



An Assessment of the Influence of Availability of Instructional Media on Students' Academic Performance in Kiswahili in Public Secondary Schools in Vihiga County, Kenya

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Abstract

The use of instructional media is crucial in achieving educational goals and improving students' academic performance. Teaching and learning Kiswahili at the secondary school level has proven to be a formidable task. This has resulted in poor academic performance in the subject during KCSE exams. This necessitates early intervention by employing a diverse range of instructional media to improve the retention of information at elevated levels. Therefore, the objective of the study was to assess the influence of availability of instructional media on the students' academic performance in Kiswahili in Public secondary schools in Vihiga County, Kenya. Constructivism theory and ASSURE Model guided this study. The study designs adopted were descriptive survey and correlational research. A sample size of 294 teachers, 367 form three students and 13 Principals were selected from 42 public secondary schools in the county. The sample size of teachers and students was arrived at by using Yamane's formula (Yamane, 1967). To get sample of students, lists of all form three students from the 42 schools were used to identify samples to participate in the study. Only eight students were required from each school. For boys' and girls' schools, random selection of the eight students was done using Microsoft excel software from the list provided. For co- educational schools, students were grouped based on gender after which proportionate random selection was done. Male and female respondents were equally selected. Therefore, the total sample composed of three hundred and sixty seven students. Sample schools provided a list of all Kiswahili teachers. To get equal representation of both gender from the sample schools, Male and female respondents were divided into two groups after which proportionate random sampling was done. At least each and every school donated respondent for the study though not equally since some schools provide fewer teachers of Kiswahili than others, based their availability. Three County Quality Assurance and Standards Officers (CQASOs) also participated in the study. Two questionnaires were employed to collect data from students and teachers while data from principals and CQASOs was collected through interview. Observation schedules and document analysis were also used to collect more data. The instruments were validated using experts' help for content and face validity and piloted in two schools. The split half method was used and the data obtained subjected to the Pearson's Correlation Coefficient (r). The values obtained were $r = 0.76$ for teachers' and $r = 0.81$ for students' questionnaires. Qualitative data was analyzed thematically based on objectives and presented in narration form. Analysis of quantitative data was done using frequencies, percentages and regression. Presentation of the findings was done through frequency distribution tables and textual presentation. The findings of the study exposed acute shortage of instructional media in secondary schools in Vihiga County. The findings revealed that availability of instructional media influences students' performance. Therefore, it was concluded that unavailability of adequate instructional media influences students' academic performance in Kiswahili. The study therefore recommends that to realize desirable students' performance in Kiswahili, instructional media should be availed for use. Teachers should also be encouraged to improvise alternatives where media are not available. The findings of the study



are envisaged to guide educational policy makers in formulation and implementation of policies that would ensure adequate provision of educational resources in schools.

Keywords: *Instructional media, Students' Performance and Availability*

INTRODUCTION

Education refers to the process by which individuals cultivate and employ their abilities to advance economic development (Grant, 2017). Transferring information, abilities, and attitudes from one generation to another is crucial for every learner (Pellegrino and Hilton, 2012). Teaching is a multifaceted and challenging responsibility that necessitates a high level of expertise, understanding, and materials in order to have a substantial impact on students' learning (Usman, 2015). It is enriched by a diverse range of educational media tools specifically created to stimulate, encourage, and captivate learners throughout their learning journey. These resources are crucial in achieving the educational goals and objectives by meeting the physical and emotional requirements of the staff and students.

Musah and Umar (2017) describe instructional media as tangible or physical objects that stimulate visual, auditory, or both sensory organs during instruction. They enable teachers to teach their lessons, making them clearer to learners. They therefore help students achieve their learning goals. These instructional media resources include the traditional media such as videotapes, films, text books, physical objects, charts, handouts and slides, as well as newer media such as DVDs, computers, the Internet, CD-ROMs and interactive video conferencing. As pointed out by Azikiwe (2007), teachers who use instructional media to deliver their lessons convey more reality to their students in shorter intervals than teachers who teach verbally. Therefore, it is useful for teachers in class presentations as they can save effort and time in using them. Learners are intrigued and encouraged to actively participate in class. Instructional media are considered the most effective facilitators in the classroom. Therefore, they should not replace teachers. Instead, teachers should only use them during teaching.

The National Education Sector Plan (2013-2018) has laