

Relationship between Students' Perception of Quality of Instructional resources Used in Teacher Education Programmes and their Attitude towards Active Participation in Learning Activities in the Universities in Nakuru County, Kenya

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Abstract: The objective of this study was to determine the relationship between students' perception of quality of instructional resources used in teacher education programmes and their attitude towards active participation in learning activities in the universities in Nakuru County, Kenya. The study focused on quality of the Instructional resources namely: Time, Library, and Accommodation and Lecture Hall resources. Learning activities studied were Attending Lectures, Doing Assignments, Doing Private Studies, Sitting Exams and Participating in Group Discussions. Deming Fleming and Cognitive Dissonance Theory premised this study on the Theory of Total Quality Management for Attitude Change advanced by Festinger Leon. This research study adopted the descriptive survey research design. Data was collected from a sample population of 310 obtained from a total of 6 universities- Private and Public Chartered Universities- offering teacher education programs. Stratified, purposive and simple random sampling techniques were used. Sample size was 257. Data from students' questionnaires were analyzed using statistical tools in the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages, means and standard deviations were calculated. One-way Analysis of Variance, Post Hoc Test, T-tests were carried out to measure significant differences between means of samples. Pearson chi-square was used to measure the association between dependent and independent variables. The study found out that students enrolled in teacher education programmes in private universities tend to perceive quality of instructional resources to be high compared to their counterparts in public universities. The Pearson Chi-Square test results indicate that the association between students' perception of quality of resources and attitudes was statistically significant at the .05 level, $\chi^2(4, N = 229) = 196.268, p < 0.05$. This study also found out that students enrolled in teacher education programs developed more positive attitude towards participation in learning activities whenever they perceived quality of instructional resources to be high.

Keywords: Quality of Instructional Resources, Participation and Learning Activities.

INTRODUCTION

In Africa, enrolment in African higher education increased from 3.53 million students in 1999 to 9.54 million in 2012 [1]. Rapid expansion of university education, however, impacted on quality of graduates with up to 51% of those in East Africa being found to be 'half baked' [2]. By 2013, student enrolment in the universities in Kenya was ceiling at 240,550 up from 67,558 in 2004 [3]. This significant quantum leap overstretched financial resources available for financing higher education at the exchequer [4]. Consequently, the government reduced its expenditure on higher education to US \$588 million in 2014/2015 from US\$ 627.2 million in 2015/2016 fiscal year even though student numbers went up 28% in the same period [5]. The government of Kenya could not afford to fully finance the increasing numbers of

students pursuing higher education. However, Odebero [6] observes that although academic programmes have been financially rewarding to lecturers and university managers, they have compromised the quality of education in the universities. In order to assure quality of education, the government enacted the Commission for University Education (CUE) Act of 2014 with the authority to inspect and enforce educational standards in both private and public universities in Kenya.

According to Olembo, Wanga and Karagu [7], a high percentage of students enrolled in public universities in Kenya tend to pursue teacher education programmes compared to other programmes. This has constrained supply of adequate instructional resources including in-service. Namunga and Otunga [8], notes that, every knowledgeable and skilled individual in

micro and macro productive activity has been shaped in some ways by the contribution of a teacher. According to Kabarak University Bachelor of Education Arts Curriculum, Revised [76], the goal of teacher education is to use quality instructional resources and activities to achieve prescribed expected learning outcomes which include acquisition of requisite knowledge and skills in teaching subjects as well as pedagogical techniques needed to effectively transmit the subject matter. Thus, it is important to craft teacher education programmes in such a way that they impact on learners and humanity in general.

However, it has been reported that various university administrators are compromising the quality of education by admitting students without improving campus capacities to absorb them [9]. Therefore, there is need for quality of Higher education to meet international standards. The Task Force on Re-alignment of the Education Sector to the New Constitution (TFRSNC, 2012) reported that quality of education in Kenya does not match global competitiveness and cannot address challenges in the 21st century. Among other things, the report observed that there is lack appropriate infrastructure and materials for instruction which compromises quality of University education. Consequently, the report recommended, *inter alia*, that there should be more investment in infrastructure and provision of additional learning materials.

Elsewhere, Mondoh [10] noted that since introduction of university fees in Kenya through the policy of cost sharing, quality of teaching resources and activities in the public universities has been questioned. The scholar further notes that quality of meals; accommodation and learning resources have been compromised in public universities. The Kenyan public and the Teachers Service Commission have also expressed concern about the quality of instructional resources used in teacher education programs in the universities in Kenya [11].

