scores of students in schools with different levels of human resource availability.

matters even worse, one third of the teachers hired by BOM stayed in schools hardly for a term or two which caused the element of inconsistency and lack of continuity which adversely affected their performance. The study also found that teachers were not exposed to teacher professional development activities. Of the 12 teachers who took part in the study, a quarter were engaged in K.C.S.E marking, a handful had attended in-service (seminar) on French language pedagogy, while the bulky of them (two thirds) were not engaged in any. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were hired by the BOM thus temporal in schools. The same sentiments were echoed

by Muhammad and Rashid (2011) that academic qualification, professional qualification, refresher courses or trainings and teacher experience were the most important qualities of a teacher.

From the findings, the fact that a whopping majority of teachers had not attended any refresher courses is a cause for alarm, a fact attested to by Olembo et al. (1992) who acknowledge that the demands on the teacher change considerably during his career. They further observe that in view of the continuous renovation and development of teaching knowledge and of the constant change taking place within the educational systems, it does not seem possible to equip the teacher trainee with all the knowledge and skills required for an entire professional life. After carrying a study in Ankara, Saracologlu (2000) found that teacher expertise is the most significant school-based influence on student learning.

He further argued that school improvement always calls for enhancing the knowledge, skills and dispositions of teachers. He concludes that whatever course of action a school adopts, success usually hinges on providing support and resources for teachers to strengthen existing expertise or to learn new practices. It is worth noting that professional activities give teachers' confidence hence perfecting their teaching ability as it exposes one to modern trends in teaching methodology. The researcher concludes that given that most teachers lacked professional training, had not attended any refresher courses and were inexperienced, explained why the performance of French was dismal.

The findings indicated that majority of the schools could not maintain a class average of 45 students because they were faced with the perennial problem of student academic nomadism. On further inquiry, the researcher was informed that most students moved from one school to the other due to factors such as; failure to pay school levies, the close proximity of

one school to the other, clan politics and the belief that school A will perform better than B in national examinations. This greatly hampered the schools' efforts to ensure good performance in the language as these schools continued to receive new students each term, while at the same time losing some to others. The researcher found that it was quite difficult for teachers across the schools to keep track of their learners' progress as far as the grasp of vital language tips was concerned. The findings also indicate that some schools had a class size of between 51 and 60 students which was way beyond the ministry guidelines. This was because they lacked enough classrooms due to massive student enrollment following the launch of free tuition in public schools. Teachers in particular confessed that it was practically not possible to give individual attention to each learner due to large class size, and the fact that they had a second subject to teach explaining why performance was dismal.

The findings in terms of class size were similar to those of Fabumni & Okore (2000) who in their study in Nigeria found that, the lower the class size or teacher pupil-ratio, the higher the achievement and that student achievement decreases as class size increases.

The study revealed the staffing condition of the sampled schools where it was observed that French teachers on average handled 25-28 lessons per week both in French and their second teaching subject. According to the Ministry of Education an ordinary classroom teacher is supposed to have 27 lessons per week, while Heads of Departments (HoDs) a minimum of 12 lessons and a maximum of 18 lessons per week. It therefore, meant that those teachers were overburdened especially when you add the other school administrative roles assigned to the such as being Heads of Department like guidance and counseling, games, examinations and career, languages among others. With that kind of workload, it was difficult for those teachers to rise to the occasion and deliver positive results in terms of performance.

b. Physical Resources

H_{02} : There is no significant difference between mean French achievement scores of students in schools with different levels of physical resources.

Table 4.6 : Physical Resources
ANOVA Summary table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	7359.807	2	3679.903	51.92016	9.33E-17	3.075853
Within Groups	8079.886	114	70.87619			
Total	15439.69	116				

Since the above Table shows that the calculated value of F is 51.92016 which are more than the F critical value, we reject the null hypothesis of no difference in the population means. Since the null has

been rejected, there is a significant difference between the mean French achievement scores of students in schools with different levels of physical resources. The results in Table 4.6 indicate that a majority of teachers

considered teaching and learning resources as a major factor responsible for dismal performance. Other factors were school physical facilities, school management styles, and school environment constituting. In addition to this, the findings on the relationship between school physical resources and performance revealed the existence of a relationship between the two variables which also accounted for the third most significant relationship.

