

Influence of Resources used in Teaching English Speech Functional Writing Skills Among Secondary School Learners in West Pokot County

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Abstract

Functional writing is a pragmatic use of language for social and personal expression. It recorded the lowest mean score in the Kenya certificate of secondary education (K.C.S.E) examination for period 2011 to 2019 as revealed by KNEC examination reports with a mean grade below C+. The purpose of the study was to establish Influence of Resources used in teaching English Speech Functional Writing Skills among Secondary School Learners in West Pokot County. The objective of the study was to: establish the Influence of Resources used in teaching English Functional Writing among secondary school learners. The study used descriptive survey and correlation study designs. The study population consisted of 2580 Form 4 students and 34 teachers of English subject from 34 schools. The study used saturated sampling technique to select 31 teachers while Krejcie and Morgan table was used to determine sample size of 334 students who were then randomly sampled. Data collection was done through questionnaire and learners' achievement test. Pilot study comprised of 3 teachers of English and 250 students from 3 secondary schools to establish the reliability of instruments through test – retest reliability method. Supervisors from the Department of Educational Communication Technology, and Curriculum Studies of Maseno University ascertained content validity of instruments. Descriptive statistics were used to analyze quantitative data. Findings revealed that the average student performance in speech writing was below average 46 (sd: 21.7). The median student mark was 50 (ranging 25-60). The study concluded that teachers vary their preference in terms of resources use. The study recommended that teachers use appropriate resources to meet need of the learners' functional writing skills.

Keywords: Resources, Teaching, Functional Writing

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Background to the Study

Schmitt (2013) and Reilly (2013) highlight the importance of a good functional written speech. The importance include presuming that the real speech presentation dazzles the audience and achieving two objectives i.e. impressing and leaving audience with two or three takeaways besides entertainment. Further observation is that writing a speech involves meeting the expectations of others, whether it is to inform, motivate, entertain or even challenge by using or adopting the right tone and also when writing a speech one should come out swinging by sharing a shocking fact or statistic. From the speeches mentioned, presenters could try to capitalize on the good will and momentum.

Functional speech writing in India has been given more emphasis. Godhwani (2015) in India emphasizes the process of speech writing in creating an artistic masterpiece for the world to cherish for years to come. The focus on speech writing is that content is as important as the mode of delivering to an audience. It is clear to focus on strong foundations on topics like persuasions, public policy economy, politics and mass communication.

Gulfconnexions (2008) in Dubai specialize in speech writing as a career and people have interest to earn a living through it. Jobs of speech writing are advertised through newspapers and Internet. It indicates that speech writing is a functional skill that can make one earn a living. Swaga (2013) revealed that among learners in Rwandan schools, many learners complete their studies when they do not have adequate knowledge of functional writing in English. It is because French language is a medium of instruction in Rwanda therefore functional speech in English has not gained much popularity like Tanzania, which uses Kiswahili as medium of instruction.

Ellis (1991) and Ambuko (2008) hold the same view that apart from effective teaching, provision of resources plays vital role in teaching and learning of writing skills. The use of instructional material is crucial to effective classroom communication; if students are merely told the content verbally, without writing, they easily forget. If they practice what they are told and shown, they will internalize the concept taught and use it in school and outside too. Poor achievement levels in English functional writing skills have been affected by many factors, but a study that focuses on resources used by teachers and influence on learners' achievement of functional speech writing skills in classroom should be done.

Students' performance or achievement has always been the outcome of input from teachers. Students'

results in most of the studies are stated as dependent variable. Studies by Kang'ahi (ibid) and Kosgei, Misa, Odero and Ayugi, (2013) utilized students' performance to correlate with other independent variables to establish relationship that exist between the different variables. Students' performance has always been used to ascertain mastery of a given concept.

Observations made by Barasa, (2005), Onger, (2010) and KNEC (2008, 2009, 2010 & 2011) point out on performance of English as a subject. There has been a drastic drop in the performance in the English subject. Examination markers have given the opinion that students cannot express themselves effectively in written English. This has been observed in functional writing and composition writing. In English subject examination; Functional speech writing is tested in Paper 1 and Carries 20 marks while cloze test carries 10 marks and oral skills 30 marks. In the year 2008, the performance of K.C.S.E Candidates showed that 2/3 of candidates obtained grade D+ and below (KNEC, 2008).

