



The Influence of School Curriculum Support Materials on Academic Self-Concept of Pupils in Primary Schools in Informal Settlements in Kibra Sub-County, Kenya

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ABSTRACT

This study investigates the influence of curriculum support materials on pupils' academic self-concept in primary schools located in informal settlements in Kibra sub-county, Nairobi County, Kenya. Self Determination Theory guided this research. The study employed a survey research design. The target population comprised 138 head teachers, 203 teacher counsellors, and 9536 learners in Class VII, totaling 9877 respondents, from which a sample of 385 respondents was determined using Yamane's formula. Questionnaires were used to collect data from learners in Class VII, as were interview guides for head teachers and teacher-counsellors. Piloting was conducted among 38 respondents from primary schools in informal settlements in Kibra sub-county to establish validity and reliability. The opinions of educational psychology professionals were used to confirm the study's validity. The split-half method was used to calculate reliability, and the reliability coefficient ($r = 0.728$; $p < 0.05$) at the 0.05 level of significance revealed a high degree of internal dependability. The findings indicated that there was a significant statistical relationship between curriculum support materials and academic self-concept of $r = 0.539$, $p = 0.002 < 0.05$. The study concluded that levels of pupils' academic self-concept in primary schools in informal settlements can be enhanced through provision of curriculum support materials. The Ministry of Education should enforce a policy that all schools in informal settlements should comply with standards for child-friendly school environment. The main beneficiaries of this study will be learners in the primary schools in the informal settlements when the policy makers improve in the provision of curriculum support materials hence their academic self-concept will be enhanced.

Keywords: Academic Self-Concept, Curriculum Support Materials, Informal Settlements, Primary Schools, Pupils

I INTRODUCTION

The efficacy of the teacher in effectively imparting information to primary school learners is contingent upon the presence of curriculum support materials of superior quality. In their transition from home to school, children bring their naiveté and innocence to elementary schools, as stated by Patterson and Fleet (2014). Teaching and learning resources that provide children with new experiences are among the factors cited by Paterson and Fleet (2014) as increasing the likelihood that students in elementary school would develop a positive attitude toward school. In other words, these resources help children open up in a variety of ways that promote their overall development as learners and people. Resource-based learning refers to a pedagogical approach that incorporates existing materials and tools into the classroom setting (Nyorere et al., 2022). The writers here emphasize the role that learning materials play in supplementing more methods of instruction. Each learner is drawn to the learning resource and material that is most suitable to their own information processing talents and styles, as stated by Ladan and Yabo (2023) as the foundation of resource-based learning.

Nyorere et al. (2022) nailed the value of educational materials perfectly. They claim that when students make use of these tools, they become more independent in their learning. This is due to their ability to think critically, ask insightful questions, analyze complex problems, and make sense of the data at hand. According to Kabwos et al. (2020) learning resources consist of all tools and methods used in the process of imparting the necessary understanding, competence, character traits, and habits of mind to students. In order to facilitate the transfer of knowledge to students, Munene (2021) divided instructional materials into two broad categories: printed and digital. According to Kenya Institute of Curriculum Development (KICD) (2019), educational materials may take several forms, including but not limited to manuals, videos, books, worksheets, games, quizzes, and exams. The textbook is the most widely used, examined, and recorded kind of classroom teaching input, according to KICD (2019). In the realm of education, the value of educational materials is widely acknowledged. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2020), it is asserted that the significance of instructional materials in relation to student accomplishment is equivalent to that of teacher competency and school conditions. Thus, we can conclude that curriculum support materials are important in enhancing a learner's academic self-concept.



1.1 Statement of the Problem

The selection and development of new teaching resources is an essential part of developing any new curriculum, as pointed out by Ngwacho (2020). The incorporation of various learning materials indicates their value in the classroom. According to UNESCO (2020), ample quantities of high-quality learning materials should be made available to instructors and students in order to effectively support teaching and learning, which lends credence to this position.

