RESEARCH ARTICLE

CHALLENGES FACING TEACHERS IN PREPARATION AND UTILIZATION OF INSTRUCTIONAL MEDIA IN TEACHING KISWAHILI IN SELECTED SECONDARY SCHOOLS IN KENYA

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Manuscript Info

Abstract

Performance in Kiswahili subject in KCSE has not been impressive nationally for a long period. Many reasons which have been attributed to the poor results include improper use of media resources as it compromises the quality of teaching. The purpose of the study was to find out challenges facing teachers in preparation and utilization of instructional media in teaching Kiswahili. Dale's cone of experience formed the theoretical framework of the study. The study was based on descriptive survey research design. The study population comprised of 28 head teachers, 90 Kiswahili teachers and 39,327 students in selected public secondary schools in Kenya, specifically in Sabatia district. The schools were stratified into three categories namely; girls' schools, boys' schools and co-educational schools from which 9 public secondary schools were selected. Two schools were used in the pilot study. Simple random sampling method was used to select 9 Head teachers, 30 Kiswahili teachers and 395 form three students. The selection of 395 form three students was based on Yamane's (1967) formula. Questionnaires were used to collect information from teachers and students while an interview guide was prepared to obtain data from school head teachers. Document analysis was done on National examination results and Kiswahili syllabus. Reliability of the instruments was established by conducting a pilot study in two public secondary schools that did not participate in the actual study. Validity of instruments was established by giving the instruments to at least three experts in the area from the Department of Curriculum and Instructional Technology, Masinde Muliro University of Science and Technology for verification. Qualitative data was received in verbatim and then transcribed and reported in themes and sub-themes. Quantitative data obtained was analysed by descriptive statistics such as means, percentages and frequency counts. It was presented in tables, pie charts and graphs using statistical package for social sciences (SPSS). The study revealed that teachers face several challenges in preparation and use of instructional media resources in teaching Kiswahili. It was concluded that there are various forms of instructional media resources that can be used in teaching various areas of Kiswahili Curriculum though there are challenges that need to be addressed to enhance the use of these resources in teaching Kiswahili. The study recommends that: the Ministry of education should forecast and plan to fund secondary schools to enable them purchase enough instructional Media resources for their use. It is hoped that the ministry of education will use these findings to enhance refresher courses so as to equip teachers with relevant skills of preparing and using instructional media resources effectively.

Introduction

Media has an undoubted role to play in contemporary scholarly endeavours. This is more so, in the formative learning years where learners are able to learn more through audio visual devices as opposed to mere abstraction of facts. Though vital, the use of media in classroom teaching is determined by how it is perceived by the teachers who are responsible for putting them to use. Over the years, studies have pointed out various external deterrents for the utilization of audio-visual media. The major deterrents reported were financial limitations in obtaining material, lack of audio-visual classroom

facilities and lack of trained audio-visual personnel (Higgins & Moseley, 2001).

Teaching of social studies has always been based on a limited knowledge base and as a result utilization of instructional media among teachers often relies on traditional applications of technology. Bolick, Berson, Coutts and Heinecke (2003) pointed to a significant relationship between the teaching of social studies and utilization of technology. They argued that while some educators have been fascinated by the potential of technology to enhance teaching and learning, many schools have lagged behind in assimilating technology into instruction.

Aggarwal (2003) identified various media resources used in classroom instruction. He came up with a variety of media including; audio resources, visual media and audio-visual media. Abu-Jaber (1987) did research on role of technology in media utilization in the classroom. He found that though funding, equipment, lack of time and knowledge are obstacles to successful technology integration, media application is a critical component in meeting teachers' technological needs in responding to teachers' beliefs towards technology. In a study conducted in Nigeria by Taiwo (2009), it was established that there is a significant difference between the perceptions of trained and untrained teachers. Trained teachers easily accommodate the use of media while teaching unlike the untrained ones. A study conducted by Chandra (2005) revealed that teachers feel they are not prepared to use new types of resources. Some of them perceive media as an innovation intended to replace them.