Statement of the Problem

Performance in English functional writing skills in West Pokot has declined compared to other skills tested in English over the period 2015-2019. It therefore reveals that objectives stipulated in the syllabus book have not been achieved, therefore posing a problem. Research in other subjects like education administration and mathematics have taken interest of researchers, but research on determinants of achievement in English functional speech writing skills has not been conclusive. There is an acknowledgement from Existing research and syllabus that scholars and examination markers have expressed concern about performance in English functional writing skills (KNEC, 2019).

Purpose of the Study

The purpose of the study was to establish the Influence of Resources used in Teaching English Speech Functional Writing Skills Among Secondary School Learners in West Pokot County

Objective of the Study

Establish the Influence of Resources used in Teaching English Speech Functional Writing Skills.

Research question

What is the Influence of Resources used in Teaching English Speech Functional Writing Skills?

Scope of the Study

Respondents in the study were from four teachers of English and from four students, from West Pokot County in Kenya. The focus of the study was to establish the influence resources in teaching functional speech writing only.

Limitations of the Study

The study had no control over the exact opinion information given by teachers.

Assumptions of the Study

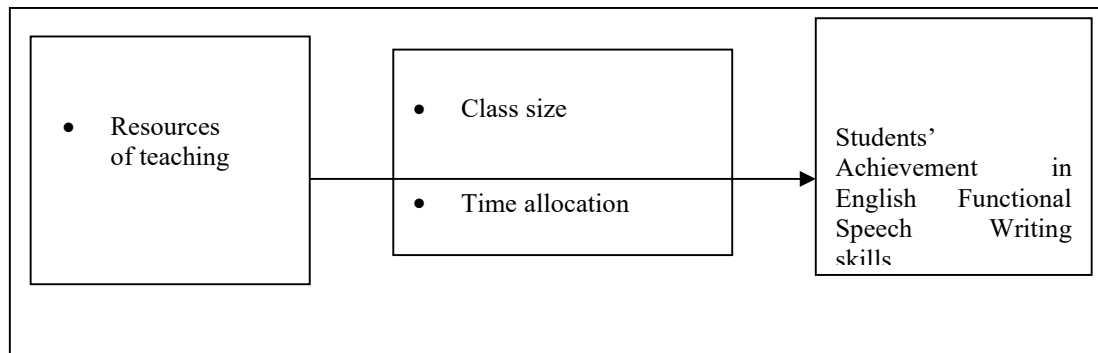
All teachers of English understand and use appropriate resources in teaching functional speech writing skills as stipulated in curriculum.

Significance of the Study

The findings contribute to improvement in learners' achievement levels in English functional writing; selection of the appropriate resources of teaching functional writing skills.

Conceptual Framework

From the conceptual framework shows clear that the outcome of achievement in English writing skills (dependent variable) depends upon the independent variables (, resources,) used in the teaching of English writing skills. The intervening variables were class size as shown in Figure 1.1



According to the conceptual framework, achievement in English writing skills depends upon Resources utilized. If resources are used according to the syllabus, it will influence learner's achievement positively in English functional speech writing skills.

Literature Review

Many scholars have emphasized the effects of the use of instructional resources in teaching and learning. In particular, studies on educational technology (Farrant 1980; Brown, Richard, & Harclerod 1985; Ellington 1985; Hills, 1986; Matiru, Anna & Schette, 1995 & Koross 2011) among others agree that best results are achieved when multimedia is used. Knowledge is internalized more if several senses are involved in the teaching and learning processes (Muchilwa, 1998) as cited by (Koross, 2011) with emphasis in mathematics.

In a comparative study on the factor affecting the writing performance among bachelor's degree students studied by Awg, Hamzah and Rafidee (2010) reveal that students of satisfactory level of writing proficiency are not even aware of different writing needs and wants, and therefore advocates for refresher courses for lecturers as professional in order to meet the demands of the students.

