



TEACHERS' PERCEPTION OF INSTRUCTIONAL MEDIA USE ON STUDENTS' ACADEMIC PERFORMANCE OF KISWAHILI IN PUBLIC SECONDARY SCHOOLS IN KATHIANI SUB-COUNTY, KENYA

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Abstract

Students' academic performance is key in every academic institution. The aim of this study was to establish the perception of teachers on instructional media on academic performance of Kiswahili students in public secondary schools in Kathiani sub-county. The students' performance in Kiswahili remains a top priority for educators in Kenya because when students get good grades, they become competitive in the world of work and may have better employment opportunities. The study adopted a descriptive survey design and the system theory was used to investigate on how perception of teachers affects the academic performance of Kiswahili students. The researcher used simple random sampling techniques to sample 20 public secondary schools to be used in the study out of the 50 secondary schools in Kathiani sub-county. Simple random sampling technique was used to select a total of 200 Kiswahili students and 40 Kiswahili teachers from the 20 selected public secondary schools. The study used questionnaires as the research instruments. There was a questionnaire for students and the teachers. Data was analyzed with the aid of the Statistical Package for Social Sciences (SPSS). The study found that the use of instructional media can enhance learner's performance as the lessons are always interesting, it makes the topic to be better understood, and also the content become more familiar to the students. Instructional media also improves the learner's memory. The study established that majority (60%) of the teacher respondents indicated that instructional media are used in teaching Kiswahili. The study concluded that the performance of Kiswahili was good due to the use of instructional media in teaching and learning. The study also concluded that the instructional media the teacher mostly used in teaching Kiswahili was textbook. It is therefore clear that the schools in Machakos have inadequate instructional materials needed for learning. The study further established that majority (71.2%) of the respondents indicated that instructional media enhances the learning of Kiswahili subject. Teachers' perception on the use of media improves learner's motivation and Kiswahili performance. The study recommended that the school principals should encourage Kiswahili teachers to use instructional media with the aim of raising the academic performance of the schools as it has been proved that instructional media in teaching and learning enhanced the performance of the students.

Keywords: Teacher's perception, Instructional media, media, Teaching, Learning,



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Background to the Study

Kiswahili is a key subject in career development, hence compulsory in the Kenyan secondary schools and colleges' curriculum. Studies have shown that performance of students in
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national examinations in Kenya has generally been poor. The way teacher view the role of media in classroom teaching will to a large extent determine the level and degree of its usage. Teacher forms an impression which is favourable or otherwise, depending on specific traits teacher attribute to media. Teacher perception of media is predicted upon what they feel media can do in teaching-learning process. However, evidence abounds that what teachers said were their reasons for not using media were not true (Zepp, 2005; Scrimshaw, 2004; Sugar, Crawley & Fine, 2004).Over the years, many research studies have pointed out various external deterrents for the utilization of audiovisual media. The major deterrents reported were budget difficulty in obtaining materials, lack of audiovisual classroom facilities and lack of trained audiovisual personnel (Higgins & Moseley, 2001; Richardson, 1996; Windschitl & Sahl, 2002).

Studies have examined the relevance of Instructional Media for effective classroom teaching and learning. Fidanboylu (2014) argue that the use of visual aids in teaching can motivate the students and reinforce the subject content. Makewa, Role and Ngussa (2012) noted that media resources are important when it comes to instruction. They argue that instructional resources are vital to the teaching of any subject. According to Seth (2009), lack of wall charts, models and other conventional media to compliment the use of chalkboards and textbooks in the schools increased difficult for teachers to offer quality teaching and learning to promote high academic performance for junior high schools pupils in Ghana. Many authors have examined the significance of using instructional media in teaching/learning process. Wambura (2017) noted that computer has many benefits in education, for example: enhancing academic works, improving lesson and students understanding and influencing independent learning. According to Karanja (2015), teaching and learning resources are important in education because they motivate and encourage learners to utilize more than one sense hence increasing their attention and retention capacity. In addition, teaching and learning resources create motivation in learning (Monda, 2012).