The performance in Kiswahili nationally, has been less than impressive over the years. One of the reasons attributed to this situation is the deficiency of resources in the schools. For a large number of schools, instructional media was an opportunity cost as there are other needs which are given priority hence they are met at the expense of procurement of instructional materials. Furthermore, very little research has been done on the use of instructional media in teaching Kiswahili. From the spectrum of research conducted, there is a deficiency in the use of media in learning. It is against this background that a study on analysis of uses of instructional media in teaching Kiswahili was undertaken. There has been slackening trend in performance of Kiswahili in KCSE in Sabatia District (DEO's Office, 2010). This poor performance has been attributed to insufficient teachers, inadequate coverage of syllabus, high enrolment of students and inadequate learning resources such as text books. Additionally, utilization

of instructional media has been ignored yet it forms a basis for healthy learning. Therefore the current study was undertaken to find out if teachers in public secondary schools in Sabatia District face any challenge when using instructional media resources during teaching.

Methodology
The study adopted the descriptive survey research design. The design made it easy to use tools such as questionnaires which facilitate collection of data from a large number of respondents in a relatively short period (Gall, Borg and Gall, 1996). The population for this study composed of all students, Head teachers and Kiswahili teachers of public secondary schools in Sabatia District. There are no private secondary schools in the District. Based on the 2009 statistics available at the DEO'S office, there are 28 public secondary schools in Sabatia with a population of 39,327 students, 28 head teachers and approximately 90 Kiswahili teachers. The schools are categorized into boys', girls' and co-educational. The schools were stratified into three categories namely; boys only, girls only and co-educational schools. This was to ensure representation of the three types of schools Simple random sampling method was used to get the appropriate sample size of Head teachers and Kiswahili teachers. The method was used to select a third of the total number of Head teachers and Kiswahili teachers found in the district. This gives a total of 9 Head teachers and 30 Kiswahili teachers. Out of a total population of 39,327 students in Sabatia district, only 395 students participated in the study as recommended by Yamane (1967). The sample size of students was obtained by purposive sampling method. Sample size of students was calculated using the following formula for determining sample size by Yamane (1967):

$$n = N \div [1 + N (e)^2]$$

Therefore, only 395 students participated in the study. The study used questionnaires, in-depth interview guide and document analysis. Questionnaires were used to collect data from students as well as teachers who teach Kiswahili.
 A pilot study was undertaken in order to refine and establish reliability of the instruments and assist in identifying potential short-comings in the actual processes of data gathering and administration of instruments. The validity of instruments in the research was ensured by preparing items in the instruments that cover each of the study objectives and by seeking experts' opinions in education research at Masinde Muliro University of Science and Technology to asses content validity. Test-retest method of establishing reliability was used to

determine the reliability. The correlation co-efficient of scores was 0.8 and this showed a strong reliability of the research instruments. Qualitative data was received verbatim, transcribed and reported in themes and sub-themes. Quantitative data was analysed using descriptive statistics such as frequency counts and percentages. Data was presented in tables, bar graphs and pie-charts.

Result and Discussion

This section presents findings from the study conducted on "Challenges Facing Teachers in Preparation and Utilization of Instructional Media in Teaching Kiswahili in Selected Public Secondary Schools in Kenya.

Forms of Instructional Media resources
This section discusses various forms of instructional media resources used by Kiswahili teachers during the instructional process.

According to table 1, chalkboard and piece of chalk were the leading instructional media used by respondents (100%), followed by charts (70%), and Diagrams (70%). A few teachers used real things (36.7%), Newspapers (23.3%), Radio (20.0%), Magazines (13.3%), Computers, Models and Record players (6.7% each). An interview conducted with head teachers indicated that 6(100%) of the respondents agreed that instructors in their schools used chalkboard and chalk to teach; 2 (33.3 %) used magazines; 4 (66.7 %) used newspapers; 1 (16.7 %) used video and television while 5 (83.3 %) of the respondents used pictures. The documentary analysis of schemes of work and lesson plans prepared by teachers revealed that 24(80.0 %) of teachers considered using instructional media resources but rarely did they use them during teaching. This was also echoed by most students who reported through their questionnaires that teachers did not teach them using instructional media resources. It also concurs with Abu-Jaber (1987), who asserts that the importance of instructional media for both teachers and students cannot be overemphasized. He says that the use of instructional media is essential to support learning which cannot be easily expressed without the support of graphics, maps, video and pictures

Challenges of making instructional media resources
This section discusses challenges facing teachers while preparing instructional media resources.