The significance of teaching/learning resources cannot be gainsaid; an assertion confirmed by Scheerens (2003) who argues that availability of teaching/resources enhances the effectiveness of a school as they are the basic things that can bring about good academic performance. School management styles are also found culpable as findings indicate that they don't always give priority to resources that directly

affect academic performance when it came to allocating financial resources. Physical facilities like class rooms and libraries are also elusive in many schools. A fraction of the schools had swollen classes over and above the maximum of 45 set by the ministry of education, meaning teachers were unable to cope with the numbers when it came to individual attention. The findings are similar to those of Fabumni (2000) from his study in Nigeria that class size affects performance and that the lower the class size, the higher the achievement and vice versa. More than two thirds of the schools did not have libraries, meaning that learners were denied the opportunity to interact meaningfully with books.

c. Financial Resources

H_{03} : There is no significant difference between mean scores of students in schools with different levels of financial resources.

Table 4.7 : Financial Resources

ANOVA summary table

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	3429.131	2	1714.566	16.27405	6.06E-07	3.075853
Within Groups	12010.56	114	105.3558			
Total	15439.69	116				

Since the above Table shows that the calculated F is 16.27405 which are more than the F critical value of 3.075853 at 5% level, we reject the null-hypothesis of no difference in population means. Since we have rejected the null-hypothesis, there is a significant difference between the mean achievement scores of students in schools with different levels of financial resources. School management styles were found to influence performance of students especially because the school administration has been given the mandate to allocate funds to different vote heads and departments. This is so because financial resources are a key element among educational resources as they are mainly used for acquisition of other resources such as physical facilities, text books and human resources (Lumuli, 2009).

The school administration also may consider working hand in hand with the parents, community and the sponsors to source for funds that will enable the successful running of the schools. From the findings, a percentage of teachers indicated that most school head teachers did not treat the French teaching and learning with much importance as the compulsory subjects, some confessed that the funds allocated to their departments were inadequate as compared to other departments that contributed to the inadequacies observed. This attitude displayed by teachers mostly affected the teachers and this worked negatively on their motivation. According to behavioral scientists effective worker performance requires motivation ability and

reward system that encourages quality work (Ivancerich et al, 1994).

V. DISCUSSION

a) Summary of study

Despite the critical role French subject plays nationally, regionally and internationally, its performance in national examinations is still below expectation. Besides, its role as an economic, political, social and technological medium cannot be overemphasized let alone its growing influence in international circles. Thus, the main purpose of the study was to determine the relationship between resource availability and performance in French subject in public secondary schools in Vihiga County-Kenya. The study sought to answer the following. What is the relationship between human resource and performance of students in French subject in KCSE? What is the relationship between physical resources and performance of students in French subject in KCSE? What is the relationship between financial resources and performance of students in French subject in KCSE? The study was based on production function theory of education. The study employed a correlational survey research design. The sample size of teachers sample size of 19 teachers of French was randomly selected and 14 head teachers were purposively selected. A structured questionnaire, interview schedule, documentary guide and observation schedule were used for data collection. Descriptive data was analyzed using frequencies, percentages



means and standard deviations. For inferential statistics ANOVA was used to test the hypotheses.

From the study findings, the average age of the teachers of French was 31 to 35 years of age while 64% of the teachers are female which shows that more females engage in languages subjects as compared to males. Majority of the French teachers are diploma holders representing 41.5% while only 12.6% (degree and masters) of them have a higher qualification than a diploma giving an indication that the teachers do not upgrade their knowledge and skills and this might have an impact on the performance in the subject. This is despite that fact that most of the teachers have taught for 11 to 20 years representing 46.7%. Although there were low levels of education qualifications and higher experience, the findings also revealed that teachers of French subject seems to be well qualified in teaching while the number of French subjects was adequate and this might be because of the school following a set out curriculum. However, 43.6% of the teachers are not committed in French despite that the school administration is very supportive to teachers of French of English subjects because the teachers of French are not well motivated to teach the subject although 34.1% of the teachers are well experienced to teach the subject.