K.I.E (2005) suggests that teachers should use resources to help learners acquire proficiency in Language skills. Teachers should determine the best resources for particular learning activity and have them ready in advance. Such resources used in the most natural and logical manner to reinforce what is learnt. Resources to be used include; Visual aids, text books, Recorded material, original materials from teachers and learners, extracts, notes, Use of Realia, Oral or written poetry, Library books, Computers, Television sets, Resource centre, internet and Reports and periodicals. Not much is available on textbooks.

Among studies, Barasa (2005) revealed that there is an urgent need to carry out an investigation into availability and use of teaching/learning materials. From literature review, it shows that little research has been done concerning views about resources and the influence on functional writing skills among learners in secondary schools. Teachers' can still give better results between resources and achievement levels of learners in English functional writing skills.

In a study 'Classroom interaction analysis' Indoshi et al (2009) revealed that resources in classroom are not enough and they are not used appropriately and there is no way it reveals its influence on students' achievement.

Research Methodology

Research Design

The study adopted descriptive survey research design. Descriptive survey is a method of collecting information without changing environment and providing information about the naturally occurring behaviors, attitude or other characteristics of a particular group (Orodho, 2003).

Area of Study

The study was conducted in West Pokot County in North Rift region in Kenya. The study covered an area experiencing difficulties ranging from social, economic, natural phenomenon

Target Population

The target population comprised of 34 teachers of English 34 secondary schools. Only students from form four participated in the study because they had covered all functional writing skills and they have acquired the necessary functional writing skills.

Sample and Sampling Techniques

Saturated sampling technique was used to select a sample of 31 teachers of English and 2580 Form 4 students drawn from 34 secondary schools. Thirty one teachers of the total population were picked for the purpose of responding to questionnaires. Simple random sampling technique was used to select the sample sizes of form 4

students in schools who were subjected to a test.

Research Instruments

The study utilized questionnaires, and students' English functional writing skills test. A questionnaire was efficient as a research tool because the researcher was likely to obtain independent opinion from the respondent. The respondents were free to read the questions and complete them and returned to the researcher the same day. The researcher adopted a test in functional writing for the year 2010 from KCSE. It was administered to Form 4 learners as a way of measuring their achievement levels in English functional writing skills. The text was a composition in form of a guided writing whereby learners were supposed to write down a speech with directions on how to write it.

Validity of Instruments

Validity refers to the extent to which a test measures what it is supposed to measure (Kombo & Tromp, 2006). Face and content validity was ascertained for the research instruments. It involved asking research specialists about the nature of statements in the questionnaires from the Department of Educational Communication Technology and Curriculum Studies to improve the accuracy and adequacy of the items in the instrument.

Pilot Study

A pilot study was done to test the reliability of the instruments. Ten percent of the total schools and ten percent of teachers were involved during the pilot study. Therefore, three schools were not included in final study. Two hundred and fifty students from the target population were also involved during the pilot study.

Reliability of Instruments

Reliability is a measure of how consistent the results from a test are as noted by Kombo and Tromp (2006). A pilot study was carried out to ascertain reliability of the questionnaire and observation schedules and standard test.

The sample size comprised three English language teachers and two hundred and fifty five form four students, which formed 10% of the population that were not part of the sample and the reliability of teachers' questionnaires was determined by use of Cronbach's alpha formula for the internal consistency of the instruments.

The results 0.87 for teachers' questionnaires. The values revealed that the instruments was reliable.

A standard test from KCSE for the year 2010 was adopted. The reliability for the test administered; test-retest reliability method was used at an interval of two weeks. Hilton – Bayre (2010) notes that in test – retest reliability method the same test administered to the same sample on two different occasions.

Data Collection Procedures

The researcher requested for permission from relevant authorities and then made personal visitation to the schools sampled, met the respective head teachers, informed them about the research, and arranged for possible dates of data collection. The researcher administered the questionnaires in person and made clarifications when need arose.

Ethical Considerations

The study observed the following ethical considerations:

- i. The individual respondents received full disclosure of the nature of the study.
- ii. The researcher ensured that justice prevailed throughout the study by ensuring equitable selection of participants and fair distribution of questionnaires.