The focus of this study was to address the effect of teacher's perception on instructional media and student academic performance in Kiswahili in public secondary schools in Kathiani Sub-county because academic performance of a student is of paramount importance in every academic institution (Karanja ,2015). Student's performance in Kiswahili remains a top priority for educators in Kiswahili because when students get good grades, they become competitive in the world of work and may have better employment opportunities. Wamalwa

(2016), argues that academic performance is mainly related to assessment and it's about meeting short-term and long-term goals in education. Good academic performance of students depends on how well they have mastered the content taught and mastery of content will be aided by teachers' perception and use of media in teaching. Performance of **Kiswahili** is not good in the sub county for the last three years.

Literature Review

Teachers' perception on Instructional Media in Enhancing Teaching and Learning

Research have revealed that before teachers use technology for instruction they must be personally convinced of its benefits and must see the utility of using a particular technology (Lam, 2000). Before technology is used in the classroom teachers focus attention upon their students. They want to know what impact it will have on students' learning outcomes (e.g., Higgins & Moseley, 2001). Teachers use technology because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students' learning (Lam, 2000). Successful technology adoption in teachers' classrooms is dependent upon school administrators providing an individualized, differentiated process of training and implementation (Gray, 2001). Teachers' technology beliefs are influenced by their philosophy. Resistance to adopting new technologies stem from teachers' existing teaching beliefs (Norton, McRobbie, & Cooper, 2000). When technology is used as a tool, the teacher becomes a facilitator and students take a proactive role in learning (Niederhauser&Stoddart, 2001).

Adefuye (2006) found out that when various learning resources are used in learning institutions like secondary schools they arouse students' interest towards learning and definitely this might have positive effects on performance. Significance of Instructional Media for effective teaching and learning has been hailed by many authors. Fidanboyu (2014) noted that the use of visual aids during teaching motivates the learners and reinforces what is learned. Makewaet *al.* (2012) indicated that media resources are useful in teaching. This means that the use of various instructional media is essential for mastery of content in Kiswahili. According to Seth (2009) lack of wall charts, models and other conventional media to compliment the use of chalkboards and textbooks in the schools leads to increased difficulty for teachers to offer quality teaching and learning to promote high academic performance students. Chinoonekaand Mupa (2015) in their study discovered that teachers'

failure to use a variety of media in the teaching and learning process resulted into failure in grasping subject content. The use of instructional media makes the learning process more effective because it builds greater understanding, reinforcement and retention of the subject matter (Ayot, 1987). Naz and Akbar (2010) argue that instructional media have knowledge in an impressive way making learning more effective as they help learners in greater acquisition of knowledge. Wambura (2017) observed that computer has many benefits in education including enhancing academic works, improving lesson and students understanding and influencing independent learning. Karanja (2015) argues that teaching and learning resources are important in education because they motivate and encourage learners to utilize more than one sense hence increasing their attention and retention capacity. Monda (2012) argues that teaching and learning resources create motivation in learning and that a combination of various instructional media is vital when one need to achieve desired objectives in any leaning aspect and in particular Kiswahili.

According to Aggarwal (1995), teachers should be innovative and venture to experiment to improve teaching and enhance learning. Visual methods in teaching and learning create longer lasting experiences and relate readily to other sensory experiences. Douglas (1964) posit that learning is distributed through the five senses as follows: learners retain: 1% of what they learn through taste, 1.5% of what they touch, 3.5% of what they smell, 11% of what they hear (unless impaired) and, 83% of what they see unless they are visually impaired. Instructional media that employ the visual stimulus arouses and sustains interest and defines facts and information easily and precisely, giving meaning to words. This in turn, helps learners to remember as it stimulates their imagination. Visuals are instruments for teachers to aid learning, they add realism and attractiveness to the learning experience (Mukwa & Patel, 1986).

Theoretical Framework

This study was based on system theory. A system can be defined as an interrelated set of elements functioning as an operating unit (Senge, 2006). The school works like an open system. An open system consists of five basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment. In this study the inputs include the teachers, Kiswahili students and instructional media used. The learner goes through a transformation process when he interacts with the teacher, content, material used in the school environment. The interaction between Kiswahili students, instructional media and

teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society. How do school administrators accomplish this? Work of some kind is done in the system to produce output. The system adds a value added to the work in process (Scott, 2008).