The Kenya Institute of Curriculum Development (KICD) (2019) reports that teachers in Kenya have access to a wealth of materials. Examples include visual and auditory media like movies and TV shows, written materials like flash cards, and tactile tools like dolls and toys. All of these repurposed resources for education and training could prove useful for the kid. Visual aids, such as charts and pictures, may significantly improve a child's capacity for learning and memory. The classroom should be well-organized and spacious so that the teacher may easily circulate among the pupils and their belongings to check on their progress and offer words of encouragement. KICD (2019) recommends keeping learning resources in a visible and accessible spot in the home.

While the government of Kenya provides all primary schools with teaching and learning materials, a lack of these supplies makes it difficult for more students to enter kindergarten. According to Wanjohi et al. (2017), primary school students who are taught without the aid of teaching and learning tools are more likely to forget the content presented than those who are provided with appropriate instructional resources. If students in elementary school fully grasp the material, the instructors have succeeded in their pedagogical goals (Wanjohi et al, 2017). The quality of education is diminished when teachers make do with subpar resources because students simply cannot learn from them.

In Kibra Sub- County, the issue is the similar with numerous elementary schools complaining of low provision of curricular support resources. at a study conducted at a kindergarten in Kibra Sub-County, Wakahiu (2015) found that many students in primary schools located in informal settlements struggle to reach curriculum objectives because of a lack of appropriate educational components, namely, textbooks and other forms of instructional materials. This would imply that when curricular resources fall short, both educators and students face difficulties keeping up with the rest of the country. Inadequate curricular resources leave students feeling isolated, which in turn dampens their motivation to study and self-confidence. It's important to remember that even with the supply of curricular support materials, more study is needed to determine how the available resources are utilized by educators and students. The study attempted to fill a void created by Wakahiu (2015) and other empirical researchers by investigating whether or not primary schools in informal settlements would benefit from the simple provision and use of curricular support tools to guarantee the development of students' academic self-concept.

1.2 Specific Objective

To examine how curriculum support materials influence academic self-concept among pupils in primary schools in informal settlements in Kibra Sub- County, Nairobi County, Kenya.

1.3 Research Hypothesis

H₀₁: There is no significant influence of provision of curriculum support materials on development of academic self-concept among pupils in primary schools in informal settlements, in Kibra Sub- County, Nairobi County, Kenya.

II. LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Theory of Self Determination

This theory was postulated by Edward L. Deci and Richard M. Ryan in the early 1980s. It alludes that motivation of human beings is guided by the need to satisfy 3 main psychological needs. According to Deci and Ryan (1985) they entail autonomy, competence, and relatedness. This concept depicts that meeting these needs results to enhanced self-motivation and mental wellness, which are important facets for the growth of an individual's self-concept more so in educational context.

A core assumption of SDT is that the surrounding environment considerably influences satisfaction of these psychological requirements. In learning contexts, curriculum support materials represent key functions in forming students' perceptions of competence and autonomy and in this regard, influences their academic self-concept. This theory posits that when pupils see themselves as adequate and capable of attaining their educational objectives, their inherent motivation improves. This results to a better and positive academic self-concept (Ryan & Deci, 2000). This correlation between environmental elements and psychological requirements proves SDT an applicable model for



assessing how curriculum support resources can influence students' self-concept in challenging settings e.g. informal settlements.

Self-Determination Theory is often critiqued for its wide applicability and the constraint of empirically evaluating the contentment of psychological needs across diverse settings (Vansteenkiste et al., 2005). A number of scholars debate that the theory's stresses on personal autonomy may not conform well to collectivist cultures. This is where communal objectives are often preferred over personal autonomy (Iyengar & De Voe, 2003). Nonetheless, SDT remains relevant in educational psychology for its extensive approach to gaining insight on motivation and self-concept.

