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Relationship between the availability of instructional resources and student retention in part-time teacher education programs in universities: The case of Kabarak University

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Abstract

The purpose of this study was to establish the relationship between the availability of instructional resources and student retention in part-time teacher education programs at Kabarak University in Nakuru. The government of Kenya has made several attempts to address part-time programs through its regulator, the Commission for University Education (CUE). Despite these attempts, student retention in part-time teacher education programs is still low. This study used a close-ended questionnaire, a focus group discussion and an interview schedule as the instruments of data collection. The study adopted a case study design. The main sampling techniques that were used in this study were census and purposive sampling techniques. Purposive sampling was used in the selection of the part-time program, which is the main interest of the researcher, part-time teacher-education programs, as well as the university under study. The target population was a total of 261 students enrolled in the Part-time Teacher Education Program with a sample size of 155 students. The findings revealed that there is a statistically significant negative relationship between the availability of instructional resources and student retention ($r = -0.531^*$; $p < 0.05$). The study concludes that the problem of low student retention in universities is exemplified by the limited availability of instructional resources in institutions, which could have a significant impact on student retention. The study recommended that universities should focus more on availing the necessary instructional resources for successful retention rates of students in their enrolled programs. This approach would lead to increased student retention at the university.

Key words: Instructional resources, part-time teacher education programs, retention rate of students, student retention, university.



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INTRODUCTION

A few universities in the World have excellent instructional facilities. Such universities include top-rated universities like Cambridge, Oxford, and Harvard (Times Higher Education, 2018). On the contrary, universities in West and South Africa indicate limited learning resources and a shortage of specialised teaching staff (Fredua-Quarteng & Ofusu, 2018; Jekayinfa, 2011). African Population and Research Center (2016) observes that most universities in East Africa operate with limited instructional resources. Most universities have inadequate stationery, limited audio-visual equipment, outdated reading materials in the libraries, shortage of qualified lecturers and insufficient teaching space (Ssempebwa, 2011). These studies show that there are limited instructional resources in most universities in the World. However, these studies do not indicate whether the limited instructional resources are related to student retention in part-time teacher education programs in universities.

In Kenya, the shortage of staff in libraries and laboratory also affect the quality of instruction (Munene, 2016). Poor internet facilities, overcrowded students in lecture halls and lack of the incorporation of the use of technological, audio-visual equipment in instruction have been seen to compromise the quality of instruction (Manyasi, 2010; Gudo & Olel, 2011; Mwangi & Udoto, 2011). Findings by Ngala (2018), in his research on universities in Nakuru County, indicate that there are challenges in the provision of high-quality instructional resources for students. Ngala (2018) further observes that lecturers need to utilise allocated teaching time adequately to maximise the achievement of learning objectives for the courses they teach. Nasimiyu (2017) also observes that teacher education programs offered on a part-time basis in most Kenyan Universities lack adequate qualified lecturers, inadequate duration of completion of set syllabus and poor infrastructural resources to support studies. These studies show that universities in Nakuru and Kenya, in general, offering teacher education programs in part-time study mode, lack adequate instructional resources.

These studies focus on the status of instructional resources in institutions of higher learning. However, limited research has been done on the relationship between instructional resources and student retention in part-time teacher education programs.

The problem which this study sought to address is reduced student retention in part-time teacher education programs at Kabarak University in Nakuru County, Kenya. Table 1 shows student enrolment in part-time teacher education programs at the university. However, as indicated by Table 1, there occurred a decline in the number of students enrolled in part-time teacher education degree programs in the university across the four years. Further, the calculations depicting the retention rate of students across the years indicate instability. It is not clear whether the decline in student enrolment in the part-time teacher education program relates directly to student retention in this university. This study sought to establish whether there exists a relationship between the selected availability of instructional resources and student retention in part-time teacher education programs at Kabarak University, Kenya. It is worth noting that the enrolment trend indicated in Tables 1 and 2 poses a threat to the cost-sustainability of part-time teacher education programs in this university, for sustainability in higher institutions of learning is dependent on the students enrolled Cattaneo et al. (2018). If this retention problem is not addressed, students already enrolled in part-time teacher education programs may have to defer their studies or join other study modes for their studies. The effect is even greater, especially for teachers who wish to further their studies yet prefer part-time programs for their academic progression. If this decreased enrolment trend persists in part-time teacher education programs, universities may be forced to completely abolish these programs.