The findings also revealed that French subjects are less available in over 50% of the schools although majority of the schools have classrooms in some schools, the classrooms as a resource are not adequately available. In addition to this, exercise books were found to be less available as well as manuals for French subjects, Journal for French subjects, curriculum catalogues for French subjects as well as charts for demonstrations. In terms of availability of modern technology for learning of French subject, the findings revealed that internet is less available in 62.0% of the schools with 31.5% of the schools have no internet. In addition to this, computer labs were found to be less available in over 50% of the schools. Given that most of the schools are ill equipped with modern technology that can be used to aid in the learning of French subject, electronic media for teachers was also found to be not available and this qualifies the fact that in majority of the schools, computer labs are less available with some schools not even having computer labs.

The study findings also revealed that 42% of the schools have adequate funds to support French subjects. However, majority of these schools do not have their own income generating activities, which indicates that majority of the schools depend on the government for financial support with the support being at least adequate given that less than 30% of the schools are supported by the government financially to support school operations although the support is not adequate. In addition to this, parents do not give adequate financial support to the school programs such

as French classes. Given that there was no adequate support from both the government and the parents, 41.4% of the schools do not receive aids and grants from donors, NGOs among others and though there was some form of support in terms of aids received, these findings showed that it was not adequate and given that this is the case less than 39% of the schools do not experience any financial shortage.

i. *Human Resources*

The study findings have indicated that the availability of human resources influenced the performance of students in French. Past research findings have revealed that teacher quality is a major factor in determining student performance because it is well known that an academically qualified teacher has more authentic knowledge about the relevant subject than the academically less qualified teacher. The findings above have shown that although teachers are qualified and receive support from the administration, they seem to be not motivated enough to teach and are not well motivated to teach. The study also found that teachers were not exposed to teacher professional development activities. Lack of professional development for most of the teachers was occasioned by inability of the school principals to sponsor their teachers for training because of the financial implication involved, as well as the fact that some teachers were form 4 leavers thus temporal in schools.

ii. *Physical Resources*

The results of the study indicated that the availability of physical resources affected significantly the performance of the students in French subject and thus, teaching and learning resources are a major factor responsible for the performance of students in French subject. In addition, because classes were not adequate not well equipped for French classes it can be noted that the physical facilities especially classes had a bearing on performance according to school principals.

iii. *Financial Resources*

The findings also revealed that the financial resources affected the performance of the students in French subject. Although this was the case, the availability of financial resources was important in improving the performance of the students in French, the schools received inadequate support from the government, parents as well as NGOs and thus they would fall short in terms of physical resources and thus affect the performance of the students and this can be seen in terms of the declining trend of performance in terms of KCSE results and the perennial mean grade of D+ in the French subject.

b) *Conclusions*

On the basis of the findings of the study, the following are the conclusions made.

- The results of French subject have been declining over time with a lower mean grade and this is

because the schools have been facing inadequacies in terms of human resources especially in terms of experience and knowledge base of the teachers.

- In addition to this, majority of the schools that offer the French subject are ill equipped when it comes to the use of modern technology for teaching and learning of the French subject. Physical resources in terms of availability of classes as well as teaching materials and learning materials that can be used to aid in the teaching and learning of the French language are not readily available.
- Finally, the schools rarely receive enough funding from the Government, parents and other stakeholders to support the teaching and learning of French subject.

c) *Recommendations*

Based on the research findings and conclusions, the study made the following recommendations.

- In The Ministry of Education and the Teachers Service Commission may consider posting adequate qualified teachers to all schools as well as enforcing a policy on who should be hired as a teacher by the BoM. Teachers to be constantly engaged in refresher courses, seminars and symposia to update their skills on language pedagogy.
- Efforts to be made by school authorities, the Ministry of Education, county authorities and other stakeholder to provide new technology, enough physical resources like teaching/learning resources, class rooms and libraries. This can be done by bringing all the stakeholders together so that discussions can be made on how to enhance this support.
- The school management, the parent teacher association and the government may come up with means that will ensure that all subjects are funded adequately, and that the school management is held accountable when it comes to the management of the funds.

d) *Suggestion for Further Studies*

This study was limited to relationship between resource availability and performance in French subject in public secondary schools in Vihiga County-Kenya. Thus, for future research, researchers should try to generalize the research to other counties. Also, the study was limited to French subject only, thus further study should also put into consideration the resource availability and performance in other subject such as English subject.

