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Influence of Junior School Instructional Resource Management on the Achievement of CBE Core Competencies in Laikipia County, Kenya

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Abstract: *Effective school Administrative Management is crucial for creating an environment where students and teachers thrive, ensuring quality education and fostering a culture of continuous improvement towards achieving core competencies, thus laying the foundation for learners' future success. Despite several studies highlighting administrative challenges in Kenya's education sector, barriers such as inadequate instructional resources management, and resource mobilization, continue to hinder the effective achievement Core competencies in the competency-based curriculum. This study aimed at establishing the influence of instructional resource management on junior school learners' achievement of core competencies in the CBE in Laikipia County, Kenya. The Contingency Theory developed by Fiedler, Paul Lawrence and Jay Lorsch and the Situated Learning Theory by Jean Lave and Etienne Wenger guided the study. The study utilized descriptive survey design. A target population of 23067 from 242 junior schools comprising 242 headteachers, 21,425 junior school learners, 745 class representatives, 408 junior school teachers and 5 sub-county directors was used in the study. A sample size of 302 respondents comprising 88 junior school teachers, 51 headteachers and 160 junior school class representatives was proportionately and randomly sampled, while 3 sub-county directors was purposively sampled and used as respondents in the study. Questionnaires for headteachers, junior school class representatives and junior school teachers was used to collect data. Interview schedules was utilized to collect data from the Sub-County Directors. Quantitative data was analyzed using regression analysis while Qualitative data obtained from the interview schedule was analyzed descriptively and reported thematically in line with the research objectives. The findings of the study found out that Junior school instructional resource management influences the achievement of CBE core competencies in Laikipia County, Kenya. The null hypothesis was tested at 0.05 significance level. Regression analysis on influence of instructional resources on the achievement of CBC core competencies gave p value of 0.023 which was less than the critical value 0.05 denoting a statistical significance influence of instructional resources on the achievement of CBC core competencies. The study recommended that Government should equip all schools with enough, quality and relevant instructional resources and ensure their effective management for efficient achievement of learners' core competencies in Junior schools. The study may be useful to stakeholders such as Ministry of Education and KICD in developing appropriate instructional materials and supply of relevant and sufficient instructional materials.*

Keywords: *Competency Based Education, Instructional Resources, CBE Core Competencies, Junior Schools, Administrative Management*

1.1 Background of the Study

The most fundamental level within the administrative management involves the coordination of all the educational resources, for example materials to be used in instruction, learning spaces, and technology platforms that all contribute to the achievement of CBE core competencies. The finding in a study of higher education institutions in Australia conducted by MacDonald and Hartwig (2017) confirms that in cases where these resources suffice, learners are more likely to be exposed to favorable learning conditions, greater learning support is offered by instructors, and leaners are more likely to be in a sturdy position to master competencies. However, in the same research, institutional variations associated with an insufficient supply of the above resources are also indicated to be marked, as well as the resultant imbalance in the extent to which learners attain these core competencies. In defining the quality of learning environments in their paper on primary and secondary schools, Brown and Keeley, (2017) further emphasize that it is associated with better student performance: students have a significant experience of meaningful practical interaction with problems and an increase in engagement levels and activity on the scholarly level. According to the Organization to Economic Co-operation and Development report (2017) on school education funding and the relationship between Resources and Learning in Paris, effective management practices cannot be dispensed with when it comes to making the success of any learning institution.

1.2 Statement of the Problem

Effective administrative management has been instrumental in advancing the successful implementation of the Competency-Based Education (CBE) in junior schools across Kenya. The government of Kenya has put effort into providing more junior school teachers, providing instructional materials and to some extent, facilitating the sensitization of BoM on their roles. However, despite these promising instances, disparities in administrative management effectiveness continue to pose challenges such as inadequate instructional resources and resource mobilization, which may be a barrier to the effective achievement of CBE core competencies. Several studies have highlighted administrative challenges in Kenya's education sector, however, there is limited empirical research on how specific aspects of administrative management, instructional resource allocation and mobilization directly influence the attainment of CBE core competencies at the junior school level. The knowledge gap poses concerns about the effectiveness of junior school administration management in facilitating the achievement of the CBE core competencies in learners and calls for a systematic investigation. This study, therefore, seeks to examine the influence on instructional resources on the achievement of core competencies among junior school learners in Laikipia County and provide insights that can inform policy and practice to enhance the achievement of the CBE core competencies.

