

Instructional Resource Mobilisation and Internal Efficiency of Public Technical Training Institutions in Bungoma County, Kenya

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Abstract: This paper investigates how mobilisation of instructional resourced influenced internal efficiency of public technical training institutions in Bungoma County, Kenya. The study was conducted to ascertain how instructional resource mobilisation has affected internal efficiency of public technical training institutions in Bungoma County, Kenya. The study was conducted in 4 technical training institutes. A total of 4 TTI officers, 16 resource mobilisation managers and 150 tutors formed the sample size for the study. They were selected through purposive and stratified random sampling technique. Data was collected through questionnaires and interview schedule. The data collected was analysed through descriptive and inferential statistics. The research established that moderate internal efficiency levels of public TTIs was due to lack of adequate transformative resource mobilisation mechanisms in place aimed at addressing instructional resource requirements. Nevertheless, the study discovered that instructional resource transformation increased internal efficiency of public technical training institutions in Bungoma County. The paper recommends that: there is need for the public TTI management to consider expanding the capacity of school libraries through stocking and conducting book donation drives.

Key Words: Instructional, Materials, Resources, Mobilisation, TVET

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I. BACKGROUND

Educational inputs are the various elements that enable the education system properly function. Inputs include the human resource such as teachers, educational managers, students and non-human resources like: educational materials, buildings, different machines, laboratories, equipment that are required for the normal function of teaching learning process that takes place in school (Coombs & Hallak, 1987). This study checks on how instructional resources are mobilised for improving internal efficiency of technical training institutions in Bungoma County, Kenya. Instructional resources are significant materials required for curriculum to be effectively implemented. The importance of instructional materials in teaching and learning process cannot be over – emphasized (Butare, 2004). Furthermore, internal efficiency is enabling students to complete a certain level of education that makes the functional literate. And administrative actions related to the instructional resources is often the best way of achieving high internal efficiency in a given education system (Onani, 2014). The importance of instructional resources in management of education cannot be over emphasized (Yang, 2014). It might not be possible to deliver effective education without enough resources. Instructional resources provide a solid basis for thinking, increase the propensity of brain to retain information, make learning more interesting; and take cognizance of individual differences (Magala, 2010). The researcher observed that despite the emphasis placed on technical education by conferences and commissions, young people coming out of the technical institutions lack employable skills (Kerre, 1992 in Sang et al., 2012). This puts to question the internal efficiency in the TTIs.

II. STATEMENT OF THE PROBLEM

TVET is a cornerstone of human resource development and employment of youth and vulnerable groups. In line with the Kenya Technical Vocational Education and Training TVET Act 2013, TVET goals and objectives are to improve access, quality and relevance to enable TVET programmes to meet the immediate and

emerging labour market demands (RoK, 2013). However, Kamau (2013) observed that TTIs have been neglected and their significance has not been embraced in majority of sub Saharan Africa countries. For instance, low budgetary allocation has continued to be a major constraint in the TTIs and has culminated to poor acquisition of other relevant resources. Past research shows that provision of technical education faces critical challenges relating to inadequate provision of instructional resources leading to low internal efficiency of TVET institutions. This study therefore investigated how instructional resource mobilisation influence internal efficiency of public technical training institutions in Bungoma County, Kenya.

Objective of the Paper

To determine the influence of instructional resource mobilisation and internal efficiency of technical training institutions in Bungoma County

Hypothesis for the Study

H₀₁ There is no significant relationship between instructional resource mobilisation and internal efficiency of technical training institutions in Bungoma County

III. LITERATURE REVIEW

Okumbe (1998) defines educational resources as materials that give help, support or aid to the teaching learning process. He therefore pointed out that education resources were materials or items which aided and supported the teaching learning process in educational institutions. These are major variables that determine the rate of educational development of a given Country (Onani, 2014). According to Olabiyi, et al. (2008) many teachers are of the view that learning occurs best through participation. The use of instructional resources facilities helps teachers to direct the learning of their students instead of talking from higher platform to passive students, some of who might be asleep. Students, as we know, learn by discovery and the teacher cannot have in stock all that the child needs to know. Mobilization and generation of resources is also seen as synonymous with securing new or additional resources, it is also about making better use of, or maximizing of existing resources. Mobilization is the process of organizations for the pursuit of collective goals (Joute, 2014). In the context of college library service, it can be concluded that resource generation and mobilization means mobilizing the financial resources to strengthen college and its library as well. It is process or an activity that takes place to mobilize with a strategic planning.