Table 2 illustrates that 73.3% of the respondents were of the view that media resources were expensive to make while 26.7% of the respondents disagreed. This fact was agreed upon by 66.7% of the head teachers in an interview where they claimed that finding money to purchase instructional resources was a nightmare to them. 80 % of the respondents agreed that teachers were very busy therefore they did not have time to prepare instructional media resources. This is attributed to the fact that 8-4-4 system of education is congested hence teachers have a lot of work to cover within a short period of time. However, 20 % of the respondents disagreed. 66.7 % of the respondents agreed that teachers lacked the knowledge and skills to make teaching aids while 33.3 % of the respondents disagreed. 90 % of the respondents agreed that they could not use electronic media due to the fact that classrooms had not been connected with electricity. 10% of the respondents disagreed. The results concur with those of Ralph (1998) whose study revealed that teachers expressed concern over lack of time to acquire and the lack of availability of certain media though they acknowledged the value of instructional media in teaching. They suggested that better pre-service preparation of teachers is needed to help them utilize instructional media later in the field. The results also resemble those of Moore and Hunt (2003) whose study revealed that the nature of the teaching tasks, that is, the amount of school subjects taught, the number of students in class, the time constrain during planning and the weekly teaching load are a major factor influencing much of what teachers do in their classrooms

Challenges of using instructional media resources
This section discusses challenges facing teachers while using instructional media resources during instruction.

Table 1. Forms of instructional media resources used by teachers

Media Resources	Frequency	Percentage (%)
Chalkboard and piece of chalk	30	100.0
Charts	21	70.0
Diagrams	21	70.0
Real things	11	36.7
Newspapers	7	23.3
Radio	6	20.0
Magazines	4	13.3
Posters	3	10.0
Computer	2	6.7
Models	2	6.7
Record players	2	6.7
Cartoons	1	3.3
Still pictures	1	3.3
Video	1	3.3
Hard pieces of cloth	1	3.3

Table 2. Challenges of making instructional media resources

Statement	Strongly Agree		Agree		Undecided		Strongly Disagree		Disagree		Total	
	%	f	%	f	%	f	%	f	%	f	%	f
Media resources are expensive to make	23.3	7	50.0	15	0.0	0	20.0	6	6.7	2	**100**	**30**
Teachers are overloaded with a lot of work	46.7	14	33.3	10	0.0	0	13.4	4	6.6	2	**100**	**30**
Teachers do not know how to make the instructional media resources	36.7	11	30.0	9	0.0	0	23.5	7	10.0	3	**100**	**30**
Lack of classroom connectivity	50.0	15	40.0	12	0.0	0	6.7	2	3.3	1	**100**	**30**

Table 4. Reasons for facing the difficulties

	Response	Frequency	Percentage (%)
1	Inadequate funds for hiring and transporting the media resources to school	226	71.5
2	Lack of time to identify where to get the media	217	68.7
3	Inadequate storage space to keep the media resources before and after using them.	102	32.3
4	Uncooperative learners who do not want to participate in getting the resources	212	67.1
5	Hostile surrounding communities chase students when they are looking for the resources in the neighborhood	57	18.0
6	Other teachers do not want learners to get out of the compound because they would consume their lesson time	28	8.8
7	Other teachers feel that the compound would be untidy	15	4.7

Table 3. Challenges of using instructional media resources

Statement	Strongly Agree		Agree		Undecided		Strongly Disagree		Disagree		Total	
	%	f	%	f	%	f	%	f	%	f	%	f
Use of media resources is time consuming	13.3	4	56.7	17	0.0	0	16.7	5	13.3	4	**100**	**30**
Teachers lack proper knowledge on how to operate some forms of media resources	26.7	8	50.0	15	0.0	0	13.3	4	10.0	3	**100**	**30**
Media resources threaten the teacher	46.7	14	36.7	11	0.0	0	10.0	3	6.7	2	**100**	**30**
Teachers perceive media resources as a supplement to teaching therefore they are unnecessary	16.7	5	10.0	3	0.0	0	43.3	13	30.0	9	**100**	**30**
Teachers are not able to control learners' differences while using the media	30.0	9	30.0	9	6.7	2	26.7	8	6.7	2	**100**	**30**
Lack of classroom connectivity	43.3	13	50.0	15	0.0	0	6.7	2	0.0	0	**100**	**30**
Inadequate space to display and store the media resources	40.0	12	40.0	12	0.0	0	10.0	3	10.0	3	**100**	**30**
Some forms of media resources are harmful to the learners	20.0	6	46.7	14	10.0	3	20.0	6	3.3	1	**100**	**30**
Environmental interferences such as noise	33.3	10	46.7	14	0.0	0	6.7	2	13.3	4	**100**	**30**

