Influence of Teaching and Learning Resources on English Performance in KCSE in Kisauni Sub-County, Mombasa County, Kenya

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Abstract: English has become one of the utmost widely used lingos in the world as a result of globalization. Due to its status as a global language, it is widely used both as a first language and as a second language. In the fields of science, business, trade, politics, education, entertainment, media, and technology, English is the language that is most often used. With a quarter of the world's populace speaking it, it is now the most common language, aiding a real single market in understanding and ideas. It shouldn't be shocking that the Kenya Ministry of Education becomes quite concerned when pupils earn poor English results on national examinations. The primary objective of this research was to investigate the influence of teaching and learning resources on English performance in KCSE in Kisauni Sub-County, Mombasa County, Kenya. The study adopted the performance appraisal model and goal setting theory. The study selected 59 respondents from 12 public secondary schools in Kisauni Sub-County that offered KCSE presentations to students in 2017. The study found that learning resources has a positive and significant influence on English performance; language policies have a positive and significant influence; instructional techniques have a positive and significant influence; and evaluation practices have a positive and major influence on English performance in KCSE in Kisauni Sub-County, Mombasa County. The study recommends that school managers conduct regular specialized development programs for English teachers. This should focus on modern teaching methodologies, language proficiency, and effective use of teaching resources.

Keywords: *English Performance, Evaluation, Instructional Techniques, Language Policies, Learning Resources*

1. Introduction

English has become one of the utmost widely used languages in the world as a result of globalization. Due to its status as a global language, it is widely used both as a first language and as a second language (Rassool & Edwards 2010). In the fields of science, business, trade, politics, education, entertainment, media, and technology, English is the language that is most often used. With a quarter of the world's population speaking it, it is now the most common language, aiding a real single market in understanding and ideas. Kachru & Ogunsiji (2009) assert that proficiency in the language of teaching is crucial for academic performance in order to stress the value of English as a dialect of communication.

Ogawa (2010) claims that the national exam may be used to gauge how well pupils have understood the subject matter. A high ranking on the national exam is a sign of a high-quality education. Given the possible influence that English may have on test performance as a whole, it is necessary to look at the tactics intended to improve the performance of the English language. Ineffective performance in English as a second language can be attributed to a wide range of factors evidenced by several research conducted in various countries throughout the world. These traits cannot be regarded as universal since language instruction and learning occur under a range of conditions.

Low academic performance has been a problem faced by students with low Proficiency in English (PiE). This is evidence in literature from studies that have been carried out in schools as well as at graduation level in a several countries around the world. In the United States of America, it is recorded that schools comprehensively focuses on the various tasks involved in learning English for pupils with low PiE. The transition and tuition of students academically in moving to a new culture is often lost on the wayside (Pardeep, 2014). In the U.S. students who have low proficiency in English are placed in low track classes and are considered to be low level learners. They are instructed using lecture as well paper and pencil method.

Scholars have demonstrated that learners of English become poor performers not as a result of low ability in English but as a result of the method used in instructing them. Therefore, the students feel that academics are not interesting, challenging, and also not engaging (Shawn, 2016). Furthermore, less is expected from them thus they become bored leading to a decline in their performance. Studies therefore conclude language proficiency is not majorly the issue but the method of instruction and the program that is offered which outweighs the issue of language proficiency. Therefore, it is vital that schools emphasize on improving on methods of instruction to boost English performance. This can be done through improved training of teachers, which goes along way also in improving their attitude towards teaching the language (Shawn, 2016).

The geographic area in which the study is conducted determines the investigation's scope (Marylin & Goes, 2013). It also outlines the limits of the technique. The study is carried out in Kenya's Mombasa County's Kisauni Sub-County. There is consideration for 8 public secondary schools. The language policy factors, teaching and learning resources factors, instructional strategies and assessment techniques factors are independent variables that are taken into account in the study. These basics are found to be linked to pupils' deeds in other areas. Therefore, the initiative of this study is to examine if the same determinants have a role in the low academic performance of English-speaking learners in Kisauni Sub-County, Mombasa County. The study was conducted in a period of three months. All of the conclusions drawn came from the data that was gathered from Kisauni Sub-County. The findings may apply to other secondary schools in Kenya since they received instructors with similar credentials and faced comparable educational difficulties. For future studies on teaching and learning resources on English performance, the study may be essential to academics and researchers in Kenya.

