UTILIZATION OF INSTRUCTIONAL MEDIA IN TEACHING AND LEARNING OF KISWAHILI LANGUAGEE IN PUBLIC PRIMARY SCHOOLS IN NYANDARUA COUNTY, KENYA

KARIUKI PETER MWANGI
MAASAI MARA UNUVERSITY

ABUYEKA FLORENCE MIIMA
KENYATTA UNIVERSITY

TANUI EDWARD
MAASAI MARA UNIVERSITY

ABSTRACT

Teaching process is a two way communication specifically between the teacher and pupils or among the pupils themselves. For such communication to be effective, appropriate channel ought to be incorporated. Instructional media qualifies such channel by mediating and supporting interactions. Failure to utilize instructional media in many public primary schools in Kenya has provoked the use of classical methods of teaching which in most cases result to poor performance in Kiswahili in Kenya National Exams. This paper investigated the utilization of instructional media in teaching and learning of Kiswahili in Kenya's public primary schools. The paper is guided by two objectives which are: To establish the type of instructional media used in teaching and learning of Kiswahili language in public primary schools and to establish the influence of instructional media in teaching and learning of Kiswahili language in Kenya. The paper is based on Media Richness Theory propounded by Daft and Lengel in 1986. The study adopted a descriptive design. The target population was 331 public schools head teachers and 369 Kiswahili teachers assigned to class eight. Purposive sampling was used to select sample of 46 head teachers and 55 Kiswahili in class eight were randomly selected. Collection of data was done through questionnaires. Data was analyzed descriptively and presented in tables, graphs and percentages. The study found out that 68% of teachers do not use the three kinds of instructional media and 64% affirmed that instructional media have positive influence on pupils 'general performance in Kiswahili. The study may benefit the government through the ministry of education in overseeing utilization of instructional media in Kiswahili. This is through acquisition and distribution of instructional media by sensitizing teachers through seminars and workshops. The study recommend establishment of Kiswahili resource centers from grass root to the national levels. It is believed that the findings of the study will provide useful information to education stakeholders on way of improving teaching of Kiswahili language through appropriate utilization of instructional media.

KEYWORDS: Utilization, instructional media, teaching and learning, Kiswahili language

1.1. INTRODUCTION

The teaching process is a two way communication that involves the teacher and pupils or between pupils themselves. There are a number of components that facilitates an effective communication in a classroom situation. These components include the source of information, the channel that the message will sail through and the receiver of that information. In this study the source of information is the teacher and the pupils are the recipients. Pupils are also expected to give the feedback. For an effective communication, there is a need to incorporate an appropriate channel. For the pupils to receive and give the expected information, an appropriate instruction media has to be used to catalyze the channel. An instructional media therefore acts as a catalyst between the content and the mindset of a pupil

About two centuries ago, the term media was used to refer to the newspapers. As early as the mid-19th century, there was already attempt to formally introduce teaching device in classroom and by 1920's there were documented cases of media utilization in education (Cuban 1986)

According to Van (1984), media are all aids which may be used by teacher and learners to attain certain educational objectives. Deuter, Bradbery, & Turnbull(2015) have defined instructional media as a tool that is used to teach people something. Suleiman (1988) asserts that instructional media are the media that bring information or message from the information sources /senders (teachers) to the receivers (students).Richards (1993) defines the instructional media as the media which are used within the instructional design and are determined by the requirements of the objective content and instructional method.

Instructional media are classified into three groups. According to Gathumbi and Ssebbunga (2005) they state that there are three kinds of instructional media. These are audio, visual and audio visual media. The audio are media that can be listened to e.g. tapes and radios. The visual are media that can be seen such as flash cards and pictures. The instructional media that involve the sense of sight and hearing are named as the audio visual for example T.V and computer screens.

Wringe(1995) also classified instructional media into three groups. The first group involves instructional media that are classical in nature for example books, flash cards, drawings and blackboard. The second classification involves language technology. Example in this group include projectors, tape recorders and language laboratory. The third category according to Wringe (1995 are those instructional media that involves the use of communication technology. Examples in this category are laptops, computers, mobile phones and internet. Zachariah (2012) asserts that instructional media are important while delivering the content in a given lesson; moreover the work of the teacher is made simpler. Edmenger (1997) insists that instructional media delivers message (information) to the pupils in an effective way by reducing equivocality, or possible misinterpretations, of a message. If a message is equivocal, it is unclear and thus more difficult for the receiver to decode.

For effective teaching to take place, there should be blending between the content, theory, performance and instructional media. Schullstiom (1998) indicates that, instructional media are essential tools in the teaching of the language arts classroom. They allow the students to interact with words, images and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking, writing and using media and technology. Sugiharto (1994) states that instructional media are the instruments of motivation and they can also stimulate interest, lesson verbalism, and make the acquisition of the result of learning permanent. The role of media in an instruction situation according to Heinrich (1993) is for supplemental of "live" instruction in the classroom. This is in line with the statement of Finocchiaro (1993) stating that media can make a class situation more alive since the media can interest students and attract students' attention. The main function of the instructional media usage is to support the instructional interaction between the teacher and the student (Latuheru 1998)

Davies (2005) divides the functions of the instructional media into two kinds. These functions are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructors manage instruction more effectively. Media assist teachers to communicate more effectively and take over the operating role of instruction from teacher and instructors.