1.3 Research Objective

The study sought to establish the influence of instructional resource management on junior school learners' achievement of core competencies in the CBE in Laikipia County, Kenya.

1.4 Research Hypotheses

This study was guided by the following hypothesis:

H_0^1: Instructional resources management has no statistically significant influence on junior school learners' achievement of core competencies in CBE in Laikipia County, Kenya.

1.5 Literature Review

UNESCO (2020) views quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force. According to Leone and Wilson (2016), who conducted research in Washington DC, on the use of instructional resources in enhancing the achievement of arithmetic using short-term tools, a mixed-method design with 114 participants was utilized, observing that learners' engagement in lessons was influenced by the classroom environment's inclusiveness. The study further illustrated how the classroom environment related to the achievement of various competencies in learners and how active participation and collaboration in learners were seen to have been encouraged greatly by the classroom environment. Further, the study noted that the availability of a variety of instructional materials was an ingredient in the process of enhancing the attainment of a variety of competencies in the process of learning. The study affirms that the use of teaching and learning materials encouraged self-efficacy, the learner's confidence and willingness to engage in classroom activities. The study made its findings in the general learning process and at all levels of education. The current study gave a more detailed result of how the provision and management of instructional materials influence the achievement of competencies specific to junior school learners.

According to annual report by DFID (2017), the quality of facilities used to provide instruction is very instrumental in the achievement of the competencies by learners. As described in the report, levels of physical resources unbalanced between schools form the basis of unequal performance in the competency outcomes. It also states that favorable learning experiences rely on the provision of proper and well-maintained facilities and it may be imagined that unappealing structures, congested rooms, restricted playgrounds and areas that lack artistic worth may all compromise academic achievement. In that regard, Fonseca and Conboy (2016) argue that the current aspect on school infrastructure and organizational structure is also a barrier to building a success-oriented culture among the learners. Interestingly enough, the report lacks a methodological account of how the data were collected and even the level of education to which the outcomes should be applied, therefore, bringing the analysis too universal. This paper attempted to explain the connection between learning facilities and attainment of core competencies by junior-school learners.

Milligan and Tikly, L. (2019) provide a comparative perspective on the learning outcomes provided by the instructional materials in South Africa and Rwanda. The analytical sample used was 24 respondents and the purpose of the study was to explain how teaching and learning resources can affect the process of learning and its result. It was established in the research that resource centers were available since it was considered a priority in teaching and learning. The materials could be used to aid learners and teachers in their daily instructional areas hence promote competencies geometric in the general primary school.

In a study conducted by Machaba (2015) on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, a descriptive design with 331 respondents was employed, showing that learning in pre-primary schools is hampered by insufficient learning which was associated with lack of relevant instructional learning facilities. Jojo (2019) echoed these findings by observing that in South Africa, scarcity or unavailability of important school instructional materials was associated with poor educational results in Mathematics.

The impact of instructional resource management on the academic performance of junior school learners in River State, Nigeria was the subject of research undertaken by Amieogan (2020). In the study, a correlational research design with 394 respondents was employed, demonstrating that while libraries and classrooms were inadequate, so were other types of facilities. High academic improvement was found to be associated with a sufficient quantity of instructional resources. Physical resources were positively correlated with performance in the psychomotor, emotional, and cognitive domains. The research findings also revealed that learners' academic performance can only be attained when resources are carefully planned for, acquired, used and maintained.

Nasara and Agbo (2019) conducted a descriptive study in Nigeria using 58 respondents to investigate the comparative stages of competencies needed by learners and lecturers in computer-use-aided design for pattern drifting. The study underscored the significant effect of the inputs of the teaching and learning materials deployed in the achievement of competencies in learners in the state university. The results of this study have agreed with the findings obtained by Ahmadi and Lukman (2020) regarding the problems and opportunities of successful approaches to the development of competencies among secondary school learners in Nigeria. Researchers argue that, recently, governmental efforts in the form of in-service training programmes are aimed at developing pedagogical skills that will help teachers to incorporate and use effective teaching and learning materials and thus, maximize learner performance. However, the above results are still being hindered by the constant lack of funding. The presence of overcrowded classrooms, insufficient laboratories, poorly endowed libraries, inadequate toilet facilities among others, develop inappropriate learning conditions and breed increased dissatisfaction of teaching personnel. Consequently, Ahmadi and Lukman (2020) illustrate that those conditions limit the actual individually achieved successful competencies in learners as well as prevents the feat of learners to meet their goals and objectives of the curriculum line-ups of the schools.