2.2 Empirical Review

Eighty certified elementary and secondary school educators in Ghana participated in research by Quansah et al. (2019). The results indicated that although all of the participants had some level of professional education, only 12 had received training in the creation and use of learning tools for efficient curriculum delivery. The textbook, despite the significance of a variety of learning resources, becomes the most significant, if not the only, vehicle for delivering the curriculum in impoverished nations with unskilled instructors (UNESCO, 2013). Textbooks and other learning resources have a direct effect on what instructors teach and how they teach it, therefore the creation of curricula and the materials used in education are not just delicate issues, but also crucial to students' success in school. Therefore, legislators, principals, parents, and donors must create learning environments where teachers have access to the resources they need to effectively teach the curriculum in order to raise the quality of education. Donors and the government could rest easy knowing their large investments would not go to waste. Therefore, research is needed to explore the impact of instructors' and students' access to a wide range of high-quality learning materials on student accomplishment.

Hidayati's (2019) investigation of contributing factors of learning styles, teacher perspectives, and the availability of learning resources indicated that primary schools in Padang, West Sumatra, lacked access to suitable learning materials. His research suggests that while though many schools offer kids access to a wide range of audio, visual, and audio-visual resources, this isn't enough to satisfy their varied learning needs. The study's findings showed a correlation between students' chosen learning strategies and their efficient application of curricular resources.

Curriculum support resources, also known as educational inputs, are vital to the teaching of any subject at the primary school level, as they determine which topics are taught and in what order, as was found by Petriwskyj (2010) in research conducted in India. Books, instructor manuals, dictionaries, wall maps, atlases, writing implements, electronic devices (computers, projectors, DVD players, etc.), and more are all fair game and radios.

According to Riordan and Noyce (2013), textbooks and supplemental reading resources like dictionaries and encyclopedias play a key role in assisting elementary school children in their preparation for and performance on standardized examinations. This demonstrates the significance of primary schools' access to and use of curricular support materials in determining the quality of education provided; which in turn attracts more students and elevates their sense of self-worth. To back up these claims, Peters (2010) conducted a study in Russia among 23 primary schools about resources and excellence, and he discovered that students at schools with sufficient supplies of curriculum support materials had higher rates of regular school attendance and higher overall performance. Peters (2010) found that when students in elementary schools are exposed to novel pedagogical techniques using media like audio-visual presentations, they are more motivated to study.

The government of Nigeria, for instance, mandates that all citizens attend basic and secondary school. Baker et al. (2015) state that problems with mathematics education stem from a shortage of trained math instructors, bad teaching practices, and inadequate and incorrect utilization of teaching resources, and the perception of mathematics as an abstract and difficult subject are all to blame for students' lackluster performance in basic numeracy. Many students have dropped out of elementary schools as a result of situations like these.

A lack of resources and students' weak command of English were shown to significantly impact teaching and studying Integrated Science at rural Junior High Schools (JHSs) in the Effutu Municipality of Ghana's central region (Quansah et al. 2019). The study concluded that Integrated Science education in rural JHSs would thrive if these issues were resolved. Integrated Science educators should be adept at improvising lessons using any materials they can get their hands on. Through practical application, students would have a deeper understanding of scientific concepts. The importance of pupils developing their English language skills in order to participate fully in the integrated science curriculum cannot be overstated.

Chepkemei et al. (2022) conducted a study to determine how well-prepared primary schools in Kenya were to apply the Competency Based Curriculum in the midst of the COVID-19 pandemic. According to the results of the study, in order for schools to efficiently implement their curricula despite the crisis brought on by the pandemic, they will need to increase and upgrade their physical resources. The study thus proposes that it is advisable for the



government to ensure the availability of appropriate teaching and learning resources in all schools to support the proper execution of the curriculum. According to the findings of this research, students are more motivated to put forth effort and attain high levels of performance when they have access to curriculum support materials that facilitate their learning and instill in them a sense of self-efficacy.