The primary objective of this research is to investigate the influence of teaching and learning resources on English performance in KCSE in Kisauni Sub-County, Mombasa County, Kenya.

The study's specific objectives were to determine the influence of school language policies, instructional techniques and evaluation practices on English performance in KCSE in Kisauni Sub-County, Mombasa County, Kenya.

2. Literature Review

Educators use teaching and learning materials, sometimes known as simply instructional tools, as tools to help teach a subject or course. Textbooks, workbooks, teaching aids, chalkboards, slides, movies, and electronic media, including computer applications for education, radio, projectors, and television are among them. Wilson (2014) noted that the use and aptness of teaching and learning materials in various contexts determine educational results in schools. The basics of supporting successful learning and teaching call for the development and use of practical skills, while drawing on and using the skill of the learners. Students take in resources from the outside world in the form of people and resources, process them, and then release the same into society as finished goods and services. The caliber of the facilities used in the production process has a direct bearing on the caliber of the goods.

By meeting the physical, demonstrative and cognitive requirements of the staff and students, these facilities play a key part in the realization of educational goals and objectives. Resources in schools are crucial for education, according to Abayomi and Olukayode (2016), since learning happens best when students explore, discover, and engage with their environs both within and outside of the classroom. The transition from a teacher-centered approach to a more learner-centered one is therefore one of the key emphasis areas in education today. This entails placing the needs of the learners at the center of all tasks. Teachers must employ a wide range of tools to accomplish this aim, which can improve the learning environs. Since textbooks are important tools for efficient teaching and

learning, their lack or inadequacy forces teachers to approach issues theoretically, giving the imprint that the content is dull and boring (Moore, 2018).

In order to better understand how instructional materials are used in secondary schools in Winneba, Tanzania, Ghanney (2018) conducted research. The survey indicated that, as opposed to using radio, television and computers, roughly 83% of primary school instructors ominously depended on the usage of simply a chalkboard and textbooks for lesson delivery. According to the study, teachers' failure to use resources other than textbooks and chalkboards for education resulted in students' lack of interest in the topic and ultimately low performance. In the United States, 2003 research by the California State Board of Education sought to establish students' usage of online resources as their major teaching instrument.

According to Njagi (2014) (cited by Isutsa, 2015), language programs on radio in Kenya help learners improve their command of vocabulary and pronunciation as they learn to mimic radio hosts. If learning funds are carefully chosen and used, learning can also become interesting and effective. The availability and use of training resources affect how effective a teacher's lecture is. According to Pardeep (2014), the creative use of a variety of media in the classroom increases the chance that students will learn more, retain what they learn better, and perform better on the skills they are expected to acquire. Since practically every school in Kenya now has electricity thanks to the rural electrification project, English language tutors can take the initiative to make learning more engaging by introducing the right information technology into their classes. In order to manage if their presence has had an impact on KCSE English language performance in Mombasa County, the study would look at the disposal and use of instructional resources.

Few studies have focused on English language learning, despite the availability of instructional tools being a determinant in students' mean performance in all disciplines, according to several research conducted throughout the world. Furthermore, Kisauni Sub-County was not the location of any of this research. Kotut's analysis of the low performance of English as a subject in the KCSE in Nakuru Town, East Sub-County, Kenya (2016). One of the objectives of the study, according to Kotut, was to determine the effect of teaching and learning materials on English performance (2016). The survey items, however, were determined to be void since they were unable to gather enough data to fulfill the goal. The questionnaire's components were composed of a number of statements on a five-point Likert scale that asked about the general openness of materials rather than a specific set of teaching and learning tools. The advised study tries to identify the precise tools or means that the teachers employed in an effort to improve, specifically, English language

acquisition. The result was expected to shed light on the differences in KCSE mean performance across public secondary schools in Kisauni Sub-County that were seen.