Based on a study conducted by Sitienei (2020) who examined the factors affecting the implementation of the competency-based Curriculum in the public primary schools at Wareng, Uasin Gishu county, Kenya under the correlational research design with 36 respondents, the sharing of textbooks in the classrooms was found rather excessive, which meant textbooks did not suffice, thus, preventing competencies being attained by learners. Likewise, in an earlier study conducted by Jidamva (2015) about teaching and learning resources utilized in CBE delivery results indicated that bigger percentages of schools lack sufficient teaching and learning resources and teachers were not trained well enough to use the resources, thus making the classroom implementation and the application of the teaching and learning materials preceding the CBE program challenging. Despite the relevancy of the findings of the study to this one, the study did not collect data of a diverse number of respondents.

The quantitative study of Agnetta and Kiende, (2022) on Makueni secondary schools is dependent on a total of 263 participants who aim to investigate the influence of instructional resources on academic outcomes of students. They establish that there is a moderate relationship between resource usage and the achievement of the pupils using multiple regression. Generally, there are various themes that they record in their qualitative analysis of their results: effective utilization of instructional materials, school facilities that are functional, easy access to teacher resources and the existence of acceptable textbooks lead to increased academic achievements. Although the given study determines these positive implications, it does not reveal the direct dependence between resources usage and achievement which is another research question in the current study. The findings match with a previous study conducted by Ntubiri

(2015), in Meru County, Kenya to evaluate the influence of instructional infrastructure on educational achievements in government primary institutions which opined that there was a correlation between the provision of resources in primary schools and the learners' academic performance. The results illustrated that instructional resources did not match the population of the learners and their conditions were wanting. This was found to have negatively affected the learner's performance. The findings further revealed that the classrooms were not well equipped with the necessary learning and teaching materials.

Using a comparative study, Naisianoi and Marima (2020) in Kenya analyzed how instructional resources influence performance in private and public schools in Karunga region of Gilgil sub-county using 143 respondents revealing that students from public schools did not acquire the competencies as their peers in secondary schools which the study attributed to a lack of resources and teachers. According to Onderi and Makori (2018), instructional materials have the potential to impart learners with basic knowledge and skills, as well as the ability to develop, support and equip students with competencies of problem-solving and critical analytical thinking.

Livumbaze and Achoka (2017) used descriptive survey research design only to investigate the level of effect of teaching and learning resources on academic performance of learners in secondary schools in Hamisi Sub-County, Kenya because they sampled 278 research participants. The results supported the evidence that school whose performance is far below optimal, need sufficient pedagogical resources to use in order to improve on their performance. The paper also noted that adequate classrooms, libraries and laboratories in basic schools are highly imperative in facilitating academic achievement. Further evidence on Njenga (2023) points out that most schools fail to utilize the available resources to their full potential because resource utilization is demonstrated to be more significant over resource adequacy. Based on these studies was apparent that even as making the school processes better such as good usage of resources and good instructional leadership was necessary, now there was an urgent need to focus on providing adequate physical resources and instructors.

1.6 Methodology

Research Design: Descriptive Survey Research designs were used for the study. Descriptive survey design is a suitable approach for this study because provided a structured and reliable way to analyze the influence of administrative management on CBE core competencies in junior school learners. Flick (2018) highlights descriptive surveys as being able to gather both numerical data for statistical analysis and qualitative insights for an in-depth understanding, making it appropriate for the study. According to Silverman (2020), the descriptive survey research method is particularly appropriate when the goal is to address specific contexts, like administrative management's influence on the achievement of core competencies by capturing the real-world scenarios in which such variables operate. Using a descriptive survey will provide factual data that can inform decisions that are evidence-based by helping stakeholders develop appropriate policies and interventions.

Population of the study: *The* target population was 23067, comprising 242 headteachers from 242 junior schools, 21425 junior school learners with 745 junior school learners class representatives, 408 junior school teachers and five sub-county directors.