REFERENCES RÉFÉRENCES REFERENCIAS

1. Abagi O. & Odipo, (2007) Efficiency of Primary Education in Kenya: Situational Analysis and Implementation for Educational Reforms Jomo Kenyatta foundation Nairobi Kenya.
2. Adalikwu SA, 2012. The Influence of Instructional Materials on Academic Performance of Senior Secondary School Students in Chemistry in Cross River State, <http://dx.doi.org/10.4314/gjedr.v12i1.6>
3. Adams, J.E., Jr. (1997). Organizational context and district resource allocation: Does the setting matter? *Journal of Education Finance*, 23, 234-258.
4. Adebayo, L.A. (2007). French Language Teaching and Productivity Enhancement in Nigeria: Issues and Challenges. www.voicesnet.com/displayone-doc.aspx?docid=199434. (Email):adedoyinadebayo-2007@yahoo.fr (Telephone):+23408033932089
5. Amugune, A.A, (2013). Analysis of factors affecting achievement and enrolment in CRE in selected public secondary schools in Tiriki West Division of Vihiga District. (Unpublished M.Ed. Thesis) Kenyatta University.
6. Anderson, L. UNESCO (2005). *Increasing Teacher Effectiveness 2nd edition*, IIEP Paris.
7. Andrews, M., W. Duncombe & J. Yinger (2002). "Revisiting Economies of Size in American Education: Are We Any Closer to a Consensus?" *Economics of Education Review* 21, 245-262.
8. Aoki, A., Bruns, B. Drabble, M., Marope, M., Mingat, A., Mook, P., Murphy, P., Paci, P., Patrinos, H., Tan, J., Thomas, C., Winter, C. and Yang, H. (2002) 'Education', in J. Klugman (ed), *A Sourcebook for Poverty Reduction Strategies*, World Bank, New York, pp.231-275.
9. Aregbeyen O. (2011). Quality of teachers and students performance: evidence from schools in Ibadan Metropolis in Nigeria. *Department of Economics, Ozean Journal of Social Sciences* 4(3), 2011 University of Ibadan, Ibadan, Nigeria.
10. Awoniyi TA (2002). *The Teaching of African Languages*. London: Hodder and Stoughton.
11. Bandura A. (1977). *Self-efficacy: Toward a Unifying Theory of Behavioral Change*.
12. Bearne E Ed. (2009). *Use of Language Across the Secondary school curriculum*. London; Routledge.
13. Boissiere, M. (2004). "Determinants of Primary Education Outcomes in Developing Countries: Background Paper for the Evaluation of the World Bank's Support to Primary Education." Washington DC: Operations Evaluation Department, World Bank.
14. Brink, H.I., (2006), *Fundamentals of Research Methodology for Health Care Professionals*, 2nd edn., Juta, Cape Town.5.10.1016/S0968-8080(04)24143-X6.10.1016/j.jadohealth.2005.10.0111-67819607.
15. Cantrell, Steve, & Thomas J. Kane. (2013). "Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study." Seattle, WA: Bill and Melinda Gate Foundation.