A well-established TVET system should lead to the development of technologies that are tailored towards meeting the needs of the community. However, it must be accentuated that acquisition of skills is not sufficient to eliminate all the problems facing African economies. It is a prerequisite, but a lot more needs to be executed. Political instability, poor governance, poor economic policies and unequal distribution of income among other ills must be abolished if the significance of TVET is to be felt (Kamau, 2013). Asian Development Bank (2015) conducted an in-depth analysis of the state of technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. In TVET, issues range from insufficient teachers and trainers in Bangladesh to lack of quality monitoring system in Nepal, and to inadequate industry participation in Sri Lanka. Among the common issues identified are weak quality assurance mechanisms, low employment rate of graduates, lack of information about demand (leading to a mismatch between training and available jobs), expensive and long-term training that excludes the poor and marginalized, weak institutional arrangements, and inadequate provision of high-quality TVET to manage and scale up training programs.

Butare (2004) informs that Kigali Institute of Science, Technology and Management (KIST), Rwanda's first higher education institution of technology, has taken the lead in entrepreneurial activities. In 2002, KIST generated 35 per cent of its budget from its various entrepreneurial activities. By 2008, this figure is projected to surpass 50 per cent. From its inception, it has combined conventional teaching with technology transfer initiatives. Particularly successful have been projects involving renewable energies, waste water management and food processing. Products developed have included, for example, low-cost hand- and foot powered water pumps, rainwater harvesting systems, a crop dryer that uses either sunshine or biomass (such as rice husks, sawdust or firewood), among others. Using feedback from its community development officers, many of whom are women, KIST has modified simple machines to make them easier for women, trained rural women's groups in business practices, and trains all of its students in basic business skills. KIST's Information and Communication Technology Centre has become the country's second biggest Internet service provider, as well as a major supplier of software and computer training. Another income source is providing paid part-time studies for working adults.

Odundo and Rambo (2013) conducted a study to determine the value added by Income-Generating Activities (IGAs) on the financial performance of public secondary schools, in terms of assets, liability portfolio, and net worth. Secondary school managers have the gigantic task of balancing meagre resources between subsistence and development needs as well as good performance in national examinations. However,

macro-economic shocks such as inflation, fuel shortage, and crop failure, among others, often militate against the success of public schools. School-based IGAs enable public schools to cope with external economic shocks, without necessarily passing down budgetary adjustments to parents. However, the country lacks a clear policy guideline to facilitate the initiation, management, accounting, reviewing, and financial reporting of IGA projects. Besides, there was no documented information regarding the value added by IGA initiatives to the financial performance of public secondary schools. The study found that IGA and non-IGA schools were significantly different in terms of category, student population, age, annual income, and number of paid workers. Schools having IGAs were 1.9 times more likely to own as many assets as schools not having IGAs. Besides, IGA schools were about 2.2 times less likely to have their liability in excess of the median threshold. Regarding net worth, the study found that schools having IGAs were about 2.1 times more likely to be operating above the median threshold; suggesting that schools having IGAs were wealthier than non-IGA schools. Based on the findings, this study concludes that IGA projects were beneficial to schools by improving the ability of schools to accumulate assets and manage their liabilities.

Kamau (2013) study was to identify the challenges affecting the technical and vocational education training youth polytechnics in Kiambu County. The study endeavours to determine the challenges, identify the problems that the polytechnics face while carrying out their learning activities, and determine the cause and possible solutions to these problems experienced by the technical and vocational education training polytechnics. Data collection was through primary and secondary methods. The primary method involved the use of questionnaires that had both closed and open-ended questions. Principals and teachers were of the view that reduced funding from the government; a weak curriculum and the government policy on education were the major challenges faced by the youth polytechnics. On the other hand, the students viewed the curriculum as shallow and the use of old and out-dated tools and equipments that were never repaired or replaced; as the major challenges that they faced within their institution. According to the teachers, the students were challenged with the tools and equipments since most of the min use were broken, old and out-dated. This implied that the tools and equipments posed a challenge on the students learning activities and even affected their competitiveness in the job market. Public to be educated about the usefulness of youths polytechnics are not for failures but for educating youth in the importance of technical skills required for development Most youth polytechnics are ill prepared for training, as their physical facilities are run down and equipment are inadequate, absolute or not working.