Mupa and Chinooneka (2015) research set out to identify and analyze primary school teaching and learning elements. Zero percent of seventh graders have passed their exams since 2013, which sparked the research. The researchers wanted to know why the country's educational institutions were in such disrepair. According to the results of the research, educators seldom utilize several strategies while instructing their students and rarely prepare many types of material for classroom usage. Textbooks and curricula represent the extent of teachers' resources for teaching. Inadequate textbooks, revision guides, and reference books were also identified as a problem in the survey.

Ngwacho's (2020) research in Nairobi schools confirmed the importance of instructional resources to student achievement. He argues that given the variety of accessible learning resources, instructors should use appropriate tools and strategies in the classroom. The author chimes on to say that instructional materials make it easier for instructors to convey information to students in a way that is correct, appropriate, clear, and intelligible. One way to do this is to simplify and concretize difficult concepts so that students may better grasp them.

The Florida Department of Education (2017) agrees with Baker et al. (2015) that using instructional tools in a strategic and creative way can significantly decrease apathy, pique the curiosity of elementary students by giving them something tangible to handle, and foster the development of their ability to think independently.

According to studies by Chetty (2019), the success of a program's implementation can hinge on whether or not enough textbooks and classroom space are available. Standa (1980), whose seminar article was cited by Chepkemei et al. (2022), argues that educators should have more opportunities to collaborate on the identification and application of appropriate online resources to address pressing pedagogical issues.

UNESCO (2020) found that Kenya has made great strides toward its goal to "develop a knowledge-based society" and meet the increasing regional and global competition for jobs thanks to the implementation of a competency-based curriculum in public primary schools. Almost everyone who participated in the survey (98.8%) felt unprepared to implement the competency-based curriculum; this was especially true for the study's new topics, which lacked appropriate teaching resources as compared to the study's older subjects (math and languages). The study found that providing schools with curriculum based on the idea of competences would be beneficial.

Ngwacho's (2020) investigation into the impact of the COVID-19 epidemic on the Kenyan educational system reveals that many low-income families in Kenya have suffered the effects of the shocks caused by the pandemic. School food and textbooks have become unaffordable due to the pandemic. The government's use of remote teaching to encourage distance learning and online education offered by radio, television, and the internet has resulted in an even greater gap in educational opportunity and quality for students from low-income, disadvantaged, and at-risk backgrounds who lack access to these resources.

Defending the rights of kids with disabilities to take part in mainstream classes, Kabwos et al. (2020) looked into the availability and suitability of learning tools for implementing inclusive education in public preschools in the Belgut Sub-County of Kenya. The study found that public preschools in Belgut Sub-County are unable to adopt inclusive education due to a lack of resources. The study found that public preschools need more money from the Ministry of Education so that teachers can afford more advanced resources. This emphasizes the significance of providing resources for education.

Research by Munene (2021) suggests that using animation to teach Kenya's secondary school students about political and historical concepts could be beneficial. According to the available data, educational documentaries and videos are being used in the classroom more frequently. This research set out to determine if showing pupils animated versions of military concepts helped them retain such learning later on.

III. METHODOLOGY

3.1. Research Design

The study employed a survey research design as it allows for the investigation of the current status of the phenomena in question (Creswell, 2014). Given the research focus on role of curriculum support materials on the academic self-concept of learners, data collection involved both quantitative and qualitative information, where questionnaires were used for quantitative data, and interviews for qualitative insights. This study employed concurrent triangulation, combining quantitative and qualitative data collection and analysis methods to provide a comprehensive view of curriculum support materials role in shaping academic self-concept.

3.2 Location of Study



The study was conducted in Kibra Sub-County, an informal settlement located five kilometres from Nairobi's Central Business District, with a population of 185,777 people. This research focused on primary schools in this region, which rely heavily on non-formal schooling. Given the recent effort to register such schools with the Ministry of Education and the documented challenges in education, including student disengagement and low self-concept, this area was chosen as the study location.