In a 2012 study, Kabau concentrated on the challenges ICT presented to teaching and learning in Nyeri's public secondary schools. Even though the research was conducted in public elementary schools, it turned out that few of the institutions in this isolated region had computers or other ICT resources, such as radios and TVs, and that tutors seldom utilized the internet in the classroom. As principals fall under the MoE, it was also exposed that secondary school teachers receive just a minimal amount of in-service training on ICT skills. Wahome (2011) conducted another study to evaluate the level of ICT readiness and usage in public secondary schools in Kandara District, Muranga County, Kenya. It focused on the current state of the ICT setup, the degree to which ICT tools are used in school administration, teaching, and learning, the attitudes of guiding principles toward ICT use and integration, obstacles met during ICT implementation, and suggested solutions to those obstacles. Principals rated the availability of computers, printers, and LCD projectors in schools as being 'considered to be expensive,' scoring them respectively at 41.9%, 39.5%, and 2.3%.

The study showed that some ICT equipment that a typical school should be able to acquire is not always readily available. These include DVD and VCD players (9.3%), radio (32.6%), television (16.3%), video decks (4.7%), and others. It follows that students cannot study by playing electronic material, such as Kiswahili and English language set books, or by listening to Kenya Institute of Curriculum Development (KICD) radio or TV shows, due to the limited availability of certain essential ICT equipment. According to the report, 33.7% of pupils and 39.5% of teachers do not utilize any ICT tools at all over the course of their studying.

The survey found that secondary schools in Kandara were only just beginning to utilize ICT, and that most of them were only utilizing it for the most basic tasks, such typing, printing, and storing official papers and exam materials. Based on this finding, the study outlined obstacles that schools must overcome in order to incorporate ICT. These include a lack of proper ICT resources and tutors with insufficient ICT training. The paper makes no mention of the hitches principals' board duties provide, despite what this study suggests. Because the majority of administrators believed it was expensive and that instructors were uninterested in using it, internet access in schools was found to be poor. The government should invest more in ICT and competent staff at the district level, according to a relatively high percentage of principals 81.8%. The majority of schools can afford additional ICT equipment, such as TVs, radios, and DVD players, but they are either unavailable or underutilized.

The instructor instructing students on what they need to do and how they need to accomplish it is one of the apparent uses of spoken language in a classroom. Thus, in environments where exposure to English is minimal, the language policy in the educational setting becomes quite important. The necessity to implement a school policy that would encourage students to socialize in English is due to the fact that speaking and listening are the primary ways that learners connect with others, absorb new ideas, and expand their vocabulary (Odima, 2015). A language policy, according to Corson (2010), is a directive that focuses more on how pupils will get there than where they are going in a school. In addition, Corson clarifies that a language policy is a statement of purpose that establishes objectives for language teaching and learning and is drawn from the school's language philosophy.

Since it is built on pedagogical and learning principles, it is a declaration of action that describes procedures for achieving and evaluating ideas. According to International Baccalaureate (2014), a language policy must take into consideration the specific socio-cultural conditions of each school community since each school operates in a discrete social setting with complicated language and learning-related demands. However, since these settings are not constant, a language policy should be dynamic and adaptable to change along with the shifting demands of the student body (Piper, Schroeder & Trudell, 2016). Therefore, it is crucial that initial and ongoing collaborative reflective procedures that track development and take the opinions and preferences of the whole community into account be in place when drafting a language policy.

No matter how proactive, a school policy should not contradict with the national policy of the country. Many African nations have adopted post-colonial language laws that designate mother tongues or the most common local vernacular as the normal language from kindergarten through grade three (Omollo, 2014). This was done with the indulgent that learning in the mother language is essential for idea development as well as attaining literacy and numeracy, especially in the lower primary cycle of basic education. The language and culture you received from your ancestors also include aspects of your identity. For instance, Kenya's language policy mandates that instruction in early childhood education be conducted in either the catchment area's language or the mother tongue of the students (Republic of Kenya, 2012).