According to Kaimenyi [12], teacher quality is the main driver that influences achievement of cognitive, affective and psychomotor leaning outcomes and that teacher-training curriculum combine both subject content and pedagogy. The cabinet Secretary further noted that quality of teacher preparation and inadequate supervision of instructional activities still remains a problem in Kenya. Kalai [13] and Odebero [14] concur that increase in enrolment in teacher education programmes overstretches available instructional resources, which in turn dilute quality of leaning outcomes related to knowledge, skills and attitude.

Webometrics ranking of universities in Kenya indicates that universities with campuses in Nakuru County are highly ranked in Kenya [15]. However, in

the international scene, their presence, impact and academic excellence is way below many universities in Africa. It implies that quality of instructional resources used in various academic programmes could be low in comparison to their counterparts in Africa. This is because rankings are based on available instructional resources.

Nakuru town has witnessed establishment of university campuses to meet the high demand for university Education with an enrollment of 28,597 in the year 2009. The report further points out that the major challenge facing higher education sector in the County is improvement of quality of education given that her education institutions have inadequate physical infrastructure [16]. Given that some of the public and private universities in Nakuru County, Kenya, offer teacher education programmes, teacher training in these universities could be facing challenges in provision of high quality instructional resources and activities.

It seems, therefore, that tackling the problem of quality of teacher education programmes should address the problem of quality of instructional resources. From the background, it is apparent that many authorities have raised concern about the quality of instructional resources used in teacher education programmes. How then do students enrolled in teacher education perceive quality of instructional resources? What then is the relationship between students' perception of quality of instructional resources and their attitude towards participation in learning activities?

STATEMENT OF THE PROBLEM

This study seeks to address the problem of using instructional resources of low quality in teacher education programmes in the universities in Nakuru County, Kenya. This was confirmed by reports such the Task Force on Re-alignment of the Education Sector to the New Constitution [17], which noted that the high number of students in the universities in Kenya puts pressure on existing infrastructure, and instructional equipment. Kaimenyi [18], the then Cabinet Secretary for education confirms the existence of this problem when he averred that Kenya government should invest in provision of quality instructional resources as a way of supporting higher learning institutions to offer quality teacher education. The background to this study reveals that this problem is also commonplace in the universities in Nakuru County, Kenya. If this problem is not solved then quality of teacher education would be compromised.

The study objective and hypothesis formulation

The objective is to determine the relationship between students' perception of quality of instructional resources used in teacher education programmes and their attitude towards active participation in learning activities in the universities. The assumption made was that there is no significant relationship between

students' perception of quality of instructional resources used in teacher education programmes and their attitude towards active participation in learning activities in the universities in Nakuru County, Kenya.

LITERATURE REVIEW

Quality of Instructional Resources in Higher Education

Mingat and Tan [19] observed that conditions of teaching equipment and resources in many universities are deplorable and that there is an acute shortage of textbooks in the universities in Africa. The scholar further noted that there exists a huge discrepancy between cost and quality of services offered by the public universities. He argues that discrepancy is responsible for the huge number of student preferring private universities. In the case of Congo, her universities were reported to lack funds for providing basic educational infrastructures for example, spacious classrooms and internet services. Classes are overcrowded with shocking quality student services [20]. Elsewhere in Nigeria, lack of enough resources and infrastructure impede implementation of quality standards in university education [21]. These studies did not look at how students' perception of quality of instructional resources influences their attitude towards participating in learning activities.

Environmental factors affecting utilization of libraries in Nigeria by students include inadequate books loaned to students and lack of education on how to use libraries. Other presiding factors are: inadequate books for use by students in their disciplines, lack of current books, inadequate loan periods, living off-campus, library location from students' residence, use of departmental library by students, transportation problems, inadequate library opening hours, inadequate seating facilities and harsh loan penalties by the library. Librarians also insisted that lack of student library education also affected the students' attitude towards using the library [22].

Further, Gojeh, Dutsch and Daudu [23], they reported on other factors that influence use of libraries namely: inadequacy of facilities such as seats, toilets, air conditioners and fans, improper organization of library materials, lack of shelf guides and shelf arrangements of books, insufficient library staff to attend to readers. Lack of photocopying, binding and computer facilities for internet services, untidy rooms and poor maintenance of library facilities and buildings. Strict library rules and regulations like demanding of the student identity card during exit and entry of the library. Poor security of readers' property like bags and other valuables, lack of encouragement by lecturers who do not give students assignments that would involve library use, unfriendly library staff and students preferring to sit in the hostels to discuss topics with friends.