This study, therefore, sought to establish whether there exists a relationship between the availability of instructional resources and student retention in part-time teacher education programs at Kabarak University in Nakuru County, Kenya.

Table 1: The Enrolment of New Students in Part-Time Teacher Education Degree Programs in Kabarak University between the Years 2014-2018

University Category	2014	2015	2016	2017	2018	2019	2020
University Y	300	200	400	300	260	248	261

Source: Preliminary Data from the Kabarak University in Nakuru County on Student Enrolment in Part-time Programs (Universities Y, 2020)

Table 2: The Retention Rate of Students Between 2014 and 2020 using the Grade Retention Rate Formula

Duration	Retention Calculation	Retention Rate
2014-2015	200/300	0.67
2015-2016	400/300	1.33
2016-2017	300/400	0.75
2017-2018	260/300	0.87
2018-2019	248/260	0.95
2019-2020	261/248	1.05

From the above calculations, the retention rate seems to be fluctuating and depicts that the retention of students in part-time programs is not stable.

LITERATURE REVIEW

Instructional resources are a vital component of the facilitation of education in higher institutions of learning. There is a wide range of instructional resources used in the facilitation of education in the universities. However, this study reviewed the use of the following instructional resources: Lecturers, timetables, use of audio-visual equipment during instruction, library facilities, and completion of the syllabus in relation to student retention in part-time teacher education programs in universities.

Bista and Foster (2011) observe that in America, the quality of instructional resources may encourage higher student institutions. Further, they opine that the relations between students and faculty members in higher learning institutions may encourage student retention. Ortagus et al. (2020) observe the allocation of funds for instructional resources in higher education has a high impact on the performance of students in universities. The allocation of funds to instructional resources motivates both teaching staff and students in universities to work towards the realisation of the course objectives. In Sri Lanka, Samsudeen and Mohammed (2019) observe that the provision of instructional resources ensures that academic success thrives in an institution of higher

learning. The above studies focus on the impact of resource allocation on the success of instructional operations within an institution of higher learning. They do not indicate the exact effect of the availability of instructional resources on student retention in part-time teacher education programs in universities, which this study seeks to establish.

According to Times Higher Education (2018), world universities like Harvard, Oxford, Cambridge, and Stanford have excellent facilities for teaching and learning. Students enrolled in these universities, whether on a part-time or regular basis, attest that the excellent instructional facilities have spearheaded the achievement of scheduled learning outcomes. Some of the excellent facilities include online libraries, manual libraries, excellent teaching spaces, and qualified teaching staff. From this literature, it is evident that the quality of teaching and learning resources affects student wellness in the institution. These resources may motivate part-time students to enrol in these universities. However, it was not indicated whether the excellent state of facilities relates to student retention in part-time teacher education programs in these universities.

In South Africa, Uleanya (2018) observes that the presence of alleged academic malpractices among students may threaten student retention in institutions of higher learning. Uleanya (2018) further observes that the presence of cordial working relations

between lecturers and students may positively impact student relations. In his view, he opines that the presence of cordial working relations aids the thriving of academic support in universities from academic staff. In Ghana, Asano et al. (2021) observe that the availing of instructional resources in institutions appears to motivate learners to continue pursuing their courses in a particular institution of higher learning. Read (2015) observed that the provision of required course texts appears to enhance student retention in higher education in sub-Saharan Africa.

Fredua-Quarteng and Ofusu (2018) observe that universities in West and Southern Africa still witness limited resources which have to be used for effective learning to take place. Due to the limited available resources, lecturers have no option but to use the lecture method to deliver content, sometimes without additional explanations. The shortage of lecturers in the institutions affects the quality of instruction. In some instances, universities have to utilise non-specialised lecturers to facilitate sessions in different courses (Jekayinfa, 2011). Omodan et al. (2018) and Christiansen and Bertram (2019) observe that teacher education programs in universities in West Africa and South Africa have inadequate instructional resources, poor ranking of Nigeria Universities, which includes overcrowded lecture halls, poor recruitment of lecturers, disregard for teacher education programs, inconsistency in availing instructional resources. From this literature, it appears that universities in West and Southern Africa have limited instructional resources. The relationship between instructional resources and student retention in part-time teacher education programs in universities in Western and Southern parts of Africa was not established in these studies.