Data Analysis Procedures

Data was analyzed by using computer package program SPSS. The researcher included all the variables that were collected for analysis. A criterion based on the responses obtained from the 5 points a rating scale was developed. In scoring the positively stated items, award schemes was 5=STRONGLY AGREE, 4=AGREE, 3=UNDECIDED, 2=DISAGREE 1=STRONGLY DISAGREE. The rating scale was chosen because it allowed the researcher to capture and solicit participants' views about the selected issues on resources of functional speech writing.

Results and Discussion

Resources used on Students' Achievement in Functional Writing Skills

Teachers gave responses on the opinions concerning the resources used for achievement in English functional speech skills and the researcher found it necessary to find their views before the relationship that exist between

resources and achievement. The findings are shown in table 1 below.

Table 2 Resources used in teaching English Functional Writing Skills

	Charact.	SA	AG	UND	DIS	SD	Mean (std)	
I teach functional writing skills using Blackboard and it is a very important resource in classroom to be used for learning	V1	12 (39%)	12 (39%)	0	7 (28%)	0	3.9	
The ratio of textbooks I use in teaching functional writing skills is One to one	V2	5 (16%)	6 (19%)	1 (3%)	17 (55%)	2 (6%)	2.8	
English Dictionary plays a vital role in teaching and development of functional writing skills.	V3	12 (39%)	13 (42%)		5 (15%)	1 (3%)	4.0	
I use Charts to play an important role in teaching and developing functional writing skills	V4	7 (23%)	13 (42%)	2 (6%)	9 (29%)	0	3.6	
Library should be well equipped for teachers to acquire materials to teach functional writing skills.	V5	21 (68%)	4 (13%)		5 (16%)	1 (3%)	4.3	
Resources available in my school are always appropriate for teaching functional writing skills.	V6	4 (13%)	17 (57%)	2 (7%)	6 (20%)	1 (3%)	3.6	
I encourage Students occasionally to use teachers as a resource in ensuring that writing skills are developed.	V7	7 (23%)	18 (60%)	2 (7%)	2 (7%)	1 (3%)	3.9	
I am a resource and should always dominate majority of functional writing activities in classroom.	V8	6 (20%)	6 (20%)	1 (3%)	11 (37%)	6 (20%)	2.8	
I teach students to look for resources and develop writing skills on their own	V9	10 (32%)	17 (55%)		4 (13%)	0	4.1	
I use authentic materials e.g. Newspapers, menus, receipts, bus tickets in teaching and developing functional writing skills.	V10	9 (29%)	13 (42%)	3 (10%)	6 (19%)	0	3.8	
I use internet services occasionally to teach functional writing skills in school.	V11	5 (16%)	10 (32%)		12 (39%)	4 (1%)	3.0	
Radio and television hinder proper teaching of functional writing skills	V12	5 (17%)	7 (23%)	4 (13%)	11 (37%)	3 (10%)	3.0	
		Charact.	SA	AG	UND	DIS	SD	Mean (std)
I use the required resources only to teach functional writing skills	V13	7 (23%)	14 (47%)	2 (7%)	7 (23%)	0	3.7	
Resources in schools help students to be able to achieve functional writing skills objectives.	V14	4 (14%)	17 (59%)	2 (7%)	5 (17%)	1 (3%)	3.6	
Resources available in school used in teaching are not enough for acquisition of writing skills	V15	7 (23%)	15 (50%)	1 (3%)	6 (20%)	1 (3%)	2.3	
Content in the resources are not adequate for teaching of functional writing skills	V16	4 (13%)	11 (35%)	1 (3%)	9 (29%)	6 (19%)	3.1	
I use only materials provided in school to teach writing skills	V17	3 (10%)	13 (42%)	3 (10%)	9 (29%)	3 (10%)	3.1	
I use computer to teach functional writing skills in my school	V18	2 (6%)	5 (16%)	4 (13%)	12 (39%)	8 (26%)	2.4	
Mobile phone is not a good resource occasionally to teach functional writing skills.	V19	5 (16%)	13 (42%)	4 (13%)	6 (19%)	3 (10%)	2.6	
I encourage students to give equal time to English subject to study functional writing skills like other subjects	V20	13 (42%)	15 (48%)	2 (6%)	1 (3%)	0	4.3	
Teachers Mean= $\sum fx$ of every statement/no of teachers							Mean = 3.44	

The findings revealed that teachers' views on the use of resource were average. In relation to the statements on resources in table 4.15, it revealed that 78% of teachers strongly agreed and agreed concerning the use of blackboard with a mean of 3.9 that lies on the neutral view implying that blackboard influences learners' achievement levels averagely in English functional writing skills.