The theory is applicable to the current study in that it helps the researcher to identify how the school systems work in unison to ensure that the student academic performance improves. The school system comprises of the teachers, students, instructional materials and media, the structures such as classes which should work in cohesion to ensure success of the institution. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals. Teacher perception on instructional media use is key to teaching and learning because use of media instruction motives learners to learn and therefore influences academic performance. All schools are open systems, although the degree of interaction with their environment may vary. According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them. The teachers should always interact with the students through teaching and through the use of instructional media to ensure that the input they give the students is reflected in their output.

Research Design and Methodology

The study adopted a descriptive survey design to investigate on how instructional media affects the academic performance of Kiswahili students. This design was used to analyze and report events as they occur (Mugenda & Mugenda, 2003). Kothari (2004) argues that descriptive surveys are used to describe some aspects or characteristics of human population such as opinions, attitudes, beliefs or even knowledge of certain phenomenon. Descriptive study design was therefore suitable for this study because it sought to find out opinion of Kiswahili teachers and students on effect of teachers' perception on instructional media and academic performance of Kiswahili students in Machakos Sub County. Simple random sampling technique was used to get the study respondents. 20 schools out of 50 public schools were sampled, 200 students and 40 Kiswahili teachers were the respondents of the study. Questionnaire and interview schedule was used as tools of data collection. Data collected was edited, coded, classified and tabulated with regard to the type and source. Data was analyzed and interpreted both qualitatively and quantitatively in the light of the research objective. Analysis of data was conducted with the aid of the Statistical Package for Social

Sciences (SPSS) version 23 and Microsoft Excel 2007 computer software. SPSS was used for analysis while Microsoft Excel 2007 was used for ensuring quality presentation of results.

Discussion of findings

Teachers’ perception on how instructional media affect teaching and learning of Kiswahili

The teacher respondents were requested to indicate the extent of agreement with the following statement on effect of instructional media on teaching and learning Kiswahili. The responses were placed on a five likert scale from 1-5 where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree. The findings are shown in the table below.

Table 1.1. Teachers’ perception on instructional media on teaching and learning Kiswahili

Statement	Mean	Std. Dev
Kiswahili teacher always use instructional media always in teaching	3.50	0.9864
Use of instructional media has effect on students’ academic performance	3.77	0.8976
Use of instructional media in teaching motivate learners in class	3.69	0.8639
School administrators encourages use of instructional media in teaching Kiswahili	3.55	0.8621
Kiswahili instructional media are available for teaching/learning in school	3.71	0.8712
Different instructional media affect students’ academic performance	3.89	0.9187
Use of instructional media has perfected the student learning skills thus improving their academic performance	3.99	0.8871

From the findings the teacher respondents agreed that use of instructional media has perfected the student learning skills thus improving their academic performance (mean=3.99), followed by different instructional media affect students academic performance (mean=3.89), use of instructional media has effect on students academic performance (mean=3.77), Kiswahili instructional media are available for teaching/learning in school (mean=3.71), use of instructional media in teaching motivate learners in class (mean=3.69), school administrators encourages use of instructional media in teaching Kiswahili (mean=3.55), and that Kiswahili teacher always use instructional media always in teaching (mean=3.50). This depicts that use of instructional media has perfected the student learning skills thus improving their academic performance. Adefuye (2006) found out that when various learning resources are used in learning institutions like secondary schools they arouse students’ interest towards learning and definitely might have positive effects on performance. That is why Wamalwa

(2016) emphasized on the need for adequate supply learning materials in schools. Supply of quality textbooks for example in schools can be of immense importance towards the academic development or performance of the students.

Conclusion and Recommendation

The aim of the study was to establish the effect of teacher's perception on use of instructional media and students' academic performance. The study established that teachers used instructional media to teach Kiswahili subject. Students need adequate instructional media and qualified teachers to help them comprehend the content in teaching and learning. The study found that use of instructional media has perfected the student learning skills thus improving their academic performance. The study further established that majority (71.2%) mean of 3.69 of the respondents indicated that instructional media enhances the learning of Kiswahili subject. Further the respondents indicated that the media makes them understand more on the content being taught as they are able to relate learned issues and the real life situations. Further the instructional media facilitate comprehension and that the students are able to answer question after every study topic. This study is in agreement with Monda (2012) when he argues that teaching and learning resources create motivation in learning. The study concluded that use of instructional media has perfected the student learning skills thus improving their academic performance. The study recommends that teachers should be encouraged to use instructional media when teaching Kiswahili.

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