16. Chimerah, R.M. (2007). Kiswahili through the ages: The question of lexicon. Njoro: Egerton University.
17. Cohen, D. K., Raudenbush, S. W., & Ball, D. L. (2002). Resources, Instruction, and Research. In I. F. Mosteller & R. Boruch (Eds.), *Evidence matters: Randomized trials in education research* (pp. 80-119). Washington, DC: Brookings Institution Press.
18. Coleman Campbell E., Hobson, McPartland, Mood M., Weinfeld, F. D., and York, R.L. (1996) *Equality of educational opportunity* Washington, DC: U.S. Government Printing Office.
19. Diane P, Zena R, H., Cynthia S, L. and Lotte S-H., (2003). Examination of Resource Allocation in Education: Connecting Spending to Student Performance. Texas, Southwest Educational Development Laboratory.
20. Djité, Paulin.G. (2008). The sociolinguistics of Development on Africa. *Multilingual Matters LTD: Clevedon.*
21. Dormam, M. (2008). The influence of environment on learners. *Attitude in foreign language setting.* www.languageindia.com
22. Edobor RIO (2007). An overview of factors that militate against science and technological Programs in higher institutions in the south eastern parts of Nigerian *Journal of Research in Education*, 4: 45-57.
23. Eggen,P., & Kauchak, D. (2010). *Educational Psychology- Windows on Classrooms* (8th ed.). Upper Saddle River, New Jersey: Pearson Education.
24. Fabunmi, M., & Okore, A. (2000). Analysis of the relationship between average class size and secondary school academic performance. *Africa Journal of Educational Planning Policy Studies* 1(2):107-115.
25. Ferguson, R. & Gilpin F. (2001). Paying for public education: New evidence on how and why money matters *Harvard Journal on Legislation*.
26. Fermanich, M. (2003) School resources and student achievement the effect of school-level resources on instructional practices and student outcomes in Minneapolis public schools. unpublished doctoral dissertation, University of Wisconsin-Madison.
27. Fernández-Berrocal, P., Salovey, P., Vera, A., Extremera, N., & Ramos, N. (2006). Cultural influences on the relation between perceived emotional intelligence and depression. *International Review of Social Psychology*, 18, 91-107.
28. Gachathi Report, Rok (1976) Report of National Committee on Educational Objectives and Policies; Government Printers, Nairobi.
29. Galloway, S. (2000). Issues and challenges in continuing professional development. In S. Galloway (ed.) *Continuous Professional Development: Looking ahead.* Proceedings of a symposium by the Centre on Skills, Knowledge and Organizational Performance, Oxford, May.
30. Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Education Research Journal*, 37(2), 479-507.
31. Goertz E. & Duffy, M. (2009) Resource allocation in reforming schools and school districts In M.E. Goertz & A. Odden (Eds.), *School-based financing thousand.*
32. Grubb, W. N. (2008). Multiple Resources, Multiple Outcomes: Testing the "Improved" School Finance with NELS88. *American Educational Research Journal*, 45(1), 104-144.
33. Guillemette, Y. (2005) School Class Size: Smaller Isn't Better. C.D. Howe Institute Commentary. pp.11-12 [Electronic version] Retrieved from www.cdhowe.org
34. Gumperz, J. (2008). *Discourse Strategies.* Cambridge: Cambridge University Press.
35. Halliday MAK (2007). Language Structure and Language Function" in J. Lyons(ed) 2007. *New Horizons in Linguistics.* Harmons-worth. Penguini Books.
36. Hanushek, A. E. (2003). The Failure of Input Based-Schooling Policies, the *Economic journal*, Blackwell publishing for the royal economic society, stable.
37. Hanushek, E. (1989). The impact of differential expenditures on school performance *Educational Researcher*, pp. 45-51.
38. Hartman, W. T. (2008). "District Spending Disparities: What Do the Dollars Buy?" *Journal of Education Finance*, 13 (4), 436-458.
39. Heck, R. (2000). Examining the impact factor of school quality on school outcomes and improvement: A value added approach. *Education Administration Quarterly*, 36,513-552.
40. Hedges, L. Laine, D., and Greenwald R. (2004) Does money matter? A meta-analysis of studies of the effects of differential school inputs on student outcomes. *Educational Researcher.*
41. Howatt, A. (2004). *A history of English language teaching.* Oxford: Oxford University Press.
42. Hurd, S.Mangan, J. and Adnett N. (2005) Are Secondary Schools Spending Enough on Books? *British Education Research Journal*, Vol.31. NO 2, Taylor and Francis Ltd, on Behalf of BERA,
43. Ibukun, W.O., Oyetakin, A I & Akinfolarin, C A., (2012). Impact of Human Resource Allocation and Utilization on the Academic Performance of Students in Ondo State. *Secondary Schools.* Global Journals Inc. (USA)
44. Imoh, P. (2006). Constraints encountered in the teaching of French language in Nigeria. A case

