



**FACTORS INFLUENCING THE USE OF MEDIA IN TEACHING  
AND LEARNING OF ENGLISH IN SECONDARY SCHOOLS  
IN KAKAMEGA EAST SUB-COUNTY, KENYA**

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**Abstract:**

Instructional media helped learners to conceptualize abstract concepts. It has been established that appropriate use of instructional media enhanced teaching and learning of English. However, in Kakamega East Sub-County, English registered declining performance in the Kenya Certificate of Secondary Education (KCSE) examinations. The blame had been on inappropriate and non-use of instructional media. The purpose of this study was to assess the factors influencing use of instructional media in teaching and learning of English in secondary schools in Kakamega East Sub-County, Kenya. Specific objective of the study was to establish: Availability of media for use in teaching and learning of English. The study revealed that teaching while incorporating the appropriate instructional media was significant for successful instructional process. The study was based on descriptive survey design. Romiszowski (1992) Conceptual Framework was used to establish the factors influencing media use in teaching and learning of English. The study population consisted of 23 head teachers, 46 teachers of English, and 1500 Form Two students. Saturated sampling technique was used to select a sample of 20 head teachers and 40 teachers of English. Simple random sampling technique was used to select a sample of 500 Form Two students. Piloting of instruments was done on 10% of the population. Research instruments were questionnaire, document analysis guide, observation schedule and interview schedule. Content validity was attained by presenting research instruments to three sets of experts. Quantitative data was collected from the closed questionnaire items which were tallied and presented using frequency counts, percentages and means. Qualitative data was transcribed and organized into categories, sub categories and themes based on the study objectives. The findings of this study showed that there was inadequate

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provision of educational media in schools from which teachers can use for teaching English. The study therefore recommended that the Ministry of Education, school administrators and the teachers be encouraged to purchase, produce, develop and provide relevant instructional media. The school to liaise with local resource centres for borrowing instructional resources.

**Keywords:** media, instructional, teaching and learning English, secondary schools

## 1. Introduction

The power of media in enhancing learning may best be captured in the Chinese saying that: *"If we hear, we forget; if we see, we remember and if we do, we understand"* (George, 1995). Video tapes, printed materials and computer software facilitated communication and enhanced teaching in the curriculum (Smaldino et al., 2008). Instructional media helped in making the spoken words clear (Curzon, 2002).

Technological innovations increased the rate of conceptualization in the curriculum (Akinpelu, 1991). According to Dahama & Dhatnagar (1992) people learned 25% to 30% more when visual aids were used in teaching, because they: held attention, increased permanence of learning, made the job of teaching easier and created interest in the curriculum. In spite of these developments, teachers still tended to teach theoretically without much regard to incorporating media in their teaching process (Runaku, 1996).

Research showed that appropriate use of instructional media enhanced teaching and learning in the curriculum (Ambuko, 2008). However, Kenya National Examination Council (KNEC) reported that candidates had difficulties in writing (KNEC, 2000). This had not changed. In Kakamega East Sub-County students' performance in English in the last five years had shown a downward trend. Specifically, the study: Established availability of media for use in teaching and learning of English. As a result the following question was formulated to direct the study: What were the available media for use in teaching and learning of English?

## 2. Methodology

The study used descriptive survey design. It targeted 1,500 Form Two students taking English from 23 public secondary schools in Kakamega East Sub-County. The sampling unit was the school; saturated sampling was used to select 20 head teachers and 40 teachers of English. Simple random sampling method was used to select a sample of 500 students from a total of 1500. The sample therefore, consisted of 20 head teachers, 40 teachers of English, and 500 Form Two students. The main data collection instrument was the questionnaire, one administered to students, another to principals and finally to teachers of English. The interview schedule was administered to the teachers of English while lesson observation schedule confirmed the results from the questionnaires. The document analysis guide provided relevant information on acquisition and utilization

of instructional media in English teaching and learning. This study used the test-retest (coefficient of stability) method to estimate the degree of reliability of the instruments. The study relied on face validity procedures using three sets of experts. Data analysis was done using descriptive statistics (frequency counts, percentages, and means).