The mean for the ratio of textbooks in the teaching of functional writing skills is 2.8 according to the indicator, majority of teachers 61% disagreed and strongly disagreed, 3% were undecided while 35% strongly agreed and agreed on the ratio of books. The results reveal that textbooks are not enough because of the mean. There is need for schools to put first priority to textbooks because content to be covered is found in the textbook. Okwara (2009) emphasizes the importance of textbooks and furthermore Okwach (2009) calls upon schools to inform parents about the needs to buy textbooks for their children. It implies that the number of textbooks in schools influences learners' achievement levels in English functional writing skills poorly because textbook ratio is not one to one.

From the study findings, the mean for dictionary was 4.00 with 25 (81%) of teachers agreeing and strongly agreeing that it is important to use dictionary to teach functional writing skills. Nineteen percent disagreed and strongly disagreed about the use of the dictionary. It is a matter of concern to raise awareness on the use of dictionaries for reference of different functional writing activities. Each and every learner during admission in form one is required to buy a dictionary, implying that teachers are aware of the importance of dictionaries. It reveals that dictionary as a resource influences learners' achievement level highly in that students perform better when they use dictionaries.

Charts also play a very important role where by the mean was 3.6 with 65% teachers agreeing and strongly agreeing, it implies that majority of teachers use charts for illustrations that help learners acquire functional writing skills. Six percent being undecided on the use of charts while 29% disagreed that charts play very important role in teaching functional writing skills. Charts are very important teaching and learning aids, in terms of illustration and concretizing ideas. Functional writing examples and illustrations written on charts and hanged on the classroom walls make students refer from time to time, to improve learners' functional writing skills. It reveals that teachers view that the use of charts influences learners' achievement level averagely in English functional writing skills.

Libraries are also very important as revealed by the mean of 4.3 whereby majority of teachers, 81% of teachers use library to look for different materials for teaching functional writing. Nineteen percent disagreed and strongly disagreed about the library. Most of the teaching and learning materials in schools are in the library, it could be challenging if learners do not have knowledge about the functions of a library. It reveals that most of the schools have libraries, but not well established. Although teachers view libraries as very important and influence good achievement levels in English functional writing skills, library lessons need attention.

In addition, resources available in school are appropriate for teaching functional writing as revealed by the mean of 3.6. It is average, with 70% of teachers strongly agreeing and agreeing. It implies that these teachers are innovative and creative in terms of providing resources that suits functional writing skills. However, 30% of teachers disagreed and strongly disagreed that resources available in schools are appropriate. It means resources in school influence averagely learners' achievement in functional writing skills.

The findings also revealed that teachers as a resource play a very important role in developing learners' functional writing skills with a mean of 3.9 and 83% of the respondents agreeing and strongly agreeing on the view that learners should use teachers fully to understand functional writing skills occasionally. Seven percent were undecided while 10 % disagreed and strongly disagreed revealing that teachers act as facilitators in teaching and learning process, therefore influencing learners' achievement level averagely as depicted by mean of the statement. Fifty seven percent of the teachers disagreed and strongly disagreed that they should dominate majority of writing activities in classroom while 40% agreed and strongly agreed while 3% being undecided that they dominate majority of functional writing activities, implying that teachers do not dominate learning activities influences learners' achievement levels highly in English functional writing skills.

Classroom practices that teacher dominates a lot of learning activities could influence learners' performance. No wonder the remarks of Ndirangu (2004) gives a direction that learners are the key players during learning process and therefore learners should take the priority to discover and learn hence influencing their achievement levels highly.