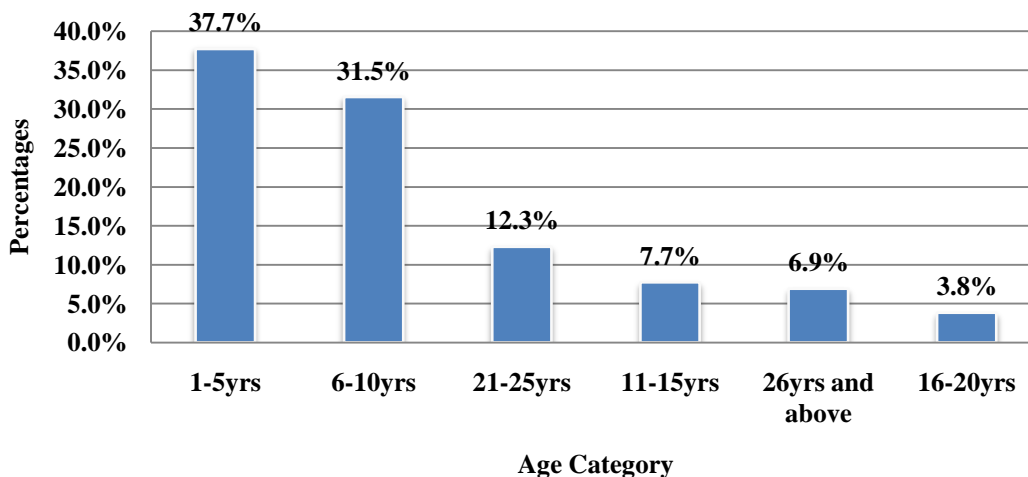
Boru (2013) this study was to establish the influencing internal efficiency in public primary schools in Moyale Sub County. The study adopted descriptive research design. The sample comprised of 7 headteachers and 370 pupils. The data was collected by use of questionnaire. Findings indicated that schools did not have adequate teaching and learning materials that affected teaching and learning. The research concluded that adequacy of teaching and learning materials affected internal efficiency in public primary schools. Nyanya (2015) assessed how provision of teaching and learning material resources affected internal efficiency in the provision of secondary education in Seme, Kisumu County. The design employed in this study was descriptive Survey. The researcher targeted 26 secondary schools in Seme sub-county, Kisumu County. The research found out that unavailability of teaching and learning materials influenced internal efficiency of secondary school education in Seme Sub County. This implied that the school heads to mobilise additional instructional resources for attaining high internal efficiency levels did little efforts. The research by Nyanya (2015) failed to provide the linkage between teaching and learning material resources and internal efficiency through statistical techniques (correlation and regression) hence necessitating this study.

IV. MATERIALS AND METHODS

The research was conducted in Bungoma County, Kenya. In terms of education, there are primary schools, secondary schools, colleges and universities in the area. For instance, there are four TTIs under TVET authority while county government manages youth polytechnics. This research applied a mixed method research methodology. A mixed-methods approach may be described in so many terms such as convergent methodology, multi-method, multi-trait, triangulation, synthesis among others. This is a research where the quantitative and qualitative approaches are combined. The respondents for this study involved principals, resource mobilisation managers and tutors from four TTIs in Bungoma County. A total of 4 TTI principals, 16 resource mobilisation managers and 150 tutors formed the sample size for the study. The principals and resource mobilisation managers were selected through purposive sampling technique whereas tutors were selected through stratified random sampling technique. The study collected data from primary and secondary sources through questionnaires, interviews and also document checklist. Data collected was analysed using descriptive statistics to answer research objective and test the hypothesis. .