The foundation of Kenya's language-of-instruction policy is the idea that using the language of the catchment area guarantees that the kid receives education in a language they are acquainted with (Republic of Kenya, 2012). The policy operation, as observed by Githinji (2014), has still run into a number of difficulties in a number of sectors. English and Kiswahili are used as uniting language in schools where students originate from many ethnic origins due to the major migration to urban areas in Kenya for a variety of economic reasons. Another frequent rate is a teacher who does not speak the local tongue. The language used in preschool and lower primary schools varies based on the schools' physical locations as a result of the aforementioned reasons.

Omollo (2014) noted that the geographical location of the schools caused differences in the language policies of the schools. Given the diversity of the local Kenyan population, a peri-urban school will teach students in Kiswahili from first to third grade. In contrast, a rural school will teach students in their home language from first to third grade before introducing English in class four. The school administrators should not neglect to develop a clear school policy because English is used as the primary language of teaching in all Kenyan schools beginning in class four. There are certain schools where students are required to utilize English for four days and Kiswahili on the fifth day. While it is generally agreed that proficiency in the first language is essential as the basis for learning additional languages, some schools operate without any policies and where both teachers and students are primarily from one community; the mother tongue reigns supreme. This lack of practice in speaking and interacting in the second language has the potential to compromise academic performance in the second language.

Nkome (2015) focused on identifying the causes of students' failure to effectively communicate in English in Lesotho primary schools. The study determined that some of the factors that contributed to learners' failure to communicate in English comprised: non-implementation of the national language policy that acknowledged English as the medium of instruction; failure to use teaching and learning aids; poor teaching techniques; teachers' poor time management; scarce skills and techniques used to motivate learners to learn English as a second language; and scarce interaction between the teachers and students. The current study, in contrast to Nkome (2015), which was conducted in Lesotho and focused on students' weak English communication skills, examined the causes of subpar academic performance in English language in public secondary schools in Mombasa County, Kenya.

Numerous research on the subject of language policies in schools have been conducted in Kenya. In research printed in 2014, Omollo (2014) examined how language policies in schools affected students' ability to acquire Kiswahili in the Kapseret Division of Uasin Gishu Country. The study employed an observation schedule and questionnaires to gather information from 30 instructors and 150 students in class six. It was designed as a descriptive survey study. The study found that different educational institutions had various language rules that dictated when to use Kiswahili. However, majority of schools only employed the Kiswahili

language as a form of communication in the classroom one day each week. As a result, students were subject to discipline if they spoke Kiswahili on any other day than the one specified.

In this context, Omollo (2014) advised that punishment has unfavorable effects and discourages learners from using or practicing Kiswahili, which leads to poor performance. The study proposed that on the designated days, all tutors, support staff, and students be fortified to speak freely in Kiswahili and that teachers abstain from using penalty to impose any language. It is then obvious that the execution of school language policy is subject to subtlety and subtleties that should not be ignored because of such opposing interests in the use of other languages other than English.

In the Gatundu District of Kiambu County, Kenya, Atetwe (2013) looked into how pupils' usage of their mother language affected their performance on the KCSE in English. The study indicated that the students' usage of their mother language had an impact on both written and spoken English, which contributed to their poor performance in the English component of the KCSE. It used a cross-sectional survey research approach with a sample of 191 students and eight teachers. Also, it was found that despite the fact that almost all of the studied schools had language guidelines forbidding students from speaking in their native tongues and defining sanctions, not much was accomplished as a result of these rules. The research advised schools to restructure their debate clubs in order to foster a competitive climate that would promote the use of English, as well as the establishment of more severe language regulations that are practical. However, Atetwe (2013) adopted a relatively restricted perspective, which left the study lacking internal validity because academic feat in a language topic is a result of many other factors. The usage of a mother tongue was one of some vital criteria considered in the current study that influence academic achievement in the English language.