The findings revealed that majority of teachers, 87% with a mean of 4.1 strongly agreed and agreed that students should be taught how to look for resources used in acquisition of functional writing skills. It implies that it influences highly achievement levels in functional writing skills. Learners are center of focus of learning and therefore learners be taught how to look for resources. Only 13% of teachers do not encourage students to look for resources and develop writing skills on their own.

The findings also revealed that 29 % of teachers hold the view that they strongly agree and 42% agree that authentic materials can be used to develop functional writing. Ten percent of teachers were undecided while 19% disagreed about the authentic materials used in developing writing skills. The mean of the view was 4.1, which

mean that it is the responsibility of the teacher to teach and encourage students to look for resources and develop writing skills on their own. It implies that materials that are outside the classroom can be favorable in teaching and influences achievement levels in functional writing skills highly, and therefore emphasis be put on authentic materials besides resources in classroom.

The findings furthermore revealed that 71% of teachers use authentic materials while 19% disagreed implying that they do not know the importance of the authentic materials. Three percent of teachers are undecided about the use of the authentic materials mean being 3.8, which is average in terms of influencing learners' achievement levels in English functional writing skills. The findings show that most of the teachers are average that authentic materials are to be used in teaching functional writing skills yet most of the schools purchase newspapers daily that contain very important content for teaching functional writing.

The findings also revealed that internet services are used in less than half of the schools and they are not used in more than half of the schools used to teach functional writing, the mean of 3.00 implies that teachers are undecided concerning the use of resources when generalized as indicated by the mean score of the statement. Internet influences achievement levels in functional writing skills averagely.

It should be noted that one of the strategies toward achieving writing objective, national goals and achieving vision 2030. The government of Kenya decided to install Information Communication Technology (ICT) laboratories in every secondary school. The implication is to make learners to be literate in terms of computer and internet application, which can influence the achievement levels highly. These ideas are fully supported by Juan and Martinez (2010) that internet help learners develop their language skills, including functional writing skills.

The findings further revealed that 40% of teachers strongly agreed and agreed while 47% of teachers strongly disagreed and disagreed that Radios and Television hinder proper teaching of writing skills. The mean for the statement is 3.00 and it implies that electronic media influences achievement levels in functional writing skills averagely.

Teachers also use the required resources only to teach writing skills, it is revealed by the mean of 3.70 with 70% of the teachers following what is recommended in the syllabus book, while 23% of teachers do not use the resources required as stipulated in the syllabus. Only 2% of the teachers are undecided on using resources available in school implying that few teachers do not read the syllabus book. The findings reveal that resources influences achievement levels in functional writing skills averagely.

It is revealed from the study that 70% of teachers with a mean of 2.3 agreeing or strongly agreeing that resources in schools help students be able to achieve writing skills objectives, while 20% of teachers disagree or strongly disagree on the view. The findings revealed that if resources in schools are not used, it influences achievement levels in functional writing skills to be below average.

Resources in this few schools are not favorable for teaching functional writing, also the resources available in school are not enough to teach functional writing. The majority of teachers whereby 73% strongly agree and agree while 23% of teachers revealed that resources in their schools are enough reveal this. The mean being 2.3 implies it influences achievement levels in functional writing skills to be below average.

Furthermore the study revealed that 13% strongly agreed, 35% agreed, 3% being undecided, 29% disagreeing while 19% strongly disagreed that content in resources is scarce for teaching English functional writing skills. The mean of the statement being 3.1 imply that the amount of content influences learners' achievement levels in English functional writing skills averagely.

Concerning materials provided in school, the findings revealed that Majority, 52% of teachers agree and strongly agree that they only use materials provided in school to teach functional writing skills mostly. On the other hand, 10% were undecided while 39% of teachers strongly disagreed and disagreed on the statement. The mean of the statement being 3.1 imply that the amount of content influences learners' achievement levels in English functional writing skills averagely.

Concerning the use of computer to teach functional writing skills, the findings of the study revealed that 65% of teachers strongly disagree and disagree but they use the computer in their schools, only 22% of teachers strongly agree and agree that they use computers while 4% were undecided on using computer to teach functional writing. The mean for the view is 2.4, which imply that teachers who do not use computers influence learners' achievement levels in English functional writing skills to be below average.