Instructional media have several roles as summarized by Sugiharto (1994) as; attention, communication, and retention roles. The attention role of media is to attract students' attention, to heighten the student curiosity and to convey information. In the communication role, media can function to enhance comprehension and to assist the learners in understanding the message. Instructional media can increase the communication power of the instruction by explaining the message contained in the instruction. The communicative role of the media is the way of clarifying the message by making explicit certain concepts of the lesson. The retention role of instructional media concerns with retention of information presented in the instruction.

Media is expected to play a crucial role in teaching of Kiswahili by forming a vital component in the instructional process. However Kenya Certificate of Primary School (KCPE) resulted in Nyandarua County for period 2009-2012 indicate a weak performance. The question then asked; Do teachers use instructional media while instructing Kiswahili? What range of media is used in teaching Kiswahili? And what is the influence of instructional media in teaching of Kiswahili? These are issues that were explored in the study

1.2 Statement of the Problem

The utilization of instructional media in teaching is very important because it makes the pupils to be involved in various activities in the classroom. It also clarifies difficult concepts and makes learning interesting. The Ministry of Education and curriculum developers in Kenya puts emphasis in utilization of instructional media in teaching and learning process. In recent times there has been concerned by stakeholders in education that many teachers do no integrate instructional resources in their teaching activities. This is reflected in the national exams performance and especially in Kiswahili language where the mean score constantly remain low compared to other subjects like English. The situation is not different in Nyandarua County and therefore study investigated the utilization of instructional media in teaching and learning of Kiswahili language in public primary schools in Nyandarua County, Kenya.

1.3. Purpose and Objectives of the Study

The purpose of this study was to investigate the utilization of instructional media in teaching of Kiswahili in public primary schools in Nyandarua County, Kenya. The objectives were to:
   i.   Establish the type of instructional media used in teaching and learning of Kiswahili
            language in public primary schools in Nyandarua County.
   ii.   Establish the influence of instructional media in teaching and learning of Kiswahili language.

1.4 Theoretical Framework

The study was guided by the Media Richness Theory. The theory was introduced by in1986 by Richard L. Daft and Robert H. Lengel. Leaning on information processing theory for its theoretical foundation, MRT was originally developed to describe and evaluate communication media within organizations. Daft and Lengel sought to help organization cope with communication challenges, such as unclear or confusing messages or conflicts interpretations of messages.

MRT is defined by Daft and Lengel as the ability of information to change understanding with a time interval. MRT states that all communication media vary in their ability to enable users to communicate and to change understanding. The degree of this ability is known as a medium's "richness". MRT places all communication media on a continuous scale based on their ability to adequately communicate complex

message. Media that can efficiently overcome different frames of reference and clarify ambiguous issues are considered to richer whereas communication media that requires more time to convey understanding are deemed as less rich. A primary drive in selecting a communication media for a partial message is to reduce equivocality, or possible misinterpretation of the message

The theory includes a framework with axes going from low to high equivocality and low to high uncertainty. Low equivocality and low uncertainty represents a clear, well- defined situation; high equivocality and high uncertainty indicates ambiguous events that need clarification. The theory therefore was used to select instructional media that is most appropriate to convey specific content in given lesson(s) in Kiswahili. Secondly, MRT was used to gauge the appropriateness of given instructional media so as to scale out the effectiveness of such media.

1.5 Methodology

The study adopted a descriptive design that involves data collection in order to test hypothesis or to answer questions concerning the current status of the subject of the study (Kothari, 2004).

The study was carried out in Nyandarua County, in Kenya. The County is subdivided into seven sub-counties. The targeted population of the study was 331 head teachers and 369 Kiswahili teachers teaching class eight. The sample size was sampled according to Cooper (1998) who explains how a large sample should be, is a function of the variation in population parameters under study and the estimating precision need by the researcher. Simple random sampling method was used to select a sample of 55 Kiswahili teachers. And, purposeful sampling selected a sample of46 head teachers. The sample is summarized in sample grid1.1

1.1 Sample Grid

Sub county	Target population		Sample size		%	%
	Kiswahili teachers	Head teachers	Kiswahili teachers	Head teachers	Kiswahili teachers	Head teachers
Nyandarua North	75	68	11	9	14.67 %	13.76%
Mirangiini	35	30	6	5	17.17 %	16.67%
Nyandarua West	45	42	7	6	15.56 %	14.28%
Nyandarua Central	44	41	7	6	17.07 %	14.63%
Kipipiri	70	64	10	8	14.28 %	12.50%
Nyandarua South	50	45	7	6	14.00 %	13.33%
Kinangop	50	41	7	6	14.00 %	14.63%
Total	369	331	55	46	14.91 %	13.90%

1.6 Research Instruments

The study used two questionnaires. One for Kiswahili language teachers and the other one foe head teachers in these primary schools. Both questionnaires consisted of both open ended and closed ended questions. The two questionnaires had a total of 19 questions on types of media resources in schools, how utilized and the influence on pupils performance.