Table 1: Laikipia County Junior Schools' Statistical Data

Sub Counties	schools	Js Learners	Js Teachers	Js Class Reps	Headteachers	Sub-County Directors	Totals
Laikipia Central	64	5880	106	196	64	1	6311
Kirima	32	2755	49	95	32	1	2964
Laikipia East	42	3782	85	122	42	1	4074
Laikipia West	48	3744	76	144	48	1	4061
Nyahururu	56	5264	92	188	56	1	5657
Totals	242	21425	408	745	242	5	23067

Source: *Field data, 2025*

Sample size and sampling procedure: From the target population of 23067, an accessible population of 1400 comprising of 242 headteachers derived from 242 junior schools, 745 class representatives, 408 junior school teachers and five sub county directors was established. A sample size of 302 from an accessible population of 1400 was obtained using the Krejcie and Morgan's distribution table. The table was valued for its simplicity and efficiency, making it an appropriate choice as it provides a reliable method for calculating valid and significant minimum samples. The sample size was distributed proportionately to determine the number of respondents in each category. Thus, a percentage of 745 out of 14000 which is 53% representing 160 class representatives, 29% representing 88 junior school teachers, representing 17%; headteachers, 17%, was selected as respondents of the study. A proportion of 1% representing 3 TSC Sub-county directors was purposefully sampled. The samples from each category of respondents were distributed per Sub County proportionately by obtaining a percentage of the sub county and the total population of the county for every category of respondents. The percentage was used to distribute respondents per each sub county to avoid biasness. Further, the distributed samples from each sub-county were randomly sampled and used as the respondents for the study.

Table 2: Sampling Matrix

Respondents.	Headteachers.		JS teachers.		JS Learners' Class Reps.		Sub-County Directors	
Sub counties	Accessible population	Sample size	Accessible population	Sample size	Accessible population	Sample Size	Accessible population	Sample size
Laikipia Central	64	17	106	28	196	52	1	0
Kirima	32	4	49	6	95	13	1	0
Laikipia East	42	7	85	18	122	20	1	1

Laikipia West	48	10	76	15	144	28	1	1
Nyahu-ruru	56	13	92	21	188	47	1	1
Total	242	51	408	88	745	160	5	3

Source: *Field data, 2025*

Data analysis: After data collection, researcher engaged in an intense verification of all research tools to determine whether there are any data points that are either inaccurate or incomplete. In cases of deficiency, the fundamental tools were therefore enhanced taking care of the discovered errors and omissions. Subsequently, the arising data was coded based on the objectives of the study and the code was sent into the statistical analysis program Statistical Package of Social Sciences (SPSS) (V 29.0). Analysis of the subsequent results included descriptive and inferential procedures that were based on frequencies, means, percentages, and standard deviations to give clear interpretation. Regression analysis was utilized to analyze to determine whether there was influence of the dependent variable on the independent variables.

1.7 Results and discussion

Management of Instructional Resources in Laikipia County, Kenya

The first objective of the study sought to determine influence of management of instructional resources on learners' achievement of core competencies in Junior Schools in Laikipia County. The data was qualitatively and quantitatively analyzed and findings recorded. The teachers were given questionnaires and responses obtained were analyzed in Table 3. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 3: Junior School Class Representatives Responses on management of instructional resources in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
Management of learning resources such as smart phones, laptops classrooms and text books has helped me achieve core competences effectively.	156	45 (28.8)	34 (21.8)	26 (16.7)	17 (10.9)	34 (21.8)	3.44	1.448	Agree
Well managed learning resources help me collaborate better with my classmates in group activities.	156	41 (26.3)	28 (17.9)	51 (32.7)	26 (16.7)	10 (6.4)	2.83	1.558	Undecided
Our administrators guide us on how to use available instructional resources to achieve desired core competencies.	156	38 (24.4)	21 (13.5)	12 (7.7)	62 (39.7)	23 (14.7)	3.81	1.124	Agree
Management of digital devices in our school facilitates my digital literacy.	156	54 (34.6)	30 (19.2)	9 (5.8)	28 (17.9)	35 (22.4)	3.21	1.092	Undecided
We are trained by our administrators on how to handle instructional resources during learning.	156	27 (17.3)	14 (9.0)	52 (33.3)	17 (10.9)	46 (29.5)	3.18	1.513	Undecided

We search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of core competencies.	156	66 (42.3	19 (12.2)	22 (14.1)	28 (17.9)	21 (13.5)	3.75	1.324	agree
I frequently use supervised teaching/learning resources to do and complete my assignment and project in learning.	156	24 (15.4)	49 (31.4)	43 (27.6)	21 (13.5)	19 (12.2)	3.74	1.305	Agree
Instructional resources provided by school administrators are relevant, sufficient and appropriate for achievement of our core competencies.	156	57 (36.5)	23 (14.7)	17 (10.9)	16 (10.3)	43 (27.6)	3.92	1.060	Strongly Agree