With regard to the University of Lund in Sweden, Youssef, Bard, Mahmoud, & Esa [24], noted that the Lecture halls had sound acoustics because they had high room absorption and sufficient masking of sound. These lecture halls had audio-visual fixtures making them suitable for teaching activities. The classroom is a central place for teacher training. Further, Bright [25] noted that for many faculties, the classroom is a familiar and comforting environment. The researcher noted that readily available access to information means that the traditional classroom might lose its place of primacy as the central location where knowledge is acquired. This, in turn, may force educators to rethink the teacher-student relationship. These scholars however, did not delve into how quality attributes of lecture halls influence students' attitude towards learning activities in teacher education programmes.

Contrarily, quality of lecture hall resources in Nigeria was not good. Asiyai, [26] avers that universities in Nigeria must improve infrastructural facilities like lecture halls and auditorium in order to improve quality of teaching. Okebukola [27], also reported that only 30% of Nigerian students have access to better facilities like lecture halls. Much earlier, Asiyai [28] and Oyetunde [29] noted that most students of institutions of higher learning in Nigeria study in dilapidated buildings, which are poorly ventilated, furnished, illuminated and situated in environmentally depressing and disabling locations.

Some universities Uganda also do not have quality lecture halls. Bunoti [30] noted that lecture rooms in some Ugandan universities are too small for the number of students. They have insufficient seats and so they lose a lot of time transferring seats from one room to another and occasionally attend lectures standing up with an overflow on the verandahs. Lecture rooms are not soundproof. Therefore, heavy rains and mowers often interrupt lecturers. Some lecturers use dusty chalks on chalkboards causing health problems. There are no public address systems for large classes and occasionally Lectures are affected by frequent power-cuts in the halls. Researchers reported that some public universities in Kenya do not have enough physical facilities for teaching and research and that in order to improve teaching in the university; they must use innovative ICT and collaborate with private universities [31].

Some scholars have associated students' behavior with quality of accommodation. According to Lovelock and Whirtz [32] student, housing providers should focus on improving service quality to influence student customers' behavior. Some studies have also indicated that on-campus accommodation has positive impact on residents than off-campus accommodation. Such studies found out that on-campus accommodation leads to more engagement with the academic

environment, higher rates of graduation, better social interactions and high educational aspirations as well as better academic performance [33-35].

In a major research study in Nigeria, it was found out that facilities available in the hostels in the Federal University of Technology, Akure, Nigeria included electricity, water supply, waste disposal, toilets, bathrooms, laundry, kitchenette, ICT/ reading room, firefighting equipments, security and recreation areas among others. The level of students' satisfaction with hostel facilities such as electricity and water supply were high while that of toilet, laundry and firefighting equipment were low. Students were not very satisfied with bathrooms and kitchenette. Other findings showed that students are dissatisfied with facilities either because they are inadequate in number or quality or because of the location [36]. This therefore implies that the hostel facilities in the school are not giving enough satisfaction for the student population.

The state of accommodation in the universities in Kenya closely reflects the African situation. For instance, Odundo [37] found out that massification has affected quality of on-campus life for students due to overstretched accommodation, health and catering facilities in the University of Nairobi. According to the researcher, students ended up cooking in the rooms leading to poor hygiene, high power costs and outages, fire incidences, illness in the rooms. He proposed that in order to address the problem of massification, University Management Board should institute, administration reforms, strategic planning, implement provisions of service charter, conduct regular staff appraisal, Devolve student management functions, institute performance contracting, initiate Income generation units, entrench ICT resources in management and ensure Good financial management practices. The scholar also proposed that universities must ensure adequate security for students on campus. These studies only suggested how residential houses should be designed and the need for good quality accommodation facilities but not consider how students in Kenyan universities actually perceive quality attributes of accommodation resources and how such perceptions influence their attitude towards participating in related learning activities in their halls of residence.

Time is another resource, which affects quality of teacher education programmes. yet, effective timetabling has been a challenge to many universities in Africa. Cater and Laporte [38] observed that timetabling is a major activity in learning institutions. It is classified into course and exam timetabling. A number of courses or exams are allocated into a number of available classrooms and timeslots. Most universities face constraints in timetabling with no feasible solutions and those constraints include the fact that no student can

be allocated to be in more than one place at a given time.

