

Availability and Effectiveness of Media Resources in the Teaching of English Language in Public Secondary Schools in Kericho District

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This paper examines the availability and effectiveness of Media Resources in the teaching of English language in public secondary schools. It specifically examines audio, visual and audio visual material involved in the teaching of the English language. Research findings indicate that many Secondary Schools in Kericho District lack the essential Media Resources to enhance the pedagogy in the institutions of learning. From the study too, it was evident that the students and the teachers of English agree that Media Resources play a big role in increasing the students' English proficiency. Without these Media Resources or their scarcity will affect the quality of English teaching and learning. The researchers therefore recommend that all secondary schools should be equipped with adequate Media Resources so that they are integrated in the school curriculum with the sole objective of enhancing performance in the English pedagogy.

Key words: Media resources, audio, visual and audio visual and teaching of English

Introduction

Among the requirements of effective acquisition of knowledge and skills by students is the availability and good use of Media Resources. Taylor and Hogenbirk (2001) argue that countries that do not integrate policies of scientific and technological development with education components will be left behind. Moreover, Kenya vision 2030 the newest development blueprint based on the political social and economic pillars relies heavily on the success of the education sector. This makes the integration of Media Resources in the school curriculum a great concern to all the stakeholders.

In a school setting Media Resources are also used at different moments –to start or conclude a lesson and with different aims- to strengthen motivation for learning, to illustrate a point, to open up the subject or to extend the lesson. They are very seldom seen as a specific indispensable contribution to facilitate general education, vocational training or personal development (Unesco 1984)

It is through Media Resources that students acquire knowledge and skills that enable them to learn since they are vehicles/channels/media through which desired information is conveyed. Therefore the quality of school instruction depends very much on the availability of relevant Media Resources. Whenever these items are available in the right amount and variety to a well trained cadre of school teachers, then the likelihood of having effective instruction is high. Their absence tends to produce the reverse effect in school instruction.

Media Recourses form an integral part of teaching and learning in any educational institution; furthermore, availability of Media Resources in secondary schools is of great concern to all administrators, students and all stake holders of education at this level. Tucker (1986) holds that because Media are created as integral elements of the curriculum, there is an obligation to ensure that all learners in a given education institute has access to the materials

Previous studies conducted have revealed great scarcity of Media Resources. The studies of Hamdani(1983) on *Assessment of Home Economics Teaching learning resources in Tanzania primary schools: A case study of Morogoro urban district*, indicated that scarcity of teaching materials affected the quality of teaching and learning .Lack of practical aspect of teaching home science could not be effectively carried out. He hence concluded that teachers would have no alternative but to teach the subjects theoretically and this would only lead to the learners' failure since they don't acquire the practical skills

Komonte(1995) in his study on *The Problems of Integrating English Language Teaching Strategies and the Learning Process in Tanzania Secondary School classrooms* found out that scarcity of Media Resources was the chief cause of students' failure in the mastery of English language as a subject and medium of instruction in Tanzania. She observed that teachers did not effectively teach reading and speaking skills since such strategies required certain teaching and learning facilities that were lacking in schools.

Muchilwa(1998) investigated on *The Availability and Use of Instructional Materials for Teaching History*, A study of Secondary Schools in Mombasa district and concluded that instructional materials for teaching the subject were inadequate both in public and private secondary school in Mombasa district. The few instructional materials that were present were limited to class textbooks and a few reference books.

Balyage (1995) conducted A study on *Determinants of Student Teachers' Performance in State Universities of Region III in Philippines* and established that instructional materials were significant predictors of knowledge of student teachers in the subject matter. He maintained that while teachers' knowledge on the subject matter can determine effectiveness in learning, there is a great need for teachers to be availed with sufficient instructional Resources for teaching and learning.

The educational department of Western Australia (2001) holds that establishing an environment for effective English speaking and learning requires learners to be exposed to purposeful, real life situations and facilities that place increasingly complex demand on the way language is used.