- study of the Nsukka Education Zone. In *Journal of Education in Developing Areas*. 15 (2), 220-226.
45. Institute of Policy Analysis and Research, IPAR (2007) *Making Public Secondary Education Affordable*. Policy Review No: 3, Nairobi: PAR.
 46. Ivancevich JM P Lorenzi SJ Skinner & PB Crosby (1994) *Management: quality and competitiveness Burr Ridge Ill: Irwin*.
 47. Jesson, D. Mayston, D. Smith, P. (2000). *Performance Assessment in the Education Sector: Educational Economic Perspective*, Oxford Review of Education.
 48. Kamwangamalu, Nkonko. (2007). One language, multi-layered identities: English in a society in transition, South Africa. *World Englishes* Vol.26. No.3, 263-275.
 49. Kelly, L. (2006). *25 centuries of language teaching*. Rowley, MA: Newbury House.
 50. Kombo, D.K. (2005). *Sociology of education*. Nairobi: Ad. Printers.
 51. Kosgey I S, van Arendonk J A M and Baker R L (2004). Economic values of traits of meat sheep in medium to high production potential areas of the tropics. *Small Ruminant Research* 50:187-202.
 52. Kothari, C.R (2003) *Research Methodology: Methods and Techniques*. New Delhi: W. Prakashan.
 53. Kothari, C. R. (2005). *Research Methodology, Methods and Techniques*. New Dehli, India: New Age International Publishers.
 54. Kuenzi, J.J. (2008). K-12 Teacher quality: Issues and legislation action. CRS Report for Congress.
 55. Kurdziolek M., (2011) "Classroom resources and impact on learning".
 56. Lawton D (2009). *Education, Culture and the National Curriculum*. London: Hodder and Stoughton.
 57. Lumuli, N. C. (2009). An investigation into Internal Efficiency measures in Promotion of Access and completion Rates in Public Secondary Schools in Bungoma South District. Unpublished M. Ed Thesis, University of Nairobi.
 58. McGrath, B. (1998). Partners in learning: twelve ways technology changes the teacher-student relationship. *Technological Horizon In Education*, 25(9), 58-62.
 59. Metzler, J., & Ludger, w. (2010). The impact of teacher knowledge on student achievement: Evidence from within-teacher within-student variation. Munich: University of Munich.
 60. Miles, K.H. & Darling-Hammond, L. (1998). Rethinking the allocation of teaching resources: Some lessons from high-performing schools. *Educational Evaluation and Policy Analysis*, 20, 9-29.
 61. Monk, D.H. and Hussain, S. (2000). Structural influences on the internal allocation of school district resources: Evidence from New York State. *Educational Evaluation and Policy Analysis*.
 62. Muhammad, A.D., & Rashid, A.D. (2011). Impact of teacher quality on academic achievement of students in secondary state in Punjab. *European Journal of Social Sciences-Vol. 19, no.1*.
 63. Munda, S.W. & Odebero S. (2014) "The Influence of Education Costs on Students' Academic Performance in Kenya: An Empirical Study of Bungoma County Secondary Schools." *Asian Journal of Educational Research* 2, no. 1: 1-11.
 64. Murnane, R.J. and Levy, F. (1985) *Teaching the New Basic Skills* New York, NY: The Free Press.
 65. Nafukho. F. M (2001) *Determining Optimal size and Existence of Economies of Scale in Kakamega District Secondary Schools* Kenyatta University. Unpublished M. Ed Thesis, University of Nairobi.
 66. Nambuya O. B. (2013). *School Based Factors Influencing Student's Academic Performance At Kenya Certificate Of Secondary Education In Teso South District* Unpublished M. Ed Thesis, University of Nairobi.
 67. Neetle, Daniel, and Suzanne Romaine. (2001). *Vanishing Voices: The extinction of world languages*. New York: Oxford University Press.
 68. Newstrom, W.J., & Davis, K. (2002). *Organizational behaviour. Human behaviour at work*. New York: McGraw-Hall.
 69. Odden, A. R., Borman, G., and Fermanich, M. (2004) *Assessing teacher, classroom, and school effects, including fiscal effects*. Peabody Journal of Education.
 70. Odden, A.R. and Archibald, S. (2001). *Reallocating resources: How to boost student achievement without asking for more*. Thousand Oaks, CA: Corwin.
 71. Odden, A.R. and Busch, C. (2008). *Financing schools for high performance: Strategies for improving the use of educational resources*. San Francisco: Jossey-Bass.
 72. Okumbe, J.A. (1998). *Educational management. Theory and practice*. Nairobi: Nairobi University Press.
 73. Oladejo, S. O. Morenikeji O. A. and. Salami A. T (2011). Application of Geographic Information System (GIS) in the assessment of human water contact patterns in relation to schistosomiasis infection in five rural communities in Osun State, Southwest Nigeria. *NISEB Journal* Vol.2.6. 129-134.
 74. Ormrod, J.E. (2004). *Human Learning (4th Edition)*. Upper Saddle River, NJ: Pearson Education, Inc.
 75. Parrish T. and HikidoS. (2004) *Inequalities in public school district revenues* Washington, DC: National Center for Education Statistics.
 76. Picus, L.O. and Fazal, M.B. (1995). *In search of more productive schools: A guide to resource*