According to table 3, 70 % of the respondents argued that teaching while using media resources is time consuming. This is due to the fact that teachers must prepare the resources before going with them to class and in the process they do take a lot of their teaching time. This fact was echoed by head teachers in an interview where they all (100%) supported the fact that teachers are overloaded hence find no time to prepare and use the instructional media resources. However, 30 % of the respondents disagreed. 76.7 % of the respondents agreed that teachers did not have knowledge and skills of operating some media resources. However, 23.3 % of the respondents disagreed. 83.3 % of the respondents were of the view that teachers were threatened by media resources for they perceived them as their replacement. However 16.7 % of the respondents disagreed. 26.7 % of the respondents were of the view that teachers perceived instructional media resources as a supplement to their teaching therefore it was not necessary. However 73.3 % of the respondents disagreed. 60.0 % of the respondents agreed that teachers were not able to control learners' differences when using some forms of media

resources such as radio, television and computer. However, 33.3 % of the respondents disagreed while 6.7% of the respondents were undecided. 93.3% of the respondents agreed that lack of classroom connectivity made teachers not to use electronic media such as television, overhead projectors and computers. However 6.7% of the respondents disagreed**.** 80% of the respondents agreed that most teachers were not provided with adequate space for displaying and storing instructional media. 20 % of the respondents disagreed. 66.7% of the respondents agreed that some forms of instructional media are harmful to the learners especially real objects such as insects and reptiles. 23.3% of the respondents disagreed while 10% were undecided. 80 % of the respondents were of the view that teachers were not able to overcome environmental interferences such as noise from passing vehicles and rainfall while using instructional media. However 20 % of the respondents disagreed. In an interview 88.9% of the head teachers confirmed that teachers lacked proper knowledge on how to use most of the instructional media resources; 44.4% of the head teachers said that they had not provided specific display and storage

facilities for the media resources and 66.7% confirmed that teachers were provided with shorter teaching time hence they could not teach and at the same time display the instructional media resources.The results of the study resemble those of Hamad (1987) who's survey of teachers' utilization of media in elementary school in Jordan revealed that teachers do not use much instructional media in their teaching because of unavailability of the instructional media, lack of prior training and lack of appropriate facilities in school.   Respondents were asked if they face difficulties in getting local instructional media. 80% agreed while 20% said that they get the resources easily.

Table 4 shows difficulties faced by respondents in getting local instructional media resources. 71.5 % of the respondents argued that they were not able to get enough funds to enable them hire and transport the resources to the venue where they were to be used, as confirmed by 66.7% of the head teachers who were interviewed. 68.7 % of the respondents lacked time to identify places where they could get the resources.32.3 % of the respondents lacked storage space to keep the media resources before and after using them. 67.1 % of the respondents argued that learners were uncooperative therefore they did not want to participate in getting the resources. 18.0 % of the respondents complained of hostile surrounding communities that chased students when they went to look for the resources in the neighborhood. 8.8 % of the respondents said that other teachers did not want learners to get out of the compound because they would consume their lesson time.4.7% of the respondents complained that other teachers felt that the compound would be untidy. . The results concur with those of Chandra (2005) who revealed that teachers feel they are not prepared to use new types of resources because they don't get them easily. He adds that for a large number of schools, instructional media is an opportunity cost as there are other needs which are given priority hence they are met at the expense of procurement of instructional materials

Conclusion

Based on the findings of the study in relation to the objective of the study there are challenges that need to be addressed to enhance the use of instructional media resources in teaching Kiswahili. Such challenges include lack of knowledge and skills, unavailability of instructional media resources, resistance to innovation by teachers, lack of time to prepare and display the resources, financial hurdles and unavailability of electric power.   The Ministry of education should forecast and plan to fund secondary schools to enable them purchase enough

instructional Media resources for their use. This will actually boost academic performance of students thereby enabling them realise their dreams. Lastly, the ministry of education should conduct refresher courses so as to equip teachers with relevant skills of preparing and using instructional media resources effectively.

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