The purpose of Githingi's (2014) study was to identify the language(s) used for instruction in lower secondary school and to ascertain the extent to which different school-related, teacher-related, and parental-related factors influence the language choices for instruction in the various classes and schools in Mombasa County. Through class remarks, teacher interviews, and parent focus groups, data from private and public schools in rural and urban sites was gathered. A variety of languages were being employed in classroom instruction, among other results, with little regard for language policy in education. This was thought to be affected by decisions made by the parents, instructors, school administration, and neighborhood. The report advises cross-monitoring of the language of instruction policy's implementation.

Theoretical Framework

Performance Appraisal Model

Yee and Chen's performance rating model served as the basis for this investigation (2009). Yee and Chen state that performance evaluation and performance contracts are a method utilized by many firms to assess how effectively and efficiently their progress has been realized. Because people are an organization's most important and fragile resource, choosing the right assessment method should be done carefully. The annual appraisal system was suggested by this model, where each employee is required to write out a report detailing the completion of a task that was assigned and agreed upon earlier in the year. The performance of the personnel for the entire year is assessed at the conclusion of the annual work plan. The performance of the personnel for the entire year is assessed at the conclusion of the annual work plan.

Yee and Chen (2009) further state that there are four aspects that are taken into account while utilizing the model for assessment, and each of these factors will be indexed into its respective sub criterion as follows; operating results (aspect). This factor will assess the output of the staff members' work in terms of quantity, quality, and effectiveness, knowledge and expertise in their field of work, as well as their effectiveness in communicating and following norms with module of personal quality. This assesses the qualities of the individual that the organization values, such as self-control, initiative, ingenuity, support, and independence. This factor measures how much the employee contributes to the company, the neighborhood, the country, and the world.

Teaching and learning resources on English resources which was created by the Teachers Service Commission and contains performance competence areas, performance indicators, performance objectives, and learning outcomes in addition to scores for each target, is aligned with the findings of this study. At the end of the school year, the termly report is compiled to assess a teacher's overall effectiveness. The research also incorporated the teaching and learning resources areas of performance, which assess teachers' professional knowledge and application and their consistency in using expert documents and time management (aspect). This assesses the teacher's attendance at classes and at school, as well as their punctuality in preparing the basic paperwork. Innovation and creativity in the classroom are used to assess both the use of ICT in the classroom and the ability of the teacher to develop instructional aids. Student safety, teacher behavior, and learner protection. This tests teachers' understanding of acceptable responses to the influence of

teaching and learning resources on English performance in KCSE in Kisauni Sub-County, Mombasa County, Kenya.

Goal Setting Theory

The goal-setting theory of motivation, which is linked to job performance and workplace settings, is a key part of performance management and stable with the notion of management by objectives. It states that goals should be challenging, attainable, and well-defined to be effective (Locke & Latham, 2012). The four guiding principles for developing objectives identified by Lock *et al.* (2012) are task density, feedback, explicit, specified, and demanding goals. Principals and teachers must establish clear, precise goals that will aid in carrying out the performance appraisal process in order to ensure that teacher appraisals are successful. The goal setting theory will assist in putting assessment objectives into practice because if the tasks are specified clearly, they will be simple to quantify and value when talented, resulting in successful administration of schools.

Clear goals have a beneficial consequence, and an individual's motivation is mostly drawn by the goals or targets they have established, according to Locke *et al.* (2012). Schools may be able to monitor performance evaluations if they set clear goals. According to Locke (2012), 'goal setting is successful when feedback is offered,' and higher performance is got if they are demanding and supported by quick feedback. According to him, it is difficult or impossible for instructors to change the intensity of their effort or performance techniques if they are unaware of how they are doing. Feedback thus allows one the opportunity to remedy mistakes and get more information. Thus, in order for teachers to stay fixated on their goals, quick feedback from their department heads, deputy principals, principals, and TSC County Director on potentials is crucial. This will have a major impact on management in public primary schools.