- allocation in education. Eugene, OR: ERIC Clearinghouse on Educational Management.
77. Picus, L.O. & Fazal, M.B. (2005). The \$300 billion question: How do public elementary and secondary schools spend their money? In W.J. Fowler, Jr. (Ed.). *Developments in school finance* (pp. 79-96). Washington, DC: National Center for Education Statistics.
 78. Picus, L.O. (2001). *In search of more productive schools: A guide to resource allocation in education*. Eugene, OR: ERIC Clearinghouse on Educational Management, University of Oregon.
 79. Pritchett, L. Filmer, D. (2007) *What Education Production Function Really Show; A Positive Theory of Education Expenditure*. Google search, 17/05/2010.
 80. Pritchett, L., & Filmer, D. (1999). What education production functions really show: A positive theory of education expenditures. *Economics of Education Review*, 18, 223-239.
 81. Richards, J. C. and Rodgers, T. (2000). *Approaches and Methods in Language Teaching. A descriptive analysis*. Cambridge: Cambridge University Press.
 82. Rono P. K. and Kosgei, Z.K. (2004). Determining the Optimal Size and Cost Efficiency of Nandi District Schools, *Journal of Education and Resources*, Volume 2 Number 2.
 83. Rumberger, W.R and Palardy, J. G. (2005) Test Scores, Dropout Rates, and Transfer Rates as Alternative Indicators of High School Performance. *American Education Research Journal*.
 84. Salaberry, M. (2001). The use of technology for second language learning and teaching: a retrospective. *The Modern Language Journal*, 85(91), pp 41-56.
 85. Saracaloglu, A.S. (2000). The relation between trainee teachers' attitudes to foreign languages and their academic success. *Ankara: Ocak, Cilt: 254. Sayi: 115*.
 86. Scheerens, J. (2003). Integrated models of educational effectiveness: searching for 'silver bullet'. (Eds.), J. Scherens & AJ Visscher, *School Effectiveness and training effects* (pp. 137-158). Enschede: University of Twente.
 87. Shepherd, D.B (2009) *Massachusetts local news; Cost Saving Measures Credited for Avoiding Layoffs in West Springs Field Schools*.
 88. Smith, L. (2006). The gender composition of the pool of prospective school principals. *Canadian Journal of Education*, 16(2), 198-205.
 89. Stanovich, K. (2007). *How to Think Straight about Psychology*. Boston, MA: Pearson.
 90. TSC (2009) *Teachers' Image, Dealing with Strikes A Quarterly Magazine by the Teachers Service Commission, Kenya*.
 91. World Bank, (2005) *Education in the Democratic Republic of Congo; Properties and Options for Regeneration the World Bank Washington D.C*.
 92. Yara P. O & Otieno K. O (2010): *Teaching/Learning Resources and Academic Performance in Mathematics in Secondary Schools in Bondo District of Kenyan*. *Asian Social Science* Vol. 6, No. 12.