1.7 Study Findings

The study found out that majority of class eight Kiswahili language teachers fall in the age bracket between 36-40 years. This represents 24% of the respondents. All teachers who participated in this research are trained. Majority of teachers hold a P1 certificate. This represents 24% of the respondents. 7 (14%) were holders of a master degree certificate. Gage (2009) asserts that professional qualification of a modern teacher is that of having to develop and utilize the science of the art skills, experiences and that the teacher must develop sufficient repertoire of knowledge and skills, experience insights the artistic creativity from which to draw hunches to enable planning and creation of a unique learning environment and experiences which are necessary for each particular lesson and a group of learners

The study further established that there were only 4 teachers (8%) who had taught Kiswahili for less than 5 years. The study also revealed that 22 teachers (44%) had experiences of over 20 years in teaching Kiswahili in class eight in public primary schools. This information is summarized in table 1.2

Table 1.2 Teachers' experiences in teaching of Kiswahili

Range of years	frequency	percentage
0 – 5	4	8%
6 – 10	3	6%
11 – 15	5	10%
16 – 20	16	32%
Over 20	22	44%
Total	5	100%

The study also sought to establish the teacher's workload. It was revealed that majority of the respondents 45(90%) had more than 20 lessons in a week. This kind of workload may hinder the available time for preparing the required instructional media in Kiswahili. Hill (1985) insists that teacher' preparedness is mandatory before the he/she enters a class to teach.

With regards to the kinds of media used in teaching Kiswahili in public primary schools, the study found out that 45 (90%) of the respondents use real objects. 25 (50%) use realia, 2 (4%) of the respondents at times use television in their teaching. All teachers (100%) did not register the presence of a language laboratory and the use of slides as available instructional media in teaching of Kiswahili in public primary schools in Nyandarua County. This information is shown in table 1.3

Table 1.3 Utilization of instructional media in teaching of Kiswahili language.

Instructional media	presence of instructional media		absence of instructional media		totals	
Instructional media	frequency	percentage	frequency	percentage	50	100%
Chalkboard	50	100%	-	-	50	100
Pictures	50	100%	-	-	50	100
Real objects	45	90%	5	10%	50	100
realia	25	50%	25	50%	50	100
Projectors	19	38%	31	62%	50	100
Slides	-	-	50	100%	50	100
Films	5	10%	45	90%	50	100
maps	13	26%	37	74%	50	100
Radio	39	78%	11	22%	50	100
Language labs	-	-	50	100%	50	100
Tapes	3	6%	47	94%	50	100
TVS	2	4%	48	96%	50	100
Computers	2	4%	48	96%	50	100

With regards to the influence of instructional media in teaching of Kiswahili in public primary schools in Nyandarua County. The study established that 12 (24%) of the respondent saw a high positive effect of using an instructional media in teaching of Kiswahili. 20 (40%) of the respondents accepted that instructional media have positive effects in teaching of Kiswahili. it was only 1(2%) of the respondents who indicated that there was no connection of an instructional media and teaching of Kiswahili in public primary schools. The results of this findings are shown in the following:

Table 1.4: influence of instructional media.

Influence of an instructional media	frequency	percentage
perfect	12	24%
Above average	20	40%
Average	11	22%
Below average	4	8%
Non effect	2	4%
Negative effect	1	2%
Total	50	100%

Sugiharto (2004) states that instructional media are instrument of motivation and they can also stimulate interest in language program. He summarizes that an instructional media has several roles; attentive role, communication role and retention role.

1.8 Conclusion and Recommendations

The study found out that there is limited utilization of instructional media in teaching of Kiswahili in Nyandarua County. If teachers can regard instructional media in their teaching, there will be a great change

in pupils way of mastering contents in varies aspects in Kiswahili and therefore improving pupils general performance in the said subject.

The study further indicated that the availability of instructional media did not automatically lead to their use. There could have been other factors that made the teachers not to use a variety of the available instructional media, hence the need for more research.

Although most of the teachers in Nyandarua County use the three kinds of media, there is shortage of modern instructional media such as computers and laptops at 4% of the respondents, television at 4% and tape recorders which accounts for 6%. 64% of respondents agreed that instructional media affect the teaching of Kiswahili positively.

In order to improve teaching of Kiswahili in public primary schools in Nyandarua County, the study suggested the following recommendations: The study recommends the government and other stakeholders to oversee utilization of instructional media in Kiswahili through acquisition and distribution of instructional media and sensitizing teachers through seminars and workshops. It also recommends establishment of resource centers from grassroots to the national level. It is believed that the findings of the study will provide useful information to the education stakeholders on ways of improving teaching of Kiswahili through appropriate utilization of instructional media.

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