V. RESULTS AND DISCUSSIONS

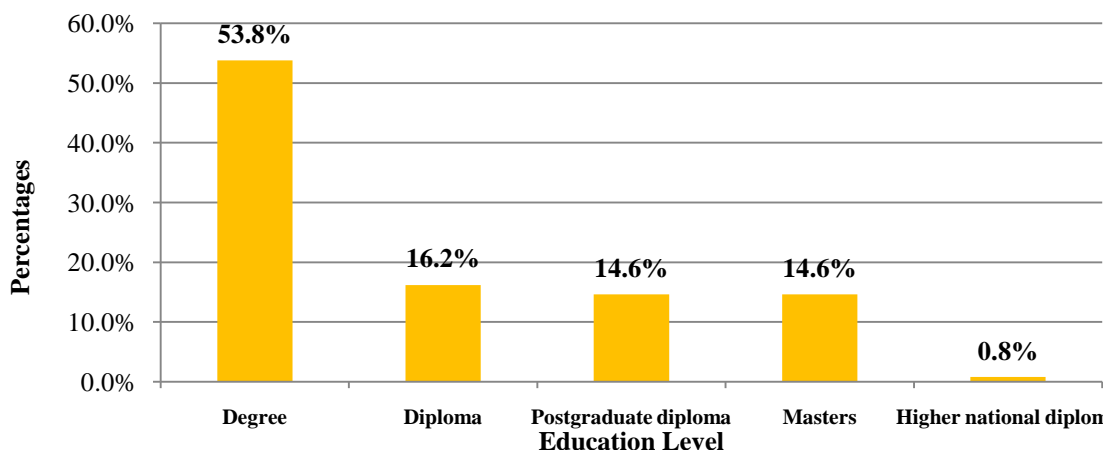
Instructors are a critical component of the training requirements. The researcher further asked the tutors to provide their working experience in TTIs. Their responses are illustrated in Figure 1.



Source: Field data (2018)

Figure 1 Teaching Experience in TTIs

According to research findings from Figure 1, 37.7% had been teaching for between 1-5 years, 31.5% had been teaching for 6-10 years, 7.7% had been teaching for 16-20 years, 12.3% had been teaching for a period of 21-25 years while 6.9% mentioned that they had taught for 26 years and above. The varied experience in teaching will provide tutors insight on how transformative resource mobilisation strategies influence on internal efficiency of TTIs. The trainers’ level of qualification is critical in determining the efficiency of the training process (Sang et al., 2012). This implies that a tutor should possess higher qualification to effectively execute teaching and learning duties in TVET institutions. The current TSC policy on human resource recruitment and development indicates that a TTI tutor should possess at least a college diploma and above. The researcher also sought the educational qualification level of respondents. Their feedback is presented in Figure 2.



Source: Field data (2018)

Figure 2 Education Qualification

Results from Figure 2 shows that 16.2% of tutors had diploma level of education, 53.8% had undergraduate degree level of education, 14.6% had postgraduate diploma qualifications, 14.6% had masters’ degree while 0.8% mentioned that they had higher national diploma level of qualification. This shows that most of tutors had attained the minimum education level required to teach in technical training institutions. This may also relate to their understanding of effects of transformative resource mobilisation on internal efficiency of public TTIs in Kenya. In line with the study findings, Sang et al. established that majority of the trainers were

either diploma holders or first-degree graduates. This is despite the fact that most TTI graduates left the institutions with a diploma qualification. It is therefore clear that most TTIs are poorly staffed with highly skilled instructors, making the quality of training low. In agreement with this research, Nyanya (2015) research found out that teacher academic and professional level of training influence student dropout and repetition of classes in schools. This research will later determine whether institutional staffing capacity influence internal efficiency of public technical training institutions in Bungoma county.

The objective of the study sought to determine how instructional resource mobilisation influenced internal efficiency of public TTIs in Bungoma County. Therefore, through the questionnaire constructed with Likert scale questions: (1), rarely (2), sometimes (3), often (4) and always (5), they were asked to indicate the frequency at which mobilisation of instructional learning materials occurred at their institutions. The results are presented in Table 1.

Table 1 Frequency of Instructional Resource Mobilisation in Public TTIs in Bungoma County

Instructional Resource mobilisation	Never	Rarely	Sometimes	Often	Always	Mean	SD
Our institution procures modern instructional resources (ICT) to produce all rounded graduates	1 (0.8%)	35 (26.9%)	52 (40.0%)	30 (23.1%)	12 (9.2%)	3.1308	.94326
Tutors always use modern instructional resources teaching and learning to improve classroom experience	7 (5.4%)	46 (35.4%)	53 (40.8%)	14 (10.8%)	10 (7.7%)	2.8000	.97567
Our institution mobilises additional instructional resources to ensure provision of quality education	1 (0.8%)	39 (30.0%)	54 (41.5%)	23 (17.7%)	13 (10.0%)	3.0615	.95442
Our library (ies) are stocked with enough and relevant books, journals and articles to promote research	10 (7.7%)	46 (35.4%)	52 (40.0%)	15 (11.5%)	7 (5.4%)	2.7154	.95831
Institutional library (ies) are able to accommodate large number of students to improve their performance	23 (17.7%)	42 (32.3%)	41 (31.5%)	15 (11.5%)	9 (6.9%)	2.5769	1.11970
There exist laboratories that allow students to conduct various practicals which increases their knowledge & skills	11 (8.5%)	53 (40.8%)	45 (34.6%)	12 (9.2%)	9 (6.9%)	2.6538	1.00164
There is a system for restocking additional resources to cover for shortfall or outdated instructional resources	11 (8.5%)	60 (46.2%)	38 (29.2%)	13 (10.0%)	8 (6.2%)	2.5923	.99375
The institution ensures that school budget items are prioritised first. e.g. purchase of teaching materials first, stationery, furniture during opening of school term	11 (8.5%)	49 (37.7%)	35 (26.9%)	16 (12.3%)	19 (14.6%)	2.8692	1.19033
quality TVET education							
Composite scores						2.8000	1.01714