University of Edinburg Report [39] on effective timetabling observed that timetables enable universities to use resources effectively. This report noted that there is need for experts to apply proper timetabling techniques using appropriate software and to set out class and non-class contact hours. It recommended that timetabling officers should be properly trained. Andrea, [40] in the article keeping track of time benchmarking for efficient timetabling noted that a university should bench mark on best practices on timetabling, have association for timetabling offices and ensure good space management. Then, how does students' perception of these quality attributes of time resources influence their attitude towards attending lectures, participating in private studies, completing of assignments and conducting of group discussions?

On the other hand, University of sunshine coast [41] report on academic timetabling policy observed that timetabling must optimize student learner, support contemporary pedagogical practices, be published in sufficient time for students to make informed decisions on choice of courses. The report also noted that classes must be allocated on the basis of suitability of classroom and that curricula or co-curricular activities must take precedence over the activities of external organizations in regard to the use of university teaching space and time. This report propounded best scheduling principles as follows; equity and diversity, health and safety, wellbeing, space management, pedagogic practices, student attendance. The report averred that feedback on timetable must be received from students and staff at the end of the semester for effective review.

Numerous problems are replete in teaching and exam timetables in Africa. Goje, Dutsch and Daudu [42] aver that timetables are overcrowded in Nigerian universities and do not give students time for library use. The question is how do students in Kenyan universities perceive the quality of their timetable for teaching and learning and how does that perception influence their attitude towards participating in learning activities?

University Students' Attitude towards Participating in Group Discussions

Group work is an instruction method where learners of different levels form small groups and work together towards achieving a specific objective. Learners take responsibility for their own learning and of those in the group so the success of one member is the success of all members [43]. Group discussions are significant in that students can master content at deeper levels and that members learn how to work with each other [44]. Webb [45] posits that more learning occurs

in a group when an expert adult helps a less expert adult through conversation to carry out the job. Webb [46] further observes that cognitive conflict causes more learning due to higher levels of reasoning and learning. Cognitive ideas lead to more questioning and negotiation which eventually leads to learning.

Working in groups enables learners to achieve high order thinking skills and retention of knowledge gained Hodder [47]. Brown [48] argues that group work enables learners to respect the learning pace of fellow learners in the group and improve their English learning skills. Group work enables learners to learn and remember knowledge better than Individualistic learning [49]. They further observed that weak students were helped by the clever students to improve more on their class work and overall performance.

On the other hand, students' attitudes have been hypothesized to influence learning behaviors so that negative attitudes towards group work may jeopardize group interactions as well as students' learning. According to Herman [50], a large percentage of students in institutions of higher learning have a negative attitude towards cooperative learning as compared to less number of students who have a positive attitude towards cooperative learning. This is indicated by 45% and 27% respectively.

In a research report, Gatfield [51] posits that participation in group work depends on age, gender and ethnicity. 'Social loafing' where a student limits his/her efforts and the 'sucker effect' where a student pulls back from contributing because he/she feels taken advantage of, are factors which influence attitude towards participation in group work. There is compelling evidence that positive attitude towards group work in academic settings is an indicator of academic success. Further, student attitude towards group work may well be linked to the degree to which students feel that their efforts are effective and lead to desired results [52].

Researchers have attempted to investigate students' attitudes towards participating in group discussions. Gaudet, Ramer, Nakonechny, Cragg and Ramer [53] found out that the more students perceived that group learning was beneficial to their learning, the less they felt that they had to produce at the individual level, thus influencing their academic achievement. That is, the more students felt that the other group members would contribute to the group process, the less they themselves were required to do on their own. The researchers noted that small group learning enhances the process of learning and discovery, part of the conceptual and factual synthesis necessary for scientific thinking. Small group Learning is uniquely positioned to address challenges by engaging students in order to promote meaningful learning.

Studies have also been carried out to find out whether students like group discussions. To that goal, Campbell and Li [54] reported that Asian students value the significance of classroom group discussions, where they can interact with students from other cultures and backgrounds, improve their English language skills, enhance their cultural understanding, develop intercultural communication skills, and secure possible opportunities to make friends. However, most Asian students feel disheartened, helpless and desperate participating in group assignments that require them to complete a project with shared marks determined by the performance of the group. These studies did not delve into the influence of students' perception of the quality of instructional resources on their attitude towards participating in group discussions.