In East Africa, specifically in Ethiopia, Beyene et al. (2020) observe the student's access and utilisation of availed resources may affect their retention while in their respective enrolled universities. Munene and Ruto (2015) observe that the inadequacy of teaching staff in higher institutions of learning may affect learner motivation. In their view, they opine that the inadequacy of staff members may lead to the provision of low-quality instruction to students enrolled in these institutions. As a result, students may be demotivated to continue pursuing their

studies. These studies highlight the pragmatic role of instructional resources and their key role in ensuring continuity in learning in higher education. They do not indicate the exact impact of the availability of instructional resources, which this study seeks to establish.

Ssempebwa (2011) suggests that some of the universities in East Africa, though operating as licensed institutions of higher learning, still lack the basic instructional resources for the facilitation of learning. Sometimes, the lecturers have to purchase their own stationery and even audio-visual equipment for use during the facilitation of lecturers to students. Thus, the inadequacy of teaching and learning materials affects the quality of instruction that takes place in these institutions of higher learning. Further observations indicate that most libraries have obsolete reading materials. Thus, students have no option but to carry out research using these outdated materials (African Population and Research Center, 2016).

Aduda (2016) observes that most lecturers in universities have had to engage in a lot of part-time teaching so as to achieve their financial needs. As a result, the quality of instruction seems compromised since the lecturers do not oblige to the scheduled sessions in the timetable and spend fewer times as compared to that allocated in the timetable. According to Munene (2016), some universities in Kenya lack lecture halls for the facilitation of lecturers. Thus, lecturers have been forced to facilitate lecture sessions under the trees and, on some occasions, in tents just to complete the scheduled content. Apolot et al. (2018) and the Republic of Uganda (2019) observe that teacher education programs in Uganda suffer from the low quality of instructional resources used in facilitating their courses. This literature focuses on the declining quality of instructional resources in universities. However, the relationship between the instructional resources and student retention in part-time teacher education programs in these universities in East Africa was not established in these studies.

In Kenya, Okongo et al. (2015) observe that inadequate teaching and learning resources may affect the retention of learners in an institution of higher learning. In their findings, they propose that

the allocation of adequate learning resources may promote student retention in higher education. On the other hand, Kabwos et al. (2020) suggest that the adequacy of teaching and learning resources seems to have a positive impact on the implementation of instructional processes in institutions of higher learning. Ng'aru (2018) observes that the availability of instructional resources ensures efficient and optimal usage of the resources to achieve the set instructional goals. Ndirangu and Udoto (2011) suggest that the quality of instructional resources may affect the realisation of set objectives for instructional courses. Muola et al. (2011) suggest that academic advising has a positive effect on the performance of students in institutions of higher learning. The literature studies explored above highlight the impact of instructional resources on the general retention of students across the universities. They do not highlight the exact effect of instructional resources on student retention in part-time teacher education programs, which this study seeks to establish.

Consequently, Obwogi (2013) observes that the quality of teaching staff in universities has an impact on student satisfaction in the universities. In his findings, he opines that if the teaching staff in universities are overstretched, then the teaching staff will offer low-quality services to students in the universities that they teach. Further, Obwogi (2013) highlights in his findings that universities need to invest and allocate funds for the development of their teaching staff. Such an approach will encourage the development of teaching staff to a higher level through their involvement in research and attract grants to the institutions. According to Kiraithe (2015), there is a need for the provision of learner support services by lecturers to students enrolled in their courses. Some of the learner support services that he suggests include academic advisory services, mentorship and consultation services for students enrolled in courses. In his view, the provision of such services to students may encourage the students to remain in the institution until the completion of their courses. Mulongo (2013) observes that the implementation of appropriate teaching methodology appears to motivate learners in higher institutions. The above literature studies explore the quality of teaching in universities. They do not highlight the

specific effect of instructional resources on student retention in universities.

Additionally, it was observed that in Kenya, it was evident that there is a shortage of qualified lecturers and other necessary staff to facilitate the learning process. For instance, the shortage of facilities, shortage of library staff and adequate laboratory facilities affect the process of instruction (Musembi, 2011; Munene, 2016). Thus, the achievement of learning outcomes seems difficult in class for students enrolled in different programs. Poor internet facilities and inadequate audio-visual facilities affect the delivery of content in classrooms. Additionally, most libraries lack current course books (2014-2018). This implies that the books used in content delivery are not updated versions (Manyasi, 2010). These literature studies only highlighted limited instructional resources in higher institutions of learning in Kenya. The connection between instructional resources and student retention in part-time teacher education programs in Kenyan universities was not highlighted in these studies.