Source: *Field data, 2025*

According to findings shown in Table 3 majority of class representatives 28.8% agreed that management of learning resources such as smart phones, laptops classrooms and text books helped them achieve core competences effectively. The findings concurred the views of Kim (2015) study on the input of teaching and learning resources on the learners' achievement in the department of library and information science college of information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials. 26.3% of class representatives strongly agreed that a well-managed learning resources helped them collaborate better with their classmates in group activities, 16.7% disagreed and 32.7 % undecided. The idea was supported by mean of 2.83.

Some class representatives 7.7% were undecided that their administrators guided them on how to use available instructional resources to achieve desired core competencies, 39.7% disagreed. The findings concurred with view of Milligan and Tickly (2019) on understanding the role of learning and teaching materials between South Africa and Rwanda made a comparison between the two countries and showed that there were so much of assumptions about the contribution of teaching and learning resources on the learning process and its outcome in the two countries. The study found out that the learning resource centers were availed as they were regarded as vital for the process of teaching and learning. The resources were found to assist both the learners and the teachers in daily learning areas to enhance the development of competencies in learners in public primary schools.

A good number of teachers 34.6% strongly agreed that management of digital devices in our school facilitates my digital literacy, 19.2% were undecided and17.9% disagreed. The majority of the teachers 33.3% remained neutral that class representatives were trained by their administrators on how to handle instructional resources during learning, 17.3% strongly agreed. Some class representatives 42.3% strongly agreed with the idea that class representatives searched on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of core competencies, whereas 13.5% strongly disagreed. The majority of the class representatives 31.4% agreed that they frequently used supervised teaching/learning resources to do and complete their assignment and project in learning, 15.4 % strongly agreed while 27.6% were undecided. The study findings were in line with Ondimu (2018) correlational study who revealed that there were difficulties in achieving the core competencies of learners due to lack of adequate supervision of teachers, poorly trained teachers to handle

CBE and methodologies of assessment of achievement of competencies in learners. A very good number of class representatives 36.5% agreed that instructional resources provided by school administrators were relevant, sufficient and appropriate for achievement of our core competencies, 10.3% disagreed while only 10.9% remained neutral.

The researcher utilized regression analysis to determine influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County, as per responses of junior school class representatives. The results were analyzed in Table 4.

Table 4: Regression analysis of management of instructional resources and Learners' achievement of core competencies in Junior Schools for junior school class representatives

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.114a	.013	0.11	.013	4.082	1	155	0.047

Source: *Field data, 2025*

F (1,155) = 4.082, P<0.05 (Hypothesis rejected)

a predictor: (Constant) Management of instructional resources

From table 4, since p-value (0.047) was less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was significant influence of instructional resource management on learners' achievement of core competencies in junior schools. The findings were supported by UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

The researcher sought to investigate the influence of management of instructional resources on management of curriculum implementation in Laikipia County from junior school teachers. The responses received were analyzed and presented in Table 5. The rewarding scores of junior school teachers' questionnaires were. The responses were rated as: Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly disagree (SD).

Table 5: Junior School Teachers Responses on management of instructional resources in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
School administrators train us on how to care, operate and monitor digital devices for effective development of digital literacy in learners.	79	24 (30.4)	18 (22.8)	8 (10.1)	10 (12.7)	19 (20.1)	3.40	1.557	Agree
We search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies.	79	17 (21.5)	19 (24.1)	28 (35.4)	10 (12.7)	5 (6.3)	3.36	1.002	Undecided

The instructional resources are enough to help learners achieve core competencies in learning.	79	3 (3.8)	10 (12.7)	15 (19.0)	39 (49.4)	12 (15.2)	2.92	1.398	Undecided
Instructional resources provided by school administrators are relevant, sufficient and appropriate for achievement of learners' core competencies.	79	9 (11.4)	47 (59.5)	6 (7.5)	15 (19.0)	2 (2.5)	2.58	1.473	Disagree
School managers direct learners to share self-digital experiences and collaborate in group activities in class.	79	13 (16.5)	10 (12.7)	44 (55.7)	4 (5.1)	8 (10.1)	3.87	0.921	Agree
Junior school teachers are competent to utilize the instructional resources to enhance learners' attainment of core competencies.	79	8 (10.1)	50 (63.2)	6 (7.6)	7 (8.9)	8 (32.1)	2.55	1.435	Disagree
School managers comfortably organize use of smart phones, laptops, computers and other physical instructional resources for effective development of learners' core competencies.	79	12 (15.2)	38 (48.1)	13 (16.5)	2 (2.5)	14 (17.2)	3.75	1.281	Agree