3.3 Target Population

In Kibra Sub-County, there are 138 non-formal primary schools that meet the Ministry of Education's registration guidelines, providing an education based on the regular curriculum. The target population for this study consisted of 138 headteachers, 203 teacher-counsellors, and 9,536 Class VII learners, totalling 9,877 potential respondents.

3.4 Sampling Techniques and Sample Size

The study employed stratified sampling, dividing Kibra Sub-County into seven zones. To ensure representative findings and evaluate the influence of curriculum support materials, purposive sampling was used to select 35 principals and 35 teacher-counsellors, while 315 students in Grade VII were randomly chosen from the sampling schools. The sample size was determined using Yamane's Formula, resulting in a desired sample size of 385 respondents, focusing on the role of teacher-learner interactions.

3.5 Data Collection Instruments

Data collection instruments included questionnaires for Class VII students with Likert Scale questions and interview guides for headteachers and teacher-counsellors. The questionnaires assessed aspects related to curriculum support materials and their influence on academic self-concept.

3.6 Piloting of Research Instruments

The research instruments were pilot-tested with 38 respondents from informal primary schools in Kibra Sub-County, ensuring their relevance and clarity. This process was essential for assessing instrument validity and trustworthiness.

3.7 Data Collection Procedures

The researcher, with the necessary permits and authorization, conducted data collection through visits to the schools. Research assistants were trained for questionnaire administration. Interviews were conducted with head teachers, teacher-counsellors, and students in Class VII.

3.8 Data Analysis and Presentation

Data analysis involved coding, frequency counts, and thematic analysis to examine the influence of curriculum support materials on academic self-concept. Descriptive and inferential statistics were conducted using statistical software. The study's quantitative results were presented through tables, charts, and narrative formats, focusing on curriculum support materials and their role in shaping academic self-concept.

IV. FINDINGS & DISCUSSION

4.1 Provision of Curriculum Support Materials and Pupils' Academic Self-concept

The goal of the study was to evaluate how curriculum support materials supplied in primary schools located in informal settlements affect students' assessments of their academic abilities. Information was received from pupils in class VII. Results are shown in Figure 1.