Findings from Table 1 shows that 52 (40.0%) of tutors said that their institution sometimes purchased current technological resources with the aim of producing IT competent graduates, 35 (26.9%) rarely purchased, 1 (0.8%) did not purchase, 30 (23.1%) often procured and 12 (9.2%) always purchased. The results shows that most public TTIs from Bungoma county sometimes (M=3.13 and SD=0.94) procured instructional technological

resources for teaching and learning process. This denotes average commitment by TTIs management to avail technological resources for teaching and learning process. The current education environment demands that teaching and learning process in school should be technology driven and institutes need to ensure that they match with the dynamic changes so that they can produce graduates who are knowledgeable in matters concerning IT. The study findings coincides with Sang et al. (2012) who established that most of the training equipments found in T.T.Is are not technologically in tandem with equipments found in industries and business organizations. Similarly, Ndjebakal and Genevarius (2017) found out that the nature of computers is very poor because computer machines are not equipped in respective classes and it will be difficult to take students to the computer laboratory always given the high computer student ratio.

Concerning the adequacy of course-wares, internet and other ICTs, respondents indicate that they are poor. The results are different with a study conducted in Israel by Yemini et al. (2014) who found out that the innovations being introduced in schools by principals were being successfully institutionalized within the organization. They became part of the school routine and in some cases were adopted by other schools as well. Asked on whether they used modern instructional resources in teaching with the aim of improving classroom experience, 7 (5.4%) mentioned that they do not use, 46 (35.4%) indicated that they rarely use, 53 (40.8%) sometimes used, 14 (10.8%) occasionally used and 10 (7.7%) were the ones who said that they always integrate their teaching and learning process through adoption and use of current educational media. The computed statistics shows that modern instructional resources are at times ($M=2.8$ and $SD=0.97$) used by tutors in the public TTIs to improve and modify. This implies that non-regular use of these devices by teachers could be due to their unavailability in school and because of teacher competency and knowledge on how to operate and use them in classroom instruction. In contrast to the study findings, Yemini et al. (2014) research in Israel established that school principals introduced innovation in their organizational and pedagogic environments. These changes were different in their scope but appear, as reported by the school principals, to be significant in their impact at school, leading to profound and lasting changes.

Asked on whether their institution mobilised additional instructional resources to maintain and improve quality of TTI education, 1 (0.8%) did not, 39 (30.0%) rarely did, 54 (41.5%) sometimes did, 23 (17.7%) often did and 13 (10.0%) always mobilised them to ensure that quality education was provided. The findings reflect that mobilisation of instructional resources was sometimes ($M=3.06$ and $SD=0.95$) done by public TTIs to ensure effective teaching and learning process. This means that tutors have to improvise instructional learning materials so that their delivery of lesson objective could be effective. This may affect the quality of graduates released to the job market as they would not be skilled enough to competitively apply their knowledge in the job market. In line with the findings of the study, Ithuta (2014) research found out that that majority of learners did not have writing materials and there were no enough textbooks in the class. The schools had inadequate teaching aids, textbooks, reference materials and staff and this affected student's performance in examinations in schools. Some tutors also complained that they do make request for the resources to be provided but most HODs and school administrators always give them hope that they would be availed. This state of affairs is one of the hindrances of achievement of total internal efficiency in schools. It was also evident from the findings of the study that 46 (35.4%) of respondents said that their libraries were rarely stocked with enough and relevant items to promote research, 52 (40.0%) said that it was sometimes stocked while 15 (11.5%) indicated that it was often stocked. This suggest that most of the four institutional libraries are sometimes ($M=2.71$ and $SD=0.95$) stocked with adequate learning materials for students use while in some cases that does not happen.

