

AVAILABILITY AND USE OF MEDIA RESOURCES IN TEACHING AND LEARNING: A CASE OF SELECTED SECONDARY SCHOOLS FOR THE HEARING IMPAIRED IN WESTERN KENYA

By

Ondicho Rosemary M. N. (0723880805) – PhD candidate, Kabarak
University (ronyaundi@yahoo.com)

Njagi Kageni (0721692490) – Kabarak University
(kanjagi@kabarak.ac.ke)

Ayodo T.M. (0733793483) - Kabarak University
(osanoayodo@yahoo.com)

INTRODUCTION

- Media resources are perceived a very important component in the teaching learning process (Kadzera, 2006)
- In a study of primary school teachers training colleges in Nigeria, Onasanya (2008) confirmed that media resources stimulate learning because students get more attentive and student teachers' positive attitude generates more interest for lessons they learn to teach
- Jimo (2009) noted that the use of media resources in teaching is a necessary practice for effecting learners' behavior change in all fields of learning

Cont'd

- (Ministry of Education, 2007) in response to several commissions of education reports which documented the need for learning institutions to acquire, maintain and use suitable media resources to improve the quality and relevance of education (Kamunga, 1988]
- Studies carried out by Ndurumo (1993) and Ondicho (2007) show that little research has been done on special education in Kenya.

Cont'd

- Education authorities have largely been unable to cope with the changing curricula or emphasis on educational system because they lack an in-depth understanding of exceptional children.
- This has led to the provision of poor quality education services leading to lower performance levels by children with special needs education in national examinations.

STATEMENT OF THE PROBLEM

- The use of media resources in the teaching and learning of hearing impaired students has never been critically evaluated by scholars as various studies and literature reveal. It is against this background that this study focused on the availability and use of media resources for teaching and learning in the selected special secondary schools.

SPECIFIC RESEARCH OBJECTIVE

- To determine the relationship between students and teachers on the availability of media resources for teaching and learning in schools for the hearing impaired in Western Kenya.

RESEARCH HYPOTHESIS

- Ho: There is no significant difference between the students and teachers on the availability of media resources for teaching and learning process.

METHODOLOGY

- The study adopted a descriptive survey design.
- The target population for this study was 498 respondents consisting of 3 principals one from each of the three target schools; 40 teachers comprising 13 from St. Angela Girls, 18 from Kuja School and 9 from St. Kizito Secondary; and 455 students consisting of 153 from St. Angela Girls, 184 from Kuja School and 118 from St. Kizito Secondary.

Cont'd

Sampling Technique

- Saturated sampling technique was used to include all the 3 head teachers in the sample. Proportionate stratified random sampling technique was used to select sample number of teachers for each school and to select the number of students for each class in each school.

Table 1 : Sampling Frame of the Study

School	Form	Students	Principals	Teachers	Total
St. Angela Girls Secondary Mumias for the deaf	I	53	1	13	167
	II	42			
	III	34			
	IV	24			
	Tot.	153			
Kuja Sec. School for the Deaf	I	52	1	18	203
	II	48			
	III	44			
	IV	40			
	Tot.	184			
St. Kizito Secondary	I	39	1	9	128
	II	31			
	III	25			
	IV	23			
	Tot.	118			
Grand Total		455	3	40	498

Cont'd

Sample Size

- The sample size of the study was 217 respondents comprising 3 head teachers, 40 teachers, and 174 students.

Table 2: Sample Size of the Study

School	Form	Students	Principals	Teachers	Total
St. Angela Girls Secondary Mumias for the deaf	I	20	1	13	73
	II	16			
	III	13			
	IV	10			
	Tot.	59			
Kuja Sec. School for the Deaf	I	20	1	18	88
	II	18			
	III	16			
	IV	15			
	Tot.	69			
St. Kizito Secondary	I	15	1	9	56
	II	12			
	III	10			
	IV	9			
	Tot.	46			
Grand Total		174	3	40	217

RESEARCH INSTRUMENTS

- The study made use of questionnaires and observation checklist
- There were three sets of questionnaires meant for teachers, principals and students. The observation checklist was used to establish the availability, adequacy of media resources and their status

DATA ANALYSIS

- The quantitative data collected on demographics was analyzed using descriptive statistics which included frequencies and percentages
- Further, a cross tabulation analysis was applied to provide a joint frequency distribution of cases based on categorical variables
- The joint frequency distribution was further analyzed with the chi-square statistic to determine whether the variables were statistically independent or if they were associated.

RESULTS AND DISCUSSION

The availability and use of media resources in the selected schools is shown below **Table 3: Availability of media resources**

Instructional Resources	Teachers		Students		χ^2	p-value
chalkboard	YES	21(81%)	YES	98(100%)	15.2718	0.000
	NO	5 (19%)	NO	2(0%)		
Computer lab	YES	23(88%)	YES	90(71%)	3.2781	0.070
	NO	3(12%)	NO	36(29%)		
Science labs	YES	25(96%)	YES	122(99%)	0.0306	0.861
	NO	1 (4%)	NO	4(1%)		
Textbooks	YES	22(85%)	YES	124(98%)	10.8211	0.045
	NO	4(15%)	NO	2(2%)		
Specimens	YES	22(85%)	YES	73(58%)	6.5452	0.011
	NO	4(15%)	NO	53(42%)		
Maps	YES	20(77%)	YES	108(86%)	1.2527	0.2630
	NO	6(23%)	NO	18(14%)		
Atlases	YES	21(81%)	YES	89(71%)	2.9322	0.087
	NO	5 (19%)	NO	37 (29%)		

Cont'd

Models	YES	13(50%)	YES	77(61%)	1.0374	0.308
	NO	13(50%)	NO	49(39%)		
Graph papers	YES	23(88%)	YES	101(80%)	0.8604	0.354
	NO	3(12%)	NO	25(20%)		
Overhead projectors	YES	18(69%)	YES	70(56%)	1.6535	0.198
	NO	8(31%)	NO	56(44%)		
Pictures and photographs	YES	16(62%)	YES	67(53%)	0.8082	0.435
	NO	10(38%)	NO	59(47%)		
Charts	YES	24(92%)	YES	115(91%)	0.0297	0.865
	NO	2(8%)	NO	11(9%)		
Real objects	YES	13(50%)	YES	77(61%)	1.107	0.294
	NO	13(50%)	NO	49(39%)		

Cont'd

- Results of the analysis of the observation schedule confirmed the availability of chalkboards, science laboratories, atlases, maps, specimens, graph papers, textbooks and charts in all the three schools.
- However, in almost all the schools the resources were not adequate and were old and unusable. Computers, models, overhead projectors, pictures and photographs were observed to be available in two out of the three schools but they were found to be inadequate.
- The results of the analysis are in line with the findings by Kevin (1989) who established that schools in Sierra Leone had teaching aids that were inadequate.

CONCLUSION

- The most frequently used media resources in secondary schools for the hearing impaired were textbooks, the chalkboard, science laboratories and charts. Teachers used the available media resources to teach their lessons but electronic media resources like overhead projectors, computers and videos were seldom used to teach for they were either unavailable, inaccessible or the teachers lack the requisite knowledge and skills on their use.

RECOMMENDATIONS

- The ministry of education should adequately finance the purchase of media resources and provide in-service training to the teachers so as to enhance their ability to effectively use modern media resources such as computers in curriculum delivery
- Principals in charge of the secondary schools should ensure that teachers adequately make use of Media resources in their teaching process besides providing them with the necessary funds required for the timely acquisition of the media resources.

Thank you