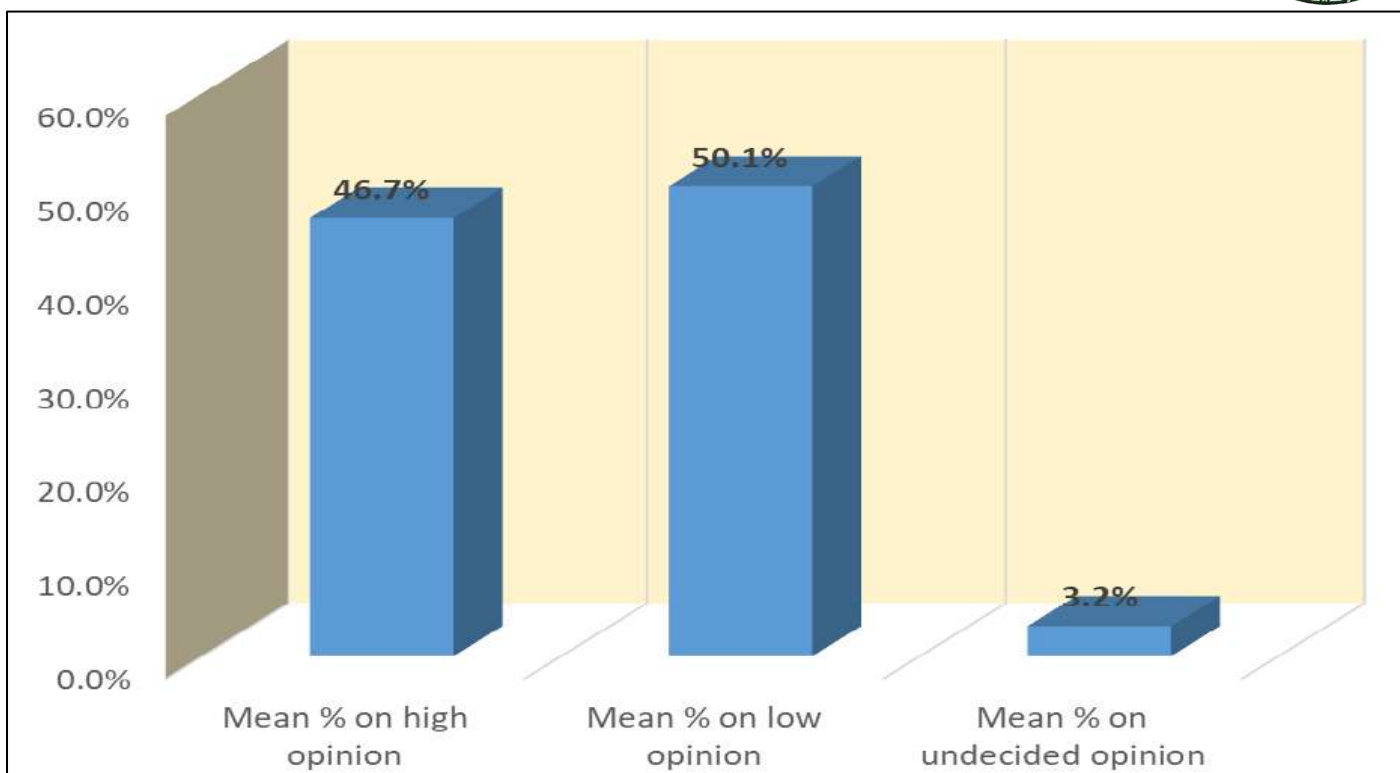


Figure 1

Views of Learners in Class VII on the Influence of Curriculum Support Materials on Academic Self-Concept.

According to Figure 1, a considerable percentage of students in primary schools located in informal settlements (46.7% to be exact) believe that the availability of curriculum support resources has a significant influence on their perceptions of their own academic talents. However, half of the respondents (50.10 percent) had a different opinion. It was agreed upon that primary schools in slum areas suffer from an insufficient supply of engaging textbooks covering a wide range of disciplines.

School administrators and guidance counselors concur with students that meeting the demand for textbooks while maintaining the ideal student-to-book ratio is difficult. H8, the school principal, delivered an announcement.

In my primary school, the learner-book ratio is still low and the textbooks we have cannot cater for the interests of all learners. In many cases, pupils share textbooks for critical subjects such as mathematics, sciences and languages.

Teacher-counsellors have also voiced their endorsement of the viewpoint that the present accessibility of textbooks for primary school students residing in informal settlements is inadequate. TC7, the teacher-counselor, was being monitored.

In my class, many pupils do not complete their assignments due to lack of adequate textbooks for critical subjects.

These findings corroborate the results of a research conducted by Wakahiu (2015) in Kibra Sub-County, which revealed that a significant proportion of students in primary schools located in informal settlements struggle to achieve the objectives outlined in the curriculum due to insufficient availability of instructional materials.

During the course of the interviews, it was observed by the headteachers and teacher-counsellors that the lack of resource centers, libraries, and essential reference books remains a significant obstacle in numerous primary schools located within informal settlements. The headteacher of H9 made a statement.

In my primary school, we have tried to ensure that learners have resource centers and critical learning materials. This has enhanced the desire of learners to attend academic activities.

The statements were corroborated by the guidance counselors and educators. This study's findings corroborate those of Wakahiu (2015), who found that inadequate funding poses a serious challenge to students' ability to learn and succeed in elementary schools located in informal settlements. Both principals and teachers-in-charge said that arranging field trips as a means of instruction has proven challenging. H10, the school principal, remarked as follows:

In my primary school, the cost of taking pupils out for field trips and participate in outdoor learning activities has often made it difficult to engage in such programmes.