Source: *Field data, 2025*

In Table 5, majority of the junior school teachers 30.4% strongly agreed that school administrators train them on how to care, operate and monitor digital devices for effective development of digital literacy in learners, 22.8% agreed and 20.1% strongly disagreed. Majority of junior teachers 24.1% agreed that they searched on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies, 35.4% were undecided while 12.7% disagreed.

Majority of junior school teachers 49.4% disagreed that the instructional resources are enough to help learners achieve core competencies in learning, 12.7% agreed and 19.0% remained neutral. The findings supported by Kim (2015) study on the input of teaching and learning resources on the learners' achievement in the department of library and information science college of Information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials. Several junior school teachers 59.5% agreed that instructional resources provided by school administrators were relevant, sufficient and appropriate for achievement of learners' core competencies, 19.0% disagreed and 7.5% remained neutral. The findings were in agreement with Milligan and Tikly (2019) on understanding the role of learning and teaching materials between South Africa and Rwanda made a comparison between the two countries and showed that there were so much of assumptions about the contribution of teaching and learning resources on the learning process and its outcome in the two countries. The study found out that the learning resource centers were availed as they were regarded as vital for the process of teaching and learning. The resources were found to assist both the learners and the teachers in daily learning areas to enhance the development of competencies in learners in public primary schools.

Several junior school teachers 55.7 % remained neutral that that School managers directed learners to share self-digital experiences and collaborate in group activities in class and 16.5% agreed. Majority of

junior school teachers 63.2% agreed that junior school teachers were competent to utilize the instructional resources to enhance learners' attainment of core competencies, 10.1% strongly agreed and 7.6% remained neutral. The findings related with Machaba (2015) study on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, who established that learning in pre-primary schools was hampered by insufficient learning which was associated with lack of relevant instructional learning facilities. Majority of junior school teachers 48.1% agreed that school managers comfortably organized use of smart phones, laptops, computers and other physical instructional resources for effective development of learners' core competencies, 16.5 % were undecided and 15.2 % strongly agreed.

According to responses from junior teachers in Laikipia County, the researcher used Regression analysis to find influence of management of instructional resources on learners' achievement of core competencies in junior schools. The results were analyzed in Table 6.

Table 6: Regression analysis of Management of Instructional Resources and Learners' Achievement of Core Competencies in Junior Schools for Junior School Teachers.

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.121a	.015	0.12	.015	4.061	1	78	0.063

Source: *Field data, 2025*

F (1, 78) = 4.061, P<0.05 (Hypothesis accepted)

a predictors: (Constant) Management of instructional resources

From table 7, since p-value (0.063) is more than critical value (0.05), researcher accepted the null hypothesis. Therefore, the researcher established that there was no significant influence of instructional resource management on learners' achievement of core competencies in junior schools. The findings contradicted with ideas of UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

The researcher gave the descriptions of junior school head teachers' responses on influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County. The responses were reflected in table 7.

Table 7: Junior School Head Teachers Responses on management of instructional resources in Laikipia County

Statements	N	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	Mean	Std Dev	Interpretation
I search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies.	48	7 (14.6)	10 (20.8)	18 (37.5)	11 (22.9)	3 (6.3)	2.75	1.335	Undecided

Instructional resources I provided are relevant, sufficient and appropriate for achievement of learners' core competencies	48	19 (39.6)	12 (25.0)	3 (6.3)	8 (16.7)	7 (14.6)	3.76	1.400	Agree
The instructional resources are enough to help learners achieve core competencies in learning my school.	48	8 (16.7)	7 (14.6)	10 (20.8)	16 (33.3)	8 (16.7)	2.81	1.554	Undecided
I train learners on how to care, operate and monitor digital devices for effective development of digital literacy.	48	5 (10.4)	17 (35.4)	13 (27.1)	6 (12.5)	7 (14.6)	3.65	1.120	Agree
I direct learners to share self-digital experiences and collaborate in group activities in class	48	8 (16.7)	3 (6.3)	14 (29.2)	8 (16.7)	15 (31.3)	2.37	1.077	Disagree
I have competencies to utilize the instructional resources to enhance learners' attainment of core competencies.	48	16 (33.3)	14 (29.2)	4 (8.3)	4 (8.3)	10 (20.8)	3.06	1.458	Undecided