Similarly, Kwon [55] found out that although most students perceived group work positively, they faced some challenges, including differing proficiency levels within groups, difficulty in decision-making processes, and relationships with their peers and lecturers need to listen to the student's voice and address their concerns when implementing and adapting collaborative writing and peer response. These studies did not delve into the influence of students' perception of the quality of instructional resources activities on their attitude towards participating in group discussions.

As a whole, students' participation in group work is influenced by their preference of it as a learning method, their enjoyment, their grading concerns, their perception of its utility, the group composition, social loafing and sucker effects [56]. According to Veeman and colleagues [57] current educational reforms emphasize learning through interpersonal interaction. Johnson and Johnson [58] also observe that cooperative learning in small groups contribute to the development of skills and ability. Dart, Burnett, Purdie, Bolton-Lewis, Campell and Smith [59] reports that perceptions about learning are related to their methods of learning as well as the quality of educational outcomes. However, this study did not delve into the influence of students' perception of the quality of instructional activities on their attitude towards participating in group discussions.

According to Weimer [60], students' attitudes about group work are often negative because they have been in lots of groups where they did not learn anything other than the fact that they did not like working in groups. Much of the group work in colleges was not well organized or well managed. When group work is carefully constructed and teachers/lecturers help student deal with group work dynamics that compromise group effectiveness, students can in turn learn the course content in a better way. Hashemi [61] on the other hand, argues that group work depends on the attitudes of the students. These studies, however, did not delve into the influence of students' perception of the quality of

instructional resources on their attitude towards participating in group discussions.

Texas, Yazedjian and Kolkhorst [62] observed that students became more interested in the lecturer topic when placed in small groups. Group discussions also deepened their understanding on a given topic and the students became more active and more confident. Greenop [63] in the study of students perception of group work pointed out that students enjoyed and benefited from working in groups. Students also became more engaged in-group tasks and had positive attitude towards the very group tasks.

According to Nihalani, Wilson, Thomas and Robinson [64], in-group work students work more cooperatively to agree on one correct answer to a given question as compared to when they worked out the answer to the question individually. Taqi and Al-Nouh [65], in their research found out that the language skills of the students during group discussions greatly improved whenever they participated in-group discussions. None of these research studies attempted to find out how students enrolled in teacher education programmes in the universities in Nakuru County perceive quality attributes of selected instructional resources and activities and how such perceptions influence their attitude towards participating in group discussions as a learning activity.

Factors Affecting University Students' Attitude in doing Assignments

Students' ways of thinking about learning are strongly correlated with factors such as: personal involvement, purpose and personal achievement. Our results have indicated that the students who obtain high scores in the ways of thinking about learning variable are very involved in this process. In contrast, students who obtain low scores in the ways of thinking about learning variable are significantly less involved in this activity. Moreover, the purpose and personal achievement factors are strongly correlated with the ways of thinking about learning [66]. Therefore students who lack personal involvement, purpose and personal achievement may ultimately affect negatively his/her attitude towards doing assignments.

According to Xu [67], students often face multiple homework challenges simultaneously (for example, boring assignments and unpleasant homework-related emotions) and that these challenges are frequently related. For example, a student is more likely to be distracted when she considers her homework assignments as boring, which, in turn, may elicit a more negative emotional response from her. Such challenges could influence students' from completing their assignments on time. None of these research studies delved on how students' perception of quality attributes of selected instructional resources and

activities influence their attitude towards completing assignments as a learning activity.

Factors Affecting University Students' Attitude in Doing Exams

There are quite a number of factors affecting students' attitude towards doing exams in the university. For example, if examinations are presented to students as a learning tool, and preparation and the exams themselves are placed within a supportive context, they can actually boost both subject understanding and motivation. If the stress surrounding the examination itself can be reduced, then the revision period can operate as a very helpful part of learning [68]. This research study did not focus on how students' perception of quality attributes of instructional resources influence their attitude towards sitting exams.

University Students' Attitudes toward Reading or Doing Private Studies

The attitude of a student will ultimately affect how he/she reads in the university. According to Topala [69], students who declare themselves interested and enthusiastic about learning at higher levels of intensity find high satisfaction in the aspects regarding the teaching act: relational climate, educational climate created by the teacher through the attention he pays to students' training needs, through the feedback provided, through support and respect. This research study did not focus on how students' perception of quality attributes of instructional resources and activities influence their attitude towards sitting exams.