Eshiwani (2009) further argues that the incorporation of the use of technology during teaching would ease the delivery of content. However, most institutions appeared to be unprepared (Mwangi & Udoto, 2011). Ngala (2018), Nasimiyu (2017) and The Republic of Kenya (2019) suggest that the low quality of instructional resources for students enrolled in teacher education programs offered part-time programs may affect the quality of learning in teacher education programs. These studies suggest that the various improvements which can be made to instructional resources in universities in Kenya. The correlation between instructional resources and student retention in part-time teacher education programs in universities in Kenya was not clearly established in these studies. This study sought to establish whether there exists a relationship between the availability of instructional resources in institutions of higher learning and the retention of students in part-time teacher education programs at Kabarak University, Kenya.

Theoretical Framework

This study shall be hinged on Tinto's Model of Student Retention espoused in the year 1975. According to Tinto, a student's persistence or retention within an academic system is greatly dependent on the academic, social, financial and institutional support strategies. All these aspects must be properly integrated to promote a high level of student retention in an academic system. According to Tinto (1975), academic integration refers to student performance, academic regulations

of the institution, and personal development, as how one identifies him/herself with student roles assigned to him/her. On the other hand, social integration refers to the personal contact a student has with other students even as he/she pursues her studies. Lastly, institutional support strategies refer to the support availed by an institution to its students during the pursuit of a given course in the college or university (Tinto, 1975).

Figure 1 below depicts Tinto's Theory of Retention diagrammatic representation.

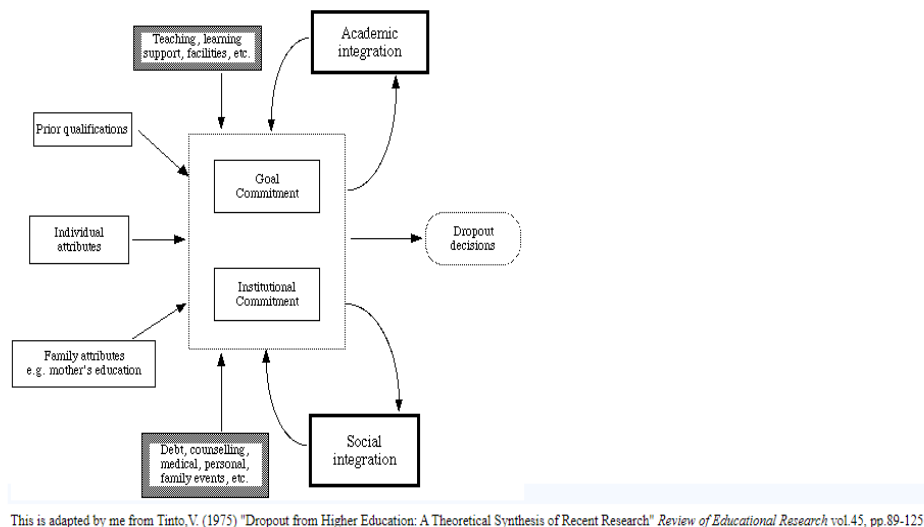


Figure 1: Tinto's Theory of Retention

The major strength of this theory is that it highlights instructional resource factors and their resultant effect on student retention in higher education.