The result therefore shows that students cannot access adequate books, journals and articles from their libraries because they are not yet fully stocked. This denies students to do research and a chance to compete with other students in other technical training institutions that have enough books in their libraries in KNEC examinations. This may result to poor performance by these students in certificate and diploma examinations. In agreement with the study findings, Nyanya (2015) established that students in most schools in Seme are compelled to share the textbooks even when teaching is ongoing. The few books available are outstretched and therefore much time is wasted. Further, research findings revealed that most institutional libraries could not be able to accommodate large number of students with the aim of improving reading culture as evidenced by 42 (32.3%) who said that it rarely fits them. This made some of them to go into shifts in the library with the hardest days being during the period of revisions where some even sit on the pavements so that they can get ample time for revision.

The lack of spacious and well stocked institutional libraries denies students opportunity to conduct their private studies, research and also revisions. This may affect their performance in KNEC examinations. These results are supported by Ndjebakal and Genevarius (2017) research in Cameroon that found out that most of the few documents in the libraries did not match the present curriculum; they were all obsolete. Asked on whether they had laboratories for all courses to improve on student research and performance, 11 (8.5%) said they never had, 53 (40.8%) rarely had, 45 (34.6%) sometimes had, 12 (9.2%) often had and 9 (6.9%) always had adequate labs for doing practicals. The mean score values shows that most tutors perceived that there was

inadequate ($M=2.65$ and $SD=1.0$) science laboratories for students to undertake practical examinations in public TTIs in Bungoma county. Considering that some courses have to be done practically, the unavailability of these facilities may hinder acquisition of specific skills by students in those institutions. In agreement with this research, Nyanya (2015) found out that that 92.6 percent of the in Seme Sub County schools have experienced shortage of laboratory apparatus and chemicals needed by teachers for the practical sessions. This implies that most of the practical lessons are not taught or they are taught theoretically. The concepts to be learnt practically by the students are not sufficiently learnt hence affecting their performance in KNEC examinations.

When asked as to whether their institution had a system in place of restocking additional resources to cover for shortfall that could arise as a result of outdated instructional materials or shortfall occasioned by increased enrolment, 11 (8.5%) said never, 60 (46.2%) indicated this was rarely done, 38 (29.2%) mentioned that this was sometimes done, 13 (10.0%) said that this was occasionally done and 8 (6.2%) said that this was always done. The combined values shows partial existence ($M=2.59$ and $SD=0.99$) of restocking systems in the institutions hence students have to compete with the available books through sharing which hampers effective delivery of Technical education. This implies that there exist outdated instructional resources that are not helpful in the four public TTIs in Bungoma County. Further, these outdated instructional materials are not relevant in the current trends of Technical education thereby wasting students' time in classroom instruction. The results concurs with Nyanya (2015) who found out that 52.9 percent of the teachers were not supplied with teaching/ learning materials whenever they need them. This denotes that resources are inadequate in the schools that participated in the study.

On whether their institution ensured that their school budget items were prioritised first during planning, 11 (8.5%) said that this was never done, 49 (37.7%) admitted that this was rarely done, 35 (37.9%) said this sometimes happened, 16 (12.3%) indicated that this often happened and 19 (14.6%) said that this always happened in their institution. This implies that necessary resources and materials required for learning like stationeries, furniture among others are sometimes ($M=2.86$ and $SD=1.19$) prioritised in the four technical training institutes in Bungoma County. The results also point to lack of seriousness in budget planning as the instances to which the key items are missing signal to laxity by school administration to prioritise them. When these key instructional resources are lacking in colleges, internal efficiency challenges arise hence delivery of poor quality Technical education. In agreement with the study findings, Esongo (2017) research established that there was insufficient budget in schools to support curriculum activities hence affecting internal efficiency because in the absence of finances the promotion of competency-based teaching in institutions quality of education was greatly hampered. Average composite scores shows that instructional resource mobilisation was moderately ($M=2.8$ and $SD=1.01$) conducted in the four TTIs in Bungoma County. This state of not providing instructional learning adequately to teachers and students in schools could hamper the goal of achieving 100% completion and pass rate in KNEC examinations. In agreement with the study findings, Nyanya (2015) established that teaching and learning resources affect student dropout and repetition of students in schools hence low internal efficiency. Insufficient supply of teaching and learning material resources therefore results to inefficiency of public TTIs in the provision of technical and vocational education.