The findings is linked to illiteracy level of teachers concerning the use of computers and teachers should be aware and are trained on the computer application to foster personal progress as supported by Zapata and Zagarra (2007). Information Communication Technology in majority of the schools calls for establishment to make teachers raise the achievement levels in English functional writing skills.

Mobile phone is a good resource to teach functional writing skills as revealed by mean of 2.60. The statement 'Mobile phone is not a good resource to teach functional writing' shows that 16% of teachers strongly agree 42% agree, 29% disagree and strongly disagree. It reveals that mobile phone is a good resource to teach writing skills while 13% of teachers are undecided on whether or not that mobile is not a good resource to teach

functional writing skills. It implies mobile phone influence high achievement levels in English functional writing skills.

Mobile phones have many applications that can be used effectively to teach functional writing skills. Current mobile phones contain dictionaries, Internet and computer applications software which enable word processing and editing. It should dawn to teachers that learners could learn functional writing skills effectively if it becomes part of learning. Though mobiles are not allowed in schools, it is important to set mobile phone application sessions in school to foster the teaching and learning of various language skills.

Finally, the last statement was encouraging students to give equal time to English subject to study writing skills like other subjects, the findings revealed that 90% of teachers strongly agreed and agreed, 2% were undecided while 3% disagreeing. The mean of the statement being 4.30 implies that time for English influences learners' achievement levels to be above average in English functional writing skills.

The overall mean for teachers' opinion was neutral (mean of 3.44). This means that the teachers was undecided or average in their opinions on resources and influences learners achievement levels in English functional writing skills averagely. The association between the resources and achievement in functional writing was established and the findings presented in table 3.

Table 3 Resources on Students' in Functional Writing Skills Achievement

Students marks 45.31% Number of teachers=31	Unadjusted estimates		Adjusted Estimates	
	Coefficient (95% CL)	p-value	Coefficient (95% CL)	p-value
Resources	4.86(-1.12, 10.84)	0.111	4.95(-1.05, 10.95)	0.105

The regression model in table 3 was used to show correlation between teacher's views on resources and students' achievement. From Table 2 the unadjusted estimates for the teacher's views on the resources is not statistically significant, 4.86(95%CL:-1.12, 10.84) with a p-value=0.111.) the students of this teacher who has a higher score are more likely to score almost five marks more, for adjusted estimate: 4.95(95% CL: -1.05, 10.95) with a p-value=0.105.

From the study findings, it implies that resources are not significantly associated with students' performance in functional writing skills. Pedagogical issues raised by learners included availability of resources in their schools. Thirty percent of the focused group discussion revealed that resources are not enough, and therefore has influenced learners' achievement levels in English functional writing skills. Learners concluded that teachers only use textbooks by covering unit by unit and leaving some units, which they do not have resources to use to teach.

This could be the reasons why their responses concerning textbooks had a higher mean score while the opinion concerning materials such as authentic materials was lower. No wonder most of the teachers carry textbooks when they are going to class not even thinking about other materials. Despite Okwara (2009), notes that textbooks are very important it should be realized that without the use of other resources, higher achievement levels in functional writing among learners is not be realized.

Eighty percent of the focused group discussion felt that teachers should expose learners to a variety of resources such as authentic materials which include; newspapers, magazines and taken outside the school for exposure to places such as resource centers, bench marking in other schools that perform better and exposure to audio visual materials.

Summary, Conclusions and Recommendations

The influence of resources on students' achievement revealed that teachers' view on resources is not statistically significant, 4.86 (95%CL:-12.34, 10.84) with a p-value=0.111. There is no relationship between resources used and learners' achievement in English functional writing skills.

Teachers in their opinions, hold that resources are very important for teaching English writing skills. Teachers perceived that library and proper time management are the key resources that foster teaching of functional writing skills.

Conclusion

The influence of resources revealed that there is no relationship between resources and students achievements. Teachers had the same opinions on resources. This means that teachers had a significantly higher view towards resources on achievement in functional writing skills.

Recommendations

Teachers of secondary schools should embrace the use of resources like library and time management, as they perceive appropriate for teaching functional writing skills. Teachers should take into consideration that they facilitate the teaching and learning process.

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