Onsongo (2002) on her study *The Life Approach Method in Teaching Christian Religious Education in Secondary Schools in Nairobi, Kenya*, established that lack of learning resources was a major problem encountered by teachers in the use of life approach, a recommended method for teaching Christian religious education .Her study established that teachers lacked adequate teaching learning resources to support their teaching of Christian Religious Education. She maintained that apart from the recommended Christian Religious Education textbooks and the Bible no other resources existed for use in teaching Christian Religious Education, moreover in some cases only the teachers' textbooks were available and not the students' textbooks. Students ended up relying on what the teachers had to give them. The study of Onyango (2003) on *Factors influencing Examination Performance at KCSE .A case of SDA Sponsored School in Central Nyanza Field* found out that most secondary school teachers (63.2%) lacked relevant learning resources like textbooks and a proper library. He noted that this greatly affected students' performance in Kenya Certificate of Secondary Education.

Kikoti (2004) conducted a study on *The Teaching and Learning of English Grammar in Tanzanian Secondary School Classrooms* and found out that schools lacked adequate Media

Resources for English learning. This fact led to an influence in the teachers' choice of the Grammar Teaching approach. An acute shortage of textbook was a strong factor that caused grammatical problems among students.

The reviewed literature clearly shows that scarcity of Media Resources in all facets of learning is a strong factor that causes ineffectiveness of teaching and learning.

According to Baker and Westrup(2000) instructional Media Resources include anything that can facilitate teaching and learning. Different writers have classified Media Resources in different ways. Lardizabel et al (1991, p 223-224) classified them as printed materials, audio resources, visual resources, audio –visual resources, demonstrations, community resources, language laboratory and programmed instruction.

Ayot (1984) classified Media Resources into categories namely: audio materials, visual materials and audio-visual materials.

According to Kemp (1980) there are recognized contributions that media resources can make during the instructional process. Muigei (2001) maintained that the combined use of various communication media could greatly increase the rate of learning among the students and therefore make the instructional process more effective. Such an approach provides guidelines for obtaining solutions to the current problems of mass enrolment, teacher shortage and rapid growth of knowledge. In addition the use of instructional technology can help to make the teaching learning process more attractive, by making it more clearly to students with different kind of abilities. Schunk (2003, p 128.) maintained that “teachers can promote better students’ attention to relevant materials through the design of classroom activities, eye-catching displays or actions at the start of lessons that engage student attention.” Materials used here should be those that stimulate enthusiasm and curiosity and suggest direction for study. Materials used in the introduction phase may range from display of flat pictures, fields trip experiences or visitors from the community.

Theoretical Framework

This research was guided by Skinner’s Theory of Behaviorism (1953) which suggests that a student must respond to his immediate world/environment if he is to acquire learning. Hence this can be done through the provision of Instructional Media through which learners can respond to.

It was also guided by the theory of Walkin (1982) who holds that Media Resources have the following instructional benefits which can highly increase effective teaching and learning

Research Design and Methodology

The research employed Descriptive Research Design. Using the descriptive design, the research recorded, described, analyzed and interpreted the data.

Research questions and hypotheses were used to guide the study. Relevant literature review was explored and the Theoretical models explained the findings.

The major instruments in the study included questionnaires, interview schedule and classroom observation schedule. Students, teachers and school administrators were the sources of information from which data was collected. Findings were presented in tabular and narrative forms enhanced by frequencies and corresponding percentages.

Purposive sampling was used to select the schools. The research was conducted in ten secondary schools in Kericho district. The study had a population of 15 teachers of English, 10 school administrators and 2000 students.

Results and Discussion

About 36% of the informants purported that the Media Resources were available in the teaching of English in secondary schools and 64% saying that they were not available; it is evident enough that most schools lack the essential Media Resources. From **Table 1**, it is evident that majority of the students agree that Media Resources are effective in the teaching of English language in Secondary school, moreover this (90%) is far above the average of the total percentage. It is notable that students of below 1% disagree to the propositions given. At 31.1% and 51.1% of teachers strongly agreeing to the propositions given as shown in **Table 2**, it is evident enough that Media Resources are effective in the teaching of English language in secondary schools.

Table 1: Usefulness of media resources according to students

	Frequency	Valid %	Cumulative (%)
SA	5244	43.7	43.7
A	5667	47.2	47.2
Valid TA	985	8.2	8.2
TD	67	0.6	0.6
D	37	0.3	0.3
Total	12000	100	100

Table 2: Usefulness of Media Resources according to Teachers of English

	Frequency	Valid (%)	Cumulative (%)
SA	28	31.1	31.1
A	46	51.1	51.1
Valid TA	15	16.7	16.7
TD	1	1.1	1.1
D	-	-	-
Total	90	100	100

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