The research showed that seventh graders felt that educational field trips outside of the classroom would be helpful. This result is consistent with research by Nyorere et al. (2022) that looked at how participating in educational field trips affected students' perceptions of their own abilities in the classroom.

It has been noted by teacher-counselors working in informal settlements that primary schools have a hard time arranging instructional field trips due to budgetary constraints and a lack of resources. This study's findings go counter to those of Paterson & Fleet (2014), who claim that educational resources like field trips improve students' dispositions toward school. As a result, students show more competence in developing a wide range of skills and benefit from smoother transitions between disciplines. In conclusion, the results show that, despite their limited use, study excursions serve as a significant teaching strategy by adding variety to the typical classroom setting.

4.2 Inferential Findings on the Influence of Provision of Curriculum Support Materials on Pupils' Academic Self-concept in Primary Schools in Informal Settlements in Kibra Sub-County, Nairobi County.

To test the null hypothesis, H_{01} : *There is no statistically significant influence of provision of curriculum support materials on development of academic self-concept among pupils in primary schools in informal settlements*, data were collected from the 30 teacher-counsellors on levels of adequacy (Adequate = 3, Not adequate = 2 and Not Sure = 1) of curriculum support materials and number of learners sampled in class VII who set academic goals as shown in Figure 2.

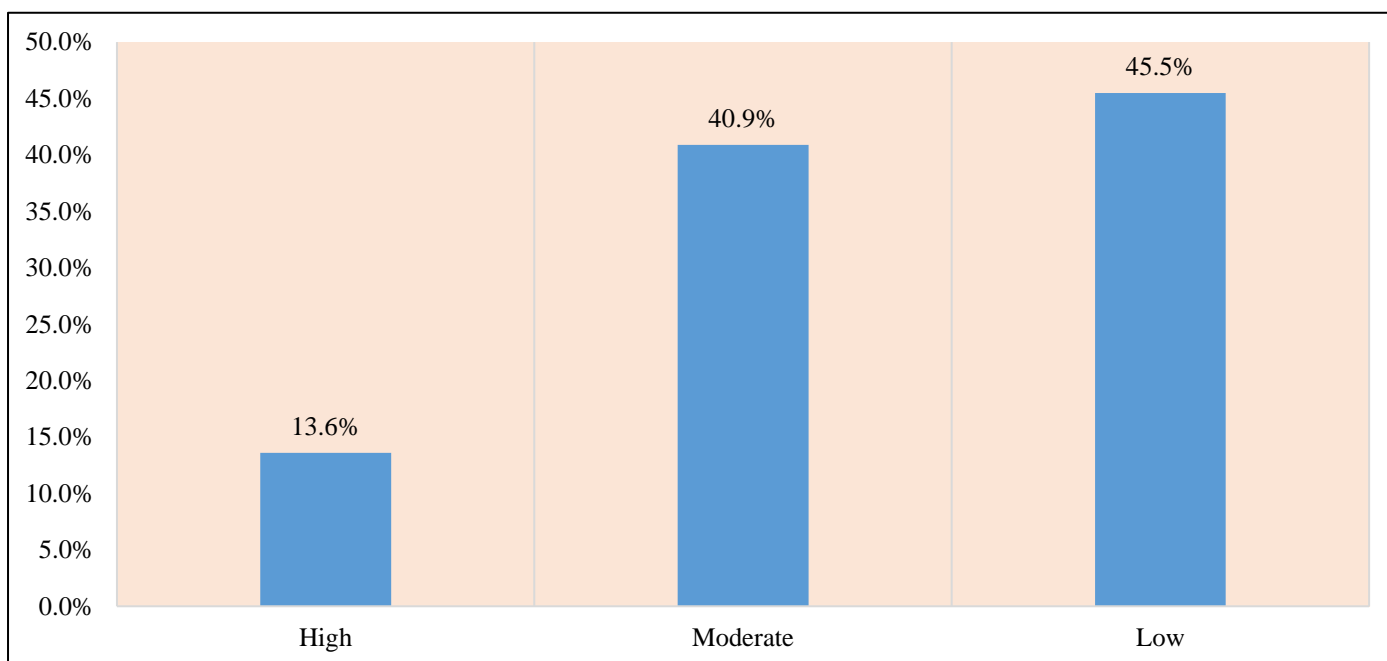


Figure 2

Levels of Adequacy of Curriculum Support Materials and the Number of Learners Who Set Academic Goals

Figure 2 shows how having access to extra-curricular materials might boost students' self-efficacy in the classroom. This suggests that students who are provided with better curricular materials will have a more positive view of themselves as students and will be more motivated to strive for more rigorous academic accomplishments. Pearson's Product Moment Correlation Analysis was applied to the data, and the results are shown in Table 1.

Table 1

Pearson's Product Moment Correlation Analysis Showing Relationship Between Levels of Adequacy of Curriculum Support Materials and Pupils' Academic Self-Concept

Levels of Adequacy of Curriculum Support Materials	Pupils' Academic Self-concept	
	Pearson Correlation	.539**
	Sig. (2-tailed)	0.002
N	30	

** . Correlation is significant at the 0.001 level (2-tailed).



Table 1 displays the results of a Pearson's Product-Moment Correlation Analysis, which examines the connection between students' perceptions of their own academic aptitude and the quality of the supplementary materials they were given. A p-value of 0.002 indicates statistical significance, meaning the result is more likely to be true than not (p-value 0.05). The results showed a correlation with a coefficient of $r = 0.539$. As a result, we can't start with H02 as our foundation. This study adds to the growing body of evidence suggesting that exposing elementary school students to a variety of curriculum options outside of the classroom can have a positive effect on their confidence in the classroom.