Source: *Field data, 2025*

According to findings shown in Table 7, majority of junior school head teachers 37.5% remained neutral that junior school head teachers search on internet for video clips on use, care and maintenance of available instructional resources for effective achievement of learners' core competencies, 20.8% agreed, 22.9% disagreed while 37.5% were undecided. The idea was supported by mean of 2.75. The study findings concur with those of Kim (2015) study on the input of teaching and learning resources on the learners' achievement in the department of library and information Science college of information of the University of North Texas, who concluded that teachers supported the achievement of the learners by being provided with enough teaching and learning materials. Several junior school head teachers 39.6% strongly agreed that instructional resources provided by junior school head teachers are relevant, sufficient and appropriate for achievement of learners' core competencies, 25.0% agreed while 14.6% strongly disagreed. It was also supported by a mean of 2.76.

Majority of junior school head teachers 20.8% remained neutral that the instructional resources were enough to help learners achieve core competencies in learning my school, whereas 33.3% disagreed. A very good number of junior school head teachers 35.4% agreed that they train learners on how to care, operate and monitor digital devices for effective development of digital literacy, 14.6% strongly disagreed, while 12.5% disagreed. Several junior school head teachers 16.7% strongly agreed that they directed learners to share self-digital experiences and collaborate in group activities in class, 29.2% of the

junior school teachers were somewhat undecided, while 29.2% definitely concurred and 31.3% strongly disagreed. A good number of junior school head teachers 33.3% strongly agreed that they had competencies to utilize the instructional resources to enhance learners' attainment of core competencies, whereas 21.2% were unsure and 14.4 % disagreed. The findings were in line with Machaba (2015) study on the utilization of teaching and learning materials in the teaching of mathematics in public pre-primary schools in South Africa, who established that learning in pre-primary schools was hampered by insufficient learning which was associated with lack of relevant instructional learning facilities.

The researcher utilized Regression analysis to determine management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County, as per junior school head teachers. The results were analyzed in Table 9.

Table 8: Summary of Regression on management of instructional resources and Learners' achievement of core competencies in Junior Schools for junior school head teachers

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.116a .013	0.16	.013	4.054	1	47	0.040

Source: *Field data, 2025*

F (1, 47) = 4.054, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Management of instructional resources
From table 8, since p-value (0.040) is less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was significant influence of instructional resource management on learners' achievement of core competencies in junior schools. The findings correlated with ideas of UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

Hypothesis Testing on Influence of Management of Instructional Resources on Learners' Achievement of Core Competencies in Laikipia County

The first objective was to determine influence of management of instructional resources on learners' achievement of core competencies in junior schools in Laikipia County. The null hypothesis one stated that in Laikipia County, there was no statistically significant influence of management of instructional resources on learners' achievement of core competencies.

Table 9: Overall Regression analysis of Management of Instructional Resources and Learners' achievement of core competencies

R-square	Adjusted R square	R-square change	F change	df1	df2	sig. F change
.118a .018	0.12	.017	3.091	1	285	0.023

Source: *Field data, 2025*

F (1, 285) = 4.071, P<0.05 (Hypothesis rejected)
a predictors: (Constant) Management of instructional resources
From table 9, since p-value (0.023) is less than critical value (0.05), researcher rejected the null hypothesis and retained alternative hypothesis. Therefore, the researcher established that there was significant

influence of instructional resource management on learners' achievement of core competencies in junior schools. The findings correlated with ideas of UNESCO (2020) which viewed quality education as the inclusion of proper skills development, provision of important school infrastructure, resources, and equipment as well as the teaching force.

1.8 Conclusion

Based on the findings of the study, the researcher made the following conclusions:
There was statistically significant influence of management of instructional resources on learners' achievement of core competencies in junior school in Laikipia County.

1.9 Recommendations

Government should equip all schools with enough, quality, and relevant instructional resources and ensure their effective management for efficient achievement of learners' core competencies in junior schools.

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