Conceptual Framework

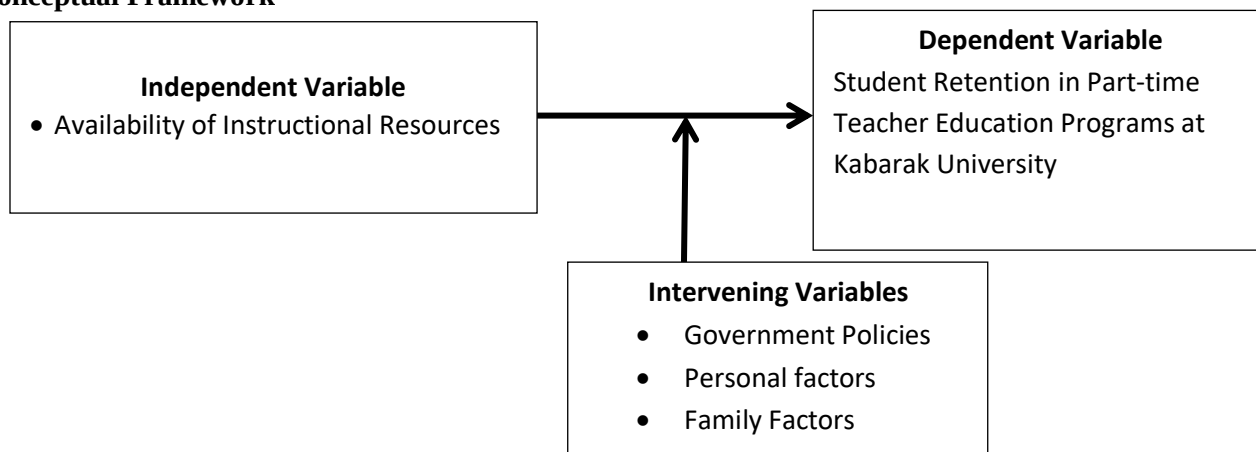


Figure 2: Showing Conceptual Framework for the Study

Figure 1 shows a diagrammatic representation of the proposed relationship between the availability of instructional resources factors and student retention in part-time teacher education programs at universities in Kabarak University, Kenya. It also shows other variables which may relate to student retention in part-time teacher education programs in universities. The independent variable, according to this conceptual framework, is the 'Availability of instructional resources'. The dependent variable, in this case, is 'Student retention in part-time teacher education programs in Kabarak University'. Lastly, the intervening variables, according to this conceptual framework, shall comprise government policies, personal factors and family factors.

METHODOLOGY

Research Design: The research design for this study is that of a case study. According to Shuttlesworth (2017), case studies are useful tools of research for investigating trends and scientific situations in many scientific disciplines. Being a Case study, the researcher incorporated the Descriptive Survey Design in this study because data can be collected and inferences made about the same population at a given point in time (McNabb, 2019). The descriptive survey design is associated with several advantages. One of the advantages is that data about research variables can be collected at once. Further, this research design demonstrates the capability of measuring all factors under investigation in a relatively quick manner. Besides, this research design promotes descriptive analysis and the generation of the hypothesis (Mugenda & Mugenda, 2009). Therefore, this research design enabled the researcher to correlate the cost-related factors and student retention in part-time teacher education programs.

Location of the Study: The study was conducted at Kabarak University, which is located in Nakuru County. Nakuru County borders several other counties in the Rift Valley Region of the Country. These counties are Baringo, Kajiado, Kericho, Nyandarua and Kiambu Counties. The choice of Kabarak University as a study location is mainly because it used to have many students enrolled in Part-time Teacher Education Programs in the previous years, but the numbers have been reducing as the years progressed.

Study Population: The study population comprised of students enrolled in Bachelor of Education in part-time teacher education programs at Kabarak University, Kenya. The Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs and Finance Manager. In this research study, the study population comprised of 155 students enrolled in part-time teacher education programs. The Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs and Finance Manager shall be included as part of the respondents because they will give detailed information about the objectives under study.

Sample Size and Sampling Procedure: First, the researcher utilised purposive sampling to sample student participants (students enrolled in Part-time Teacher Education Programs as well as the university under study, University Y). The total number of students who participated in the study was identified by census method (155 students). The Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs and Finance Manager were sampled by the census.

Out of the total population of 261 students enrolled in Part-Time Teacher Education Programs, according to Krejcie and Morgan Table (1970), the actual participants in the study were 155 students. The inclusion criteria were students enrolled in the years 2017, 2018, 2019 and 2020. This is because most of these students have experienced selected management practices carried out at Kabarak University. These actual participants were grouped into male and female participants on a ratio of 1: 1, which gives a total of 74 males and 74 females. The 155 participants were apportioned across Years 1, 2, 3 and 4 using proportionate sampling. This means that the participants across the years 1, 2, 3 and 4 will be distributed as 38, 39, 39 and 39, respectively. In each group of years 1, 2, 3 and year 4, the Education Arts and Education Science students were distributed on a ratio of 1: 1. The participants across Years 1, 2, 3 and 4 were selected by simple random sampling.

Table 3: Sample Size Distribution

Program	Arts	Science	Arts	Science	Arts	Science	Arts	Science	Total
Year	1 st Yr	1 st Yr	2 nd Yr	2 nd Yr	3 rd Yr	3 rd Yr	4 th Yr	4 th Yr	
Male	9	8	8	9	9	8	12	9	72
Female	9	12	8	14	7	15	8	10	83
Total	18	20	16	23	16	23	20	19	155

Further, the researcher sampled the Dean School of Education, Head of Departments for Education Arts, Education Science and Theology, Finance Manager and Coordinator, and Part-time Teacher Education Programs by census method. The Focus Group Discussion will be incorporated in the study.