Theoretical Framework

This study was embedded on the theory of Total Quality Management (TQM) advanced by W.E Deming [70]. Total Quality Management presupposes that organizational survival can only be ensured if there are high quality resources and services leading to customer satisfaction. According to Hashmi [71], TQM is a culture, attitude and organization of a company that strives to provide customers with products and services that satisfies their needs. On the other hand, American Society for Quality (ASQ) [72] argues that TQM is a management approach for long-term success through customer satisfaction. It is customer and process centered. It aims at improving processes, services and products. For the purpose of this study, students are seen as customers while instructional activities are considered as processes. Instructional activities assist in the transformation of student-teachers into qualified pedagogues and andragogues.

Cognitive Dissonance Theory propounded Leon Festinger [73] states that when there is an inconsistency between attitudes, beliefs or opinions (dissonance), something must change to eliminate the dissonance. Among the three ways of eliminating dissonance is changing the dissonant beliefs or attitudes so that they are not dissonant or inconsistent. If

the university managers want students to change their attitudes towards participating in learning activities, then the quality of instructional resources must be changed. That is, dissonance must be reduced by changing quality of instructional resources. Dissonance can only be reduced by removing conflicting beliefs or

attitudes, situation or behavior. This theory is applied in decision making and problem- solving situations.

Conceptual Framework

This section contains a conceptual framework on which the study was based. It is illustrated in Figure 1.

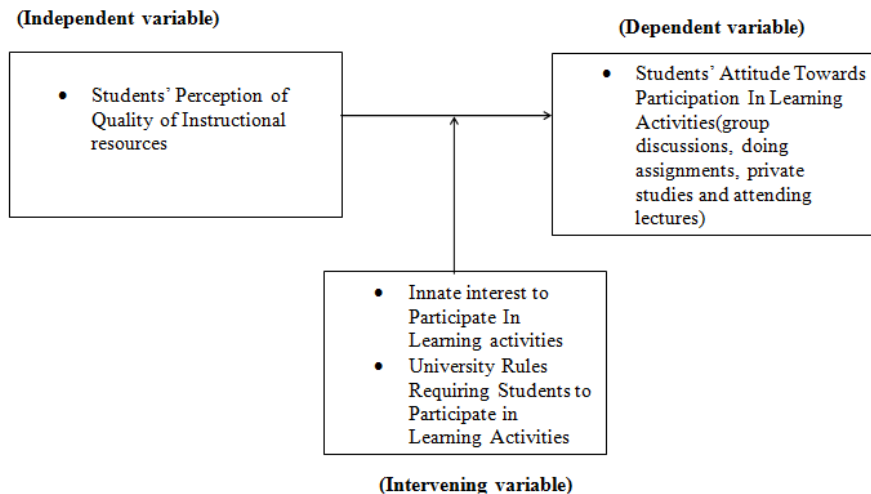


Fig-1: Conceptual Framework

The conceptual framework presented in Figure 1 shows that students' perception of quality of instructional resources is related to their attitude towards participation in learning activities (Group Discussions, Doing Assignments and Private Studies)

RESEARCH METHODOLOGY

This study adopted descriptive survey design. According to Nsubuga [74], a survey design enables a researcher to investigate the status of a given characteristic, compare the status with the expectations and suggest ways of improving the status. It also took a comparative approach by comparing dependent and independent variable within and between public and private universities.

The study concentrated on sampled chartered public and private universities in Nakuru County, Kenya. The County lays within the Great Rift Valley and borders seven other counties namely; Kericho, Baringo, Laikipia, Nyandarua, Narok, Kajiado and Kiambu. The study targeted fourth year Bachelor of Education (Arts) students enrolled in the regular programmes. The census was as follows: Public P (110), Public Q (65), Private X (65), and Private Y (70), totaling 310 in the sampled universities. The statistics 310 was the entire census from where the study sample was derived.

Given a target population 310 students in 6 universities, the researcher used stratified random sampling technique to stratify the universities into public and private. To sample actual participants, the researcher used simple random sampling technique. As Kerlinger [75] puts it, statistics calculated from large samples are more accurate, other things equal, than those calculated from small samples.