### 3. Results and Discussion

Research revealed that all the forty teachers (100%) indicated that their schools had chalk board/chalk walls in their classes. Twenty eight teachers (70%) indicated that they had invited resource persons while twenty (50%) had radios in their schools. Twenty one (52.5%), eighteen (45%), seventeen (42.5%) of the teachers showed availability of charts, models and pictures / photographs respectively. Audio-cassettes (40%), posters (27.5%) and English news papers (27.5%) were available in those percentages. Flash cards, mobiles and bulletin boards were all available in two schools each (5%). Although films and video-recording were considered as effective instructional resources (Nicholas, 2005; Anthony, 2005; KNEC, 2010) were missing in all schools. All the teachers (100%) did not register the presence of language labs, study trips and computer-mediated materials as available instructional resources in their school. Research indicated that modern technology improved academic standards in the curriculum. Much educational data was available via electronic networks that could help learners (Donald, 2002).

English Teacher's Questionnaire (ETQ) also sought to find out how the teachers obtained the various instructional resources for English teaching. Majority of teachers (95%) depended on the school authorities to buy for them the various instructional resources for teaching. Twenty eight teachers (70%) indicated that they themselves made the resources while eighteen teachers (45%) said they borrowed from other institutions. Fourteen teachers (35%) indicated that students made the resources while in all the schools the Ministry of Education never supplied them with instructional media. However, teacher should ask resourceful learners to make some to enhance availability of instructional media (Joanna & Heather, 2003).

Teachers were further asked to indicate the level of difficulty encountered in the preparation of various instructional media for English teaching. All teachers (100%) either experienced a lot of difficulties (50%) in the preparation of appropriate media for English teaching. The study noted that difficulties were experienced mainly due to the teachers' reliance on the school authorities to provide the needed instructional resources for English teaching. ROK (2002) encouraged teachers to be creative and innovative in their sourcing and use of media.

The study also sought to establish textbooks available in schools for English teaching. Most available textbooks in Form Two classes were New Integrated English (90%), Excelling in English (75%), and Head Start Secondary English Book 2 (50%). The frequency of availability of the other textbooks was less than fifty percent (50%). The research also noted all the five text books were recommended by the Ministry of Education (MoE). Some teachers were not aware of the other English textbooks that

could be used for teaching English in Form Two. According to Kochhar (1991) no single text book however good, was good enough to be used as a sole reference book without support of other textbooks; hence the need of other supplementary course books during learning.

ROK (2002); Joanna & Heather (2003); Glenda (2005) concurred that Course Books provided a rich context in which learners could acquire new vocabulary and knowledge of the rich possibilities of language use. However, fifty percent (50%) of the teachers held the view that the recommended text books were either very good (5%) or good (45%). Siele (2010) criticized Course Books for doing very little to focus on the learners' interest in content and do not challenge the learners to think. According to Makosa (2010), some textbooks had massive errors, implying a shoddy job by publishers. He pointed that most primary and secondary schools Course Books had factual error.

#### **4. Conclusions**

Instructional media were not used regularly during English lesson. Teachers indicated availability of media for use but they were not using them during English lessons. The most available non-textual media in schools were the chalkboard (100%), resource persons (70%), radio 50% and charts (various types) (52.5%). No school had video tapes (for English), films (for English), study trips (for English), language laboratories or computer mediated materials for English instructional. Most schools (80%) had an adequate provision of the Course Books (New Integrated English Book 2) although other recommended supplementary books were inadequately provided for in schools.

##### **4.1 Policy Recommendations**

On this, the study recommended that school administrators should ensure that instructional media were by teachers in schools. The Ministry of Education (MoE) should come up with a program of provision of free instructional media to every school in the sub-county. MoE, school administrators and teachers should be encouraged to purchase, produce, develop and provide relevant instructional media for English teaching. Alternatively, every educational division in the sub-county should have a resource centre fully equipped and continually replenished by Ministry of Education. From that centre, schools within the sub-county would borrow relevant instructional media for their language lessons. If such a case would be realized, a way should be found to ensure all the schools in the sub-county borrow and utilize the instructional media regularly. The English resource centre (ERC) should be formed to be distributing instructional media to schools.

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