Instrumentation: The questionnaire and the interview schedules were used as the research instruments for this study to collect data from student respondents on the influence of the availability of instructional resources practices on student retention in part-time teacher education programs at Kabarak University, Kenya. The questionnaire contained close-ended items constructed on a four-Likert scale ranging from Strongly Agree, Agree, Disagree, and Strongly Disagree. The corresponding four Likert scales were represented by SA, A, D and SD, represented by values of 4, 3, 2 and 1, respectively. Strongly Agree (SA) and Strongly Disagree (SD) indicated high and low relations, respectively, between the availability of instructional resources practices and student retention in part-time teacher education degree programs. Sections A, B, C, and D of the questionnaire contained items with the availability of instructional resources and student retention in part-time teacher education programs at Kabarak University. The extent to which each of the independent variables in instructional resources affected student retention can be analysed using the Likert of **Small Extent (SE), Moderate Extent (ME), Large Extent (LE), and Very Large Extent (VLE)**.

This study employed a structured interview schedule to collect data from the Dean, School of Education, Heads of Departments (Education Arts, Education Science and Theology), Coordinator, Part-time Teacher Education Programs, Finance Manager and Focus Group Discussion.

Validity: Validity in research refers to how accurately an instrument measures what it ought to

measure. The validity of a research instrument takes three dimensions: face, construct and content validity (Salkind, 2010). In this particular study, the researcher used the content and construct validity to check out the validity of the research instruments. Content Validity is referred to as the extent to which items in the research instrument represent the whole domain that the test aims to measure. Content validity often entails the establishment of the constituents of the content domain as well as the items on the test in a manner such that the test items represent the entire domain (Salkind, 2010). In this research study, the content validity was done in such a way that the questionnaire items measured the relationship between the selected management factors and student enrolment in part-time programs at Kabarak University. Experts in Education management and leadership assisted in the assessing of the questionnaire items and structured interviews to ensure that they were not ambiguous.

Reliability: External reliability will be done using the test-retest method. The participants were first given the instrument to fill in responses to the questionnaire items. After a period of one week, the same respondents were required to respond to the same research instrument. If the responses in both instances were the same, then the research instrument was considered reliable. A reliability coefficient of 0.711 indicated that the instrument was reliable. Internal reliability was determined by Spearman Brown's formula, as indicated below:

$r_{kk} = k (r_{11}) / [1 + (k-1) * r_{11}]$ Where:

r_{kk} = reliability of a test "k" times as long as the original test

r_{11} = reliability of the original test

k = factor by which the length of the test is changed.

To find k, divide the number of items on the original test by the number of items on the new test. If one had 10 items on the original and 20 items on the new, then k would be $20/10 = 2$. If the value of r_{kk} ,

otherwise referred to as Cronbach alpha =0.7, then the instrument is termed as reliable.

Data Collection Procedures: The researcher sought clearance from the Institute of Post-Graduate Studies of Kabarak University prior to the collection of data. Thereafter, permission was sought from the National Commission for Science, Technology, and Innovation (NACOSTI). The researcher then approached the County Commissioner for Nakuru County for permission. Afterwards, the researcher sought permission from the Registrar (Administration and Human Resource) for Kabarak University. The researcher then sought permission from the Dean of the School of Education and the after ass, instance by from Directors of Part-time teacher education programs to reach out to students enrolled in part-time teacher education programs at Katarak University. An interview schedule was used to collect data from the coordinator, part-time teacher education program, Heads of departments

(Education Arts, Education Science and Theology Departments), Finance Manager and the Dean of the School of Education was collected. Data for the Focus Group Discussion (FGD) was collected and recorded through the Zoom Platform using the Student Questionnaire as a Guide.

Data Analysis and Presentation: Data collected from the research participants was coded and analysed using tools in the Statistical Package for Social Sciences; IBM SPSS Version 25 (IBM, 2022). The tools for descriptive and inferential statistics were used to analyse data from the questionnaires. Percentages, means, and frequencies shall constitute the descriptive statistics. The inferential statistics were the Pearson Product Correlation Coefficient. The Pearson Product Correlation Coefficient was employed to test the hypotheses. Tables were used to present the results from the analysis. The thematic analysis was to present findings from the Focused Group Discussion and the interviews conducted.