To determine the actual sample size, the researcher used Krejcie and Morgan Table of determination of sample size which is constructed using the following formula: $s = \frac{X^2 NP (1 - P) + d^2 (N - 1) + X^2 P (1 - P)}{d^2}$ where s= required sample size; X2 = table value of chi-square for one degree of freedom at the desired confidence level (3.841); N= population size; P= the population proportion, since this would provide the maximum sample size, d= the degree of accuracy expressed as a proportion [76]. The Table of Determination of sample size, $\sum N=310$ has a corresponding value of s=257. Using a sample size of 257, each university was apportioned the following samples based on the ratio of the population of their students taking education Arts. The study sampled two public and two private universities, constituting 66 per cent of the target population of the universities under study. One private university was used for pilot study.

Table-1: Sample size of the study

University	Population Size(n)	Sample Size(s)
Egerton	110	87
Kenyatta	65	56
Kabarak	65	55
Mt.Kenya	70	59
Total	310	257

Research Instrument

The researcher used students’ questionnaire to collect data on students’ perception of the quality of accommodation resources. It contained close ended items of a four degree Likert scale. The scale has; Always, Frequently, Sometimes and Never to symbolize frequency or prevalence of quality attributes related to instructional resources. A ‘never’ response in the Likert scale meant that a particular quality attribute was lacking, implying poor quality. ‘Always’ response in the extreme end of the Likert scale implied that a quality attribute in question was manifest, symbolizing high quality. Responses had corresponding numerical values of 4, 3, 2 and 1 which were used to enter data related to perception of quality of instructional resources. Positive, Indifferent and Negative attitudes towards participation in selected learning activities had corresponding numerical values of 3, 2 and 1 used to enter related data.

Data Analysis and Presentation

Data from the questionnaires were coded and entered for analysis using SPSS (version 22).

Descriptive and Inferential statistical tools were used to analyze data collected by questionnaires. Inferential statistics included were derived from Pearson Chi-Square, ANOVA, Post Hoc Test and T-tests. To confirm the existence of significant differences in perceptions of quality of selected instructional resources within and between private and public universities, the researcher used ANOVA and T-tests. Tables were used to present these results.

RESULTS AND DISCUSSION

The first task of the researcher was to do a comparison of Students’ Attitudes towards Participation in Learning Activities by Category of Instructional Resources. The researcher used means of students’ Attitudes towards Participation in Learning Activities to compute the overall mean index of students’ Attitudes towards Participation in Learning Activities as influenced by their perception of the quality of different instructional resources. The results are presented in Table 2.

Table-2: Comparison of Students’ Attitudes towards Participation in Learning Activities by category of instructional resources

Attitudes towards learning activities by instructional resource	N	Mean	SD
Students attitudes towards participation in learning activities (time resource)	231	2.44	0.45
Students attitudes towards participation in learning activities (library resource)	230	2.44	0.45
Students attitudes towards participation in learning activities (accommodation resource)	213	2.21	0.61
Students attitudes towards participation in learning activities (lecture halls resource)	227	2.34	0.51
Index of Students attitudes towards participation in learning activities as influenced by their perception of the quality of instructional resources	231	2.30	0.43

Table 2 shows that the lowest mean on students attitudes were recorded on the variable of accommodation resources (M=2.21). It implies that students’ attitude towards using residential rooms for learning activities was indifferent, moving towards negative. The highest mean was posted on time and library recourses. It implies that the attitude of students enrolled in teacher education programmes towards Participation in Learning Activities would be more positive with respect to their perception that quality of these resources are high.

Overall Students’ Attitudes towards Participation in Learning Activities by University

The researcher also tested students’ Attitudes towards Participation in Learning Activities by university in respect to how their students perceive quality of different instructional resources. Put otherwise, what attitudes do students of various universities have towards participation in Learning Activities as influenced by their perception of quality of their instructional resources as in Table 3.

Table-3: Overall Students' Attitudes towards Participation in Learning Activities by University

University	Attitude Level Percentage		
	Positive	Indifferent	Negative
Private X n = 5	50.9	47.2	1.9
Public P n = 80	40.0	42.5	17.5
Public Q n = 4	52.1	41.7	6.3
Private Y n = 48	77.1	22.9	
Overall n = 23	52.6	39.1	8.3

Table 3 shows that 52.6% of the respondents had a positive attitude towards participating in learning activities associated with time, accommodation, lecture hall and library resources if they perceive the quality of these resources to be high. As a whole, Private Y University leads in the number of students with positive attitude followed by Public Q, then Private X and finally Public P. Private X University had the highest number of respondents with indifferent attitude towards participating in learning activities associated instructional resources. Thirty nine point one percent reported indifferent attitude towards participating in learning activities with respect to how they perceive quality of instructional resources. This implies that their attitude towards participating in learning activities could be influenced by the fact that quality attributes of these resources were only found sometimes as reported in the tables under objective one. Even then, it can be construed that if quality attributes of instructional resources were high, then student teachers' attitude

towards attending lectures, doing assignments, private studies and participating in group discussions in the lecture halls would be more positive.