This confirms the findings of Chetty (2019), who studied the lives of teachers of reading and writing in South Africa's Western Cape's poorest communities. According to the results, several factors have been identified as major contributors to underachievement in literacy. These factors include a lack of resources, family support, teacher expertise, curriculum changes, cognitive activities, and the complex social dynamics associated with poverty.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The study's quantitative and qualitative results both confirmed that curriculum support materials play a significant impact in enhancing the academic self-concept of primary school students in informal settlements. Nevertheless, the study unveiled that primary schools situated in informal settlements suffer from a scarcity of textbooks, reference books, and narrative books across all disciplines, hence lacking the necessary resources to foster student motivation towards attending school. To put it another, a considerable proportion of students attending primary schools in informal settlements experience difficulties in achieving curricular objectives as a result of insufficient provision of instructional materials.

In contrast, a significant number of primary schools lack library facilities, while those that do possess libraries often lack additional reading or reference resources to cultivate students' enthusiasm for attending school, as well as lacking access to ICT devices. This observation highlights the ongoing difficulty in providing curriculum support resources in primary schools located in informal settlements, resulting in learners facing challenges in meeting their curriculum objectives. The study additionally indicated that primary schools located in informal settlements exhibit a limited occurrence of study excursions beyond the school premises, and the learners in these schools demonstrate a lack of utilization of diverse learning methodologies for acquiring new knowledge.

The findings were substantiated by the rejection of the null hypothesis, which posited that there would be no alteration in students' academic self-perceptions due to the implementation of curriculum support materials in primary schools situated in informal settlements. This conclusion was reached with a 95.0% confidence interval and a p-value of 0.002. This suggests that when elementary schools provide learners with sufficient curriculum support materials, it leads to the establishment of academic goals by many learners.

5.2 Recommendations

On provision of curriculum support materials and pupils' academic self-concept, the study recommends that schools should collaborate with donors and other well-wishers to support the primary schools with adequate scholastic materials to attain the standard learner-book ratio for quality education.

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