Table 4: Table Showing Tests and Statistical Analyses for Availability of Instructional Resources Factors in Relation to Student Retention

Research Objectives	Independent Variable	Dependent Variable	Statistics
Objective	Availability of Instructional Resources	Rate of Student Retention in PTTEP	Means, frequencies, percentages, PPMCC

The Pearson correlation coefficient was employed in testing the hypothesis between the availability of instructional resources and student retention in part-time teacher education programs at Kabarak University and to find out if the relation between the variables under study is statistically significant. During hypothesis testing, the null hypothesis would be rejected using the criteria that when the p-value is less than 0.05 Alpha Level. Otherwise, the null hypothesis would be accepted.

Ethical Considerations: In this research study, the researcher adhered to the ethical research requirements for the Republic of Kenya. The research participants participated in the research study voluntarily without any coercion. Further, the university under study and the one used for piloting were identified using pseudonyms Y and Z so that the anonymity of the institutions would be

maintained. The responses from the research participants were kept confidential (Fouka & Montzorou, 2011). Fouka and Montzorou (2011) further observe that researchers needed to embrace the ethical consideration of respecting the privacy of research respondents. In this study, the researcher observed these ethical considerations by explaining the benefits of the research to the participants without threatening, deceiving or harming the respondents. The respondents' privacy was respected by ensuring that their identity was kept anonymous. The consent of the participants was sought for their participation in the research study. Additionally, Akaranga and Makau (2016) opined that the avoidance of plagiarism, fabrication, fraud and falsification of research findings are part of the ethical considerations during research. These ethical considerations were adhered to by presenting the actual findings of this study without any

manipulation of the findings. Lastly, the researcher cited all the sources in acknowledgement of the sources of information used in this research.

RESULTS AND DISCUSSION

The objective of this study was to find out the relationship between the availability of instructional resources and student retention in part-time teacher education programs in universities in Kabarak University, Kenya. In this section, an analysis of program management policies was done using percentages, means and standard deviations. The findings are presented in Table 5.

Table 5: Availability of Instructional Resources

Statement	N	SD (%)	D (%)	A (%)	SA (%)	Mean	SD
Internet services are available for part-time programs	123	10.6	21.1	26.0	42.3	3.00	1.03
Course reference books are available in the library	123	13.0	22.0	22.0	43.1	2.95	1.08
Lecturers are available for consultation in part-time programs	123	9.8	20.3	36.6	33.3	2.93	0.96
The library is open as convenient to students in part-time programs	123	8.1	25.2	33.3	33.3	2.91	0.95
Lecturers are available for face-to-face teaching	123	13.0	17.1	26.8	43.1	3.00	1.06
Course outlines are provided	123	10.6	23.6	23.6	42.3	2.97	1.04
Updated learning materials are available in the library	123	8.1	26.0	33.3	32.5	2.90	0.95
There are enough lecture rooms for part-time programs	123	4.9	16.3	31.7	47.2	3.21	0.88
There are enough laboratories for part-time programs	123	9.8	24.4	20.3	45.5	3.01	1.04
Academic staff use ICT for teaching	123	9.8	17.9	26.0	46.3	3.08	1.01
Availability of Instructional Resources overall index	123					2.99	0.74
Valid N (listwise)	123						

Upon the enrolment of a course, students in any given program are supplied with course materials that will guide their learning through a given course. According to the study, 21.1 per cent disagreed that Internet services are available for part-time programs, while another 22 per cent disagreed that course reference books are available in the library. It can be inferred that as instructional resources remain scarce, student motivation to continue with the program could be affected. The study findings resonate with that of Manyasi (2010) who points out that the achievement of learning outcomes seems difficult in class for students enrolled in different programs. The author proceeds to assert that poor internet facilities and inadequate audio-visual facilities affect the delivery of content in classrooms, hence affecting the retention of students in part-time programs.

The above findings agreed with the three views of the respondents in the focus group discussion. According to these respondents, the university has these resources, but the availability of these instructional resources remains limited for students in part-time teacher education, as evidenced in their responses as depicted below;

".....Despite the availability of these resources, we students are sometimes disadvantaged and do not utilise these resources fully due to the very tight schedule of our sessions..." FGD respondent 1

".... Another thing is despite the availability of these resources online, we still have accessibility problems contributed or brought about by infrastructural challenges where we are locally....so we remain bound to our lecturer notes sometimes...but try to do research when given assignments...." FGD respondent 2

"..... we appreciate that the university has ensured that there is a day set apart for consultation upon the arrival of students prior to the examinations. However, we cannot be able to consult everything in a day...." **FGD respondent 3**

Libraries are critical to improving the learning experience by providing students with instructional materials and services they require to enhance their understanding. The results of the research indicated that 25.2 per cent disagreed that the library was open as convenient to students in part-time programs. This suggests that part-time students may experience difficulties with research work as a result of this, which may influence their retention. In an equivalent manner, 26 per cent of respondents disagreed that updated learning materials are available in the library. This implies that when the learning materials available are outdated, meaningful learning will not be tenable. Hence, this may affect the retention of students in part-time programs. The findings of the study agree with those of Okwu and Oporum (2021), who found that most libraries in Nigeria have outdated materials and lack the necessary facilities and resources to meet users' needs, resulting in inadequate library services, poor academic performance in entrance examinations, and poor reading culture, all of which have a negative impact on educational development.