Further, Locke & Latham (2012) found that people are inspired by goals that are difficult for them to achieve, which motivates them and improves their performance at work. According to this study, instructors can use new teaching strategies to get better results by the time the next class opinion is due because they get their motivation from ambitious but attainable objectives. The goal-setting approach, according to Latham *et al.* (2012), has been proven to inspire people and be beneficial for self-management. It also offers an alternate purpose for work by presenting challenges that people are able to accomplish even in the most difficult jobs. This theory is applicable for this study because it suggests that leadership is vital, objectives set by employers and workers should be regularly reviewed and agreed upon, and these actions will improve running of schools whether one reaches or surpasses performance criteria (Latham, 2012).

3. Methodology

The study's technique was a descriptive investigation. The fact that this approach captures events without altering variables has proved that it is effective. According to Orodho (2008), descriptive survey designs are employed in exploratory studies so that researchers can obtain data, fuse it, present it, and then evaluate it with the goal of being clear. Additionally, it is intrigued by the networks that are established, the actions taken, the attitudes held, the observations made, and the patterns that are beginning to emerge.

Since some schools had more than one stream, the Sub-County had 109 English subject instructors who taught form four students (MOE, 2017). As a result, the study focused on 30 form four English instructors who were chosen at random, as well as 8 administrators of county public secondary schools. Teachers of the English subject was singled out because, in addition to teaching language macro skills, they were also required to take the lead in encouraging the subject's strong success in the KCSE. They are therefore in the greatest position to provide details on the school's language policy, the teaching resources available, the instructional tactics and the evaluation procedures.

The study selected 59 respondents from 12 public secondary schools in Kisauni Sub-County that offered KCSE presentations to students in 2017 and computed their replies using the Yamane (1967) formula at a 95% confidence level (0.10 level of significance).

$$n = N 1 + N(e)2$$

$$\text{Where:}$$

$$n = \text{Sample size}$$

$$N = \text{Population size}$$

$$e = \text{the error of Sampling}$$

Because random sampling was used, the sample group accurately reflects some traits of the population the researcher selected. The number of public secondary schools in Kisauni Sub-County were disclosed by Director of Education (DoE) of Kisauni Sub-County.

Data was collected from public secondary schools found in Kisauni Sub-County using structured questionnaires. To quantify data, the study included closed-ended questions that, using a Likert scale of 1-Strongly disagree –Strongly

agree, capture both independent and dependent characteristics. The questionnaire approach was used because it was effective, safeguards participants' identities, enables the use of common questions, gives participants ample time to consider their responses and is simple to complete. The questionnaire was divided into six main segments, including: demographic features, teaching and learning resources, school language policies, instructional techniques, evaluation practices and English performance in KCSE.

4. Results and Discussion

The study established the level to which teaching and learning resources influence English performance in KCSE in Kisauni Sub-County, Mombasa County. The responses were analyzed and presented in table 1.

Table 1: Teaching and Learning Resources

Statement	Mean	Std. Dev
The official language of communication for students in our school is English.	3.73	.993
Students' communication in English is constantly enforced by all teachers.	3.28	.942
Most of the time teachers communicate to learners in English.	3.64	1.005
We have a policy in which communication among students should be done in Kiswahili in some days of the week.	3.75	1.014
Teachers in my school communicate mostly in English among themselves.	4.01	.902
Most of the gathering in our school such as assemblies are addressed in English.	4.11	1.102
Students are supposed to use English language when interacting outside the classroom.	3.96	.743
We have a way of enforcing use of English such buying of novels for those who use mother tongue.	4.01	.888
Prefects normally give their reports or announcements during assembly in English.	3.89	.928
Average	**3.82**	

Source: Research Data (2023)

As shown in Table 1, statement on the official language of communication for students in our school is English had a mean of 3.73 and Standard. Deviation of .993; students' communication in English is constantly enforced by all teachers had a mean of 3.28 and Standard deviation of .942; most of the time teachers communicate to learners in English had a mean of 3.64 and Standard deviation of 1.005; we have a policy in which communication among students should be done in Kiswahili in some days of the week had a mean of 3.75 and Standard deviation of 1.014; teachers in my school communicate mostly in English among themselves had a mean of 4.01 and Standard deviation of .902; most of the gathering in our school such as assemblies are addressed in English had a mean of 4.11

and Standard Deviation of 1.102; students are supposed to use English language when interacting outside the class room had a mean of 3.96 and Standard deviation of .743; we have a way of enforcing use of English such buying of novels for those who use mother tongue had a mean of 4.01 and Standard deviation of .888 while statement on prefects normally give their reports or announcements during assembly in English had a mean of 3.89 and Standard deviation of .928. From the findings, at an average mean of 3.82, study participants agree that teaching and learning resources influences English performance in KCSE in Kisauni sub-county, Mombasa County.

