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Teaching/Learning Resources and Academic Performance in Mathematics in Secondary Schools in Bondo District of Kenya

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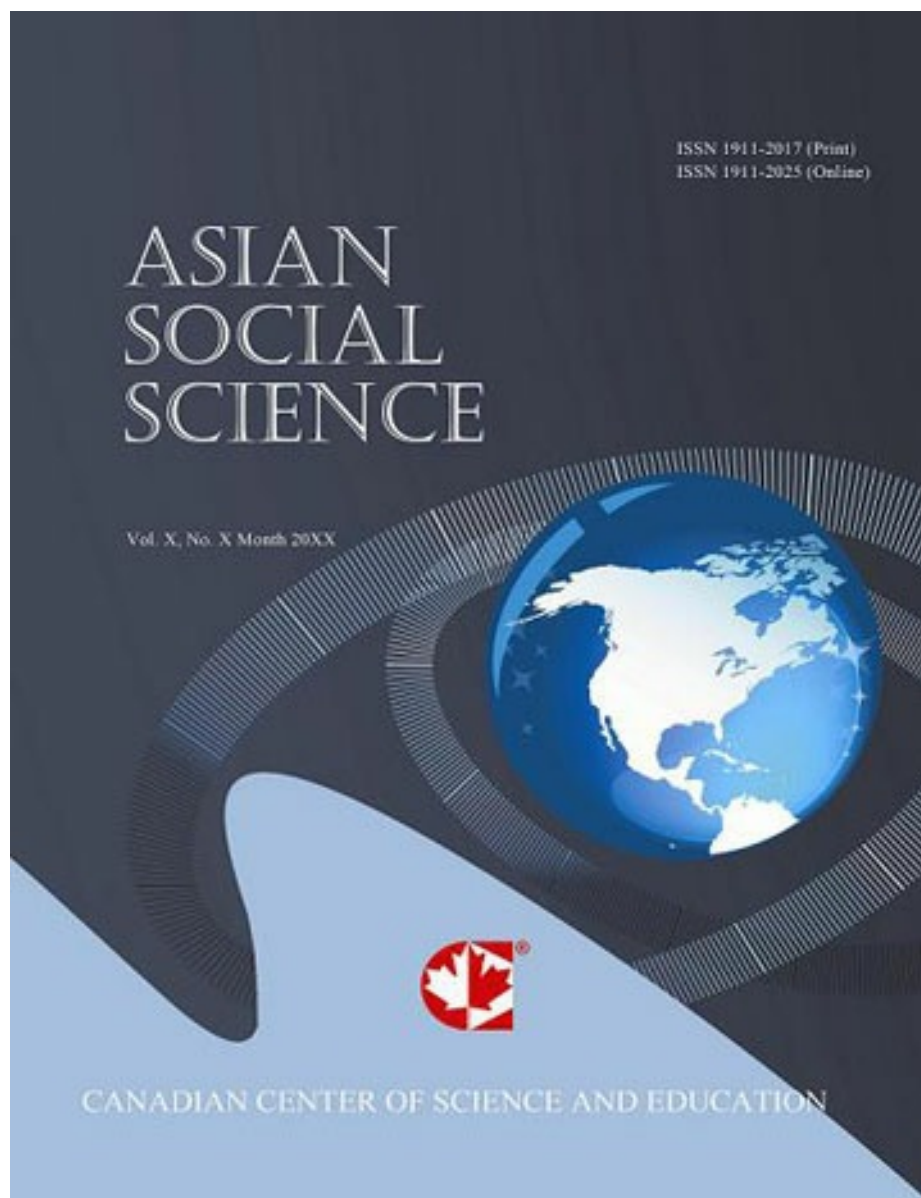
Abstract

The education system in Kenya is evolving steadily even as it is faced with a number of shortcomings which include inadequate teaching/learning resources in secondary schools due to poor planning and corruption. The study looked at the effect of teaching/learning resources on academic performance in secondary school mathematics in Bondo district of Kenya. The research design for this study was descriptive survey design with a total of 405 senior four students as the population of the study. Two hundred and forty two (242) students were randomly selected from nine schools in the three divisions of Bondo districts out of 24 schools. Intact classes were chosen. The schools were stratified into co-educational day, co-educational boarding, boys boarding and girls boarding. One validated research instrument developed for the study was Student Questionnaire on Performance (SPQ) ($r = 0.437$). Three research questions were answered. The data collected was analyzed using multiple regression analysis. There was a positive correlation among the eight independent variables and the dependent measure – mathematics performance ($R = 0.486$; $F(8,241) = 9.014$; $p < 0.05$). The eight variables accounted for 23.6% of the total variance in the independent measure ($R^2 = 0.236$). Government Financial support ($B = 0.182$, $t = 2.469$; $p < 0.05$), trained teachers ($B = 0.341$, $t = 3.489$; $p < 0.05$), classroom/laboratories ($B = -0.347$, $t = -4.173$; $p < 0.05$) and textbooks/student-ratio ($B = 0.413$, $t = 4.186$; $p < 0.05$) could be used to predict academic performance in mathematics. The study recommends that

review of curriculum, in-servicing of trained teachers, recruiting more competent teachers, motivation of learners, improved government support to education, good teaching methods, improved students-book ratio and better remuneration of teachers are factors that the government and all stakeholders should pay more attention to in order to improve performance in mathematics.

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Journal Metrics

1. Google-based Impact Factor (2018): 19.63

The [impact factor \(IF\)](#) or Journal impact factor (JIF) normally referred to is the proprietary journal impact factor from Thomson Reuters calculated based on the [Web of Science \(WOS\)](#) and published in the [Journal Citation Reports® \(JCR\)](#). Currently, this journal hasn't been indexed in Thomson Reuters JCR. Therefore, its official JCR®JIF is not yet available.

However, Google Scholar now provides an alternative Google-based impact factor. Google Scholar is the only openly available database suitable for journal metric calculation. It has a wide coverage and is a meaningful source. For this reason, Redfame publishing is calculating its own Impact Factor by applying [Thomson Reuters' \(TR\) algorithm](#) based on Google Scholar's citation counts.

The 2018 Google-based impact factor of this journal would be calculated as follows:

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2. [h-index \(January 2018\)](#): 45

3. [i10-index \(January 2018\)](#): 600

4. [h5-index \(January 2018\)](#): 32

5. [h5-median \(January 2018\)](#): 39

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secondary schools, the stream methodologically lies in the classical corporate style, thanks to the use of micro-motives (often from one sound, as well as two or three with pauses).