The above findings concur with the responses of two of the participants in the focus group discussion, which allude to the fact that the access to the library for students in part-time teacher education programs remains limited as opposed to the students in the regular programs. According to the respondents, the tight schedule of the part-time teacher education programs also limits the access time by the learners to the library. This is evidenced by the quoted responses below;

".... The opening hours of the university library are limited to the students in our program. The tight schedule of our lectures also makes it difficult to access the library more often. This sometimes makes our research difficult since some of the materials are physical books found only in the library..." **FGD respondent 4**

".....The duration scheduled for us, the students in school based programs is very short. Most of the time goes to attending the lectures and ensuring we organise the resources we need for the registered courses. Our time of physical access to the library remains very short and limited during the sessions we are on campus..." **FGD respondent 5**

Lecturers are the chief determinants and focal points in classroom instruction management. They break down the material in a way that learners can understand during the instructional sessions. The success of every program is, therefore, defined by the lecturers' contributions. According to the research findings, 20.3 per cent disagreed that lecturers were available for consultation in part-time programs. Similarly, 17.1 per cent and 23.6 per cent confirmed the preceding finding by pointing out that lecturers were sometimes unavailable for face-to-face teaching as well as that course outlines were not provided. Effective learning requires that students are guided through the learning experiences appropriately in order to achieve the learning outcomes. This infers that when instructors are unavailable for consultation, students could remain challenged with their learning, especially those who require individualised attention, and this affects student retention in part-time programs. The study findings concur with that of Gudo and Olol (2011), who assert that both public and private universities had a scarcity of lecturers. The shortage was discovered to be more severe in private universities than in public universities. As a result, it was concluded that a lack of lecturers hampered lecturers' ability to provide efficient services for excellent education in Kenya's private and public universities. This could affect student retention in part-time teacher programs.

These findings concur with the findings of one of the respondents in the focus group discussion, which alludes to the fact that despite lecturers being available at the university, the time for consultation remains very limited since the learners are also attending the lectures tightly scheduled. On the other hand, the lecturers have a tight schedule, too, since they have more lectures to attend. This is evidenced by the respondent's quote below;

".... Sometimes, the conflicting schedules of the students and lecturers during the sessions make the

consultation difficult. When the lecturers are available for consultation, the students are sometimes in class attending lectures. And sometimes, the lecturers are busy with so many lecturers to attend, so the consultation time may not be available as such for the students.” **FGD respondent 6**

Adequate physical infrastructure designed for teaching and learning is required to achieve meaningful learning. From the results, it was observed that 16.3 per cent disagreed that there were enough lecture rooms for part-time programs. A similar view was upheld by 24.4 per cent and 17.9 per cent of those who observed that there were inadequate laboratories for part-time programs as well as that academic staff use ICT for teaching. Principally, the availability of instructional resources overall index showed that it affected the retention of students in part-time programs (Mean=2.99; SD=0.74). This implies that learners who drop out of the program could be a result of frustrations that stem from unsatisfactory provision of learning experiences. This could affect the retention of part-time

program students. The study findings resonate with that of Munene (2016), who reports that some universities in Kenya lack lecture halls for the facilitation of lecturers. Thus, lecturers have been forced to facilitate lecture sessions under the trees and, on some occasions, tents just to complete the scheduled content.

CONCLUSION AND RECOMMENDATIONS

Conclusion: It is evident that instructional resources have a great impact on the student retention rate in programs in universities. Thus, universities should endeavour to ensure that the instructional resources are not only available but of the required standard by the regulator. This way, the student retention rates will definitely be boosted to higher levels in academic programs in the universities.

Recommendations: The following were the areas recommended for further studies: The impact of the availability of instructional resources on teacher education programs offered under the online learning mode and the impact of the availability of instructional resources on student satisfaction levels in teacher education programs.

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