Through interviews, the resource mobilisation managers were asked to state the achievements that they had made in mobilising instructional materials aimed at improving internal efficiency of their institution. One officer No. 16 indicated the following:

Continual improvement and timely service delivery. This has resulted to good quality grades in KNEC examinations, increased knowledge and skills in TVET education.

Another officer No. 9 indicated this:

What we have is bought out of fees and government grants from our taxation vote. We buy books, machines and equipment.

In another angle, officer No. 4 mentioned the following:

We have installed computerised systems to improve administrative supervision and service delivery of academic activities. There is a revised academic policy that has already been operationalised.

Other resource mobilisation managers indicated that they ensure that they procure ICT equipments, built and stocked library adequately. This shows that various instructional mobilisation strategies are used to improve internal efficiency in public TTIs in Bungoma County. In contrast to the study findings, Ndjebakal and Genevarius (2017) research in Cameroon found out that most buildings were old and dilapidated and had not been innovated for long. Some of them leaked during rainfall.

Hypothesis Testing

The researcher went further to correlate if there existed a relationship between instructional resource mobilisation and internal efficiency of TTI by conducted a correlation test. The results of analysis are presented in Table 2.

Table 2 Relationship between Instructional Resource Mobilisation and Internal Efficiency of TTIs

		Instructional resource mobilisation	Internal efficiency
Instructional resource mobilisation	Pearson Correlation	1	.413**
	Sig. (2-tailed)		.000
	N	130	130
Internal efficiency	Pearson Correlation	.413**	1
	Sig. (2-tailed)	.000	
	N	130	130

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2018)

Table 2 correlation results shows that there a weak positive relationship ($r=0.413$ and $p=0.001$) between instructional resource mobilisation and internal efficiency of public technical training institutions. The statistics also appears to be significant at 99% confidence level ($p<0.01$) leading to rejection of the null hypothesis and conclusion that there exist significant relationship between instructional resource mobilisation and internal efficiency of public TTIs in Bungoma County, Kenya. This implies that despite weak positive relationship, increase in mobilisation of instructional materials by the institutional management would automatically result to increase in internal efficiency levels in the public TTIs in Bungoma County. Therefore, instructional resources are key factors for institutional achievement of internal efficiency goals in educational institutions. Through open-ended questions, the tutors were asked to indicate other instructional resource mobilisation strategies that can be used in their schools. They suggested that there is need for institutional management to seek support from donors, internet and Wi-Fi to be installed in schools, the TTIs to consider using e-books rather than paper ones, to equip laboratories and libraries with adequate equipments, efficient utilisation of available resources, improvement of procurement process and borrowing from other institutions. The measures will improve internal efficiency of TTIs in Bungoma County.

VI. CONCLUSIONS AND RECOMMENDATIONS

For TVET curriculum to be implemented, teaching and learning materials have to be provided in the right quantity and quality. Without adequate learning resources, impartation of knowledge to students becomes difficult. Therefore, the schools have a responsibility of ensuring that they mobilise more instructional resources for ensuring achievement of internal efficiency goals. Students and tutors in classroom instructions use these instructional resources to acquire knowledge. The principals noted during interview that they regularly improve the status of instructional resources in their schools through stocking of libraries, laboratory and workshops. They also procured ICT resources to ensure that their institutions were stocked with modern resources that are necessary for learning in this digital age. However, tutors said that their institution sometimes ($M=3.13$ and $SD=0.94$) procured these modern instructional (ICT). This explains why the tutors reported that instructional resource mobilisation was not regularly done in their institutions. Karl Pearson correlation results showed that there existed a weak positive relationship ($r=0.413$ and $p=0.001$) between instructional resource mobilisation and internal efficiency of public TTIs in Bungoma County. The third null hypothesis was rejected ($p<0.05$) since there existed a positive coefficient ($\beta=0.295$ and $p=0.001$) between instructional resource mobilisation and internal efficiency of Technical institutions in the area. This implied that efforts of mobilising more resources would lead to improvement in internal efficiency of public training institutions in Bungoma County. To improve on instructional resource mobilisation, the study suggested the need for the public TTI management to consider expanding the capacity of school libraries through stocking and conducting book donation drives. Additionally, a system for restocking additional instructional materials needs to be put in place to improve accountability, reduce wastage and reduce thefts associated with the use of manual system.

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