Relationship between Students' Attitude towards Participation in Learning Activities and their Perception of the Quality of Instructional Resources

To find out the relationship between students' attitude towards participation in learning activities and their perception of the quality of instructional resources, the researcher used the Pearson Chi-Square test because the data on quality was categorized into low, average and high levels. It is also called Chi-Square Test for Independence. It is used with nominal scales or distinctly categorized data or to prove a causal relationship between a dependent and independent variable (www.statisticssolutions.com). Table 4 shows frequencies of Quality level ratings for instructional resources.

Table-4: Frequencies of Quality Level Ratings for Instructional Resources

Quality n = 229	Frequency	Percentage
Low	18	7.9
Average	162	70.7
High	49	21.4

Frequencies in Table 4 were derived using quality level scale: Low: 1.00 to 2.00; Average: 2.01 to 3.00; High: 3.01 to 4.00. The table shows high frequencies of average rating of quality of instructional resources (70.7%) in the sampled universities in Nakuru County. Only 49 respondents reported that quality of

instructional resources were high in the university under study. Table 5 on the other hand shows frequencies of levels of students' attitude towards participation in learning activities with respect to their perception of the quality of instructional resources

Table-5: Frequencies of Levels of Students' Attitude towards Participation in Learning Activities with Respect to their Perception of the Quality of Instructional Resources

Attitude n = 230	Frequency	Percentage
Negative	19	8.2
Indifferent	90	39.0
Positive	121	52.4

Data on students' attitudes was categorized as positive, indifferent and negative. Frequencies in Table 5 were derived using attitude level scale: Negative=1.00 to 1.66; Indifferent=1.67 to 2.33; and Positive = 2.34 to 3.00 for all respondents. The table shows that 52.4% of the respondents had positive attitude towards

participation in learning activities with respect to their perception of the quality of instructional resources. When used as a test of independence, the Pearson chi-square test is applied to a contingency table or cross tabulation. Relevant statistics are presented in Table 6.

Table-6: Cross Tabulation of Perception of Quality Levels of Instructional Resources and Levels of Attitudestoward Participation in Learning Activities

Scale	Value	df	p-value
Pearson Chi-Square	196.268	4	.000
N	229		

The Pearson Chi-Square test results in Table 6 indicate that the association between students' perception of quality of resources and attitudes was statistically significant at the .05 level, $\chi^2(4, N = 229) = 196.268$ $p < 0.05$. This implies that students' perception of quality of instructional resources influences their attitudes towards participation in learning activities. With regards to teacher education programs, a significant relationship was established between students' perception of quality of instructional resources and their attitude towards participating in learning activities

Testing of Hypothesis

HO1: There is no significant relationship between students' perception of quality of instructional resources and their attitudes towards participation in learning activities. Given that, $\chi^2(4, N = 229) = 196.268$ $p < 0.05$, the hypothesis which stated that there is no significant relationship between students' perception of quality of instructional resources and their attitudes towards participation in learning activities was rejected at 95% confidence level. Its alternative, that there is a significant relationship between students' perception of quality of instructional resources and their attitudes towards participation in learning activities was confirmed. It implies that if students in teacher education programmes perceive quality of instructional resources to be high, they are likely to participate in learning activities in the universities in Nakuru County, Kenya.

CONCLUSION

The chief finding of this study is that there is a significant relationship between students' perception of quality of instructional resources and their attitudes towards participation in learning activities. This is corroborated by Ojo [75] in the study on students' attitudes and perception to open and distance learning in Nigeria. The researcher concurs that students' attitude and perception of open and distance learning were positive whenever they are provided by high quality self-directed, learner- centered instructional materials. The study concluded that there is a significant relationship between students' perception of quality of instructional resources and their attitudes towards participation in learning activities. The government and university management boards should improve quality of instructional resources with a view to changing students' attitudes towards participating in learning activities.

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