Discussion

Analysis of responses on statement relating to teaching and learning resources variables revealed that; study participants agreed to the variable having an influence to English performance in KCSE in Kisauni sub-county, Mombasa County. This was attributed to the following factors: using English as official language of communication for students in school; most of the time teachers communicate to learners in English; teachers in schools communicate mostly in English among themselves; most of the gathering in school such as assemblies are addressed in English and having a way of enforcing use of English such buying of novels for those who use mother tongue. Furthermore, inferential analysis showed that teaching and learning resources had a positive and strong correlation with English performance and also with a positive and significant regression co-efficient.

Study findings are in contrast to that of Odima (2015) who conducted research. Odima discovered, among other things, that while most instructors claimed to have training, the majority had not gone to any workshops or seminars on the English language that were intended to develop capacity. They also lacked knowledge and experience in teaching English. The report criticized teachers for failing to arrange and make use of English-language teaching resources. The effects of teachers' evaluation strategies, which are essential for inspiring students, were not examined in the study. Fahimi and Rahimi (2015) investigated the use of self-evaluation in writing and its impact on fostering creative writing prospective in four intermediate-level classes at a private institute in Tehran, Iran. Without any explanation of what self-assessment was, learners were given the survey and told to complete it using a quasi-experimental method. The students were then asked to compose a composition and grade it despite not knowing how to grade their own work.

According to Lightbrown and Spada (2006), reiterating a student's claim while making changes to turn it into the appropriate phrase or sentence. As a result, the teacher may avoid explicitly pointing out the student's mistake and instead choose to use a statement or phrase to demonstrate how it should be utilized. On the interlanguage theory of learning a second linguistic, the 'student thinking time' teaching technique is built. After asking the class a question, teachers frequently employ this strategy. The interlanguage represents systematic, dynamic, and adaptive qualities. As a result, the learner develops a set of appropriate norms and structures on an internal level.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the study findings, its concluded that; learning resources has a positive and significant influence to English performance in KCSE in Kisauni Sub-County, Mombasa County; language policies has a positive and significant influence to English performance in KCSE in Kisauni Sub-County, Mombasa County; instructional techniques has a positive and significant influence to English performance in KCSE in Kisauni Sub-County and evaluation practices has a positive and major influence to English performance in KCSE in Kisauni Sub-County, Mombasa County.

5.2 Recommendations

Based on the study findings, the study recommends as follows:

1. Language policies should include parents, communities, and relevant stakeholders in supporting English language learning. This can be enhanced by organizing language workshops, reading programs, language competitions, and other activities that foster a positive language learning environment outside of school.
2. School managers should conduct regular specialized development programs for English teachers, focusing on modern teaching methodologies, language proficiency, and effective use of teaching resources. Equipping teachers with the skills and knowledge make the best use of available resources.
3. Lastly, there is a need for development of comprehensive and fair assessment tools that evaluate students' language expertise in all skill areas. Management should adopt use variety assessment methods, including oral presentations, writing portfolios, projects and online assessments, to provide a holistic view of students' English abilities.

Areas for Future Studies

Based on the study model summary; the model had an adjusted R-square of 65.8% percent, which shows that the independent variables i.e., teaching and learning resources, school language policies, instructional techniques and evaluation practices account for more than half of the

factors affecting English performance in KCSE in Kisauni Sub-County, Mombasa County. However, there are other factors accounting for 34.2% which were not covered by the study, hence a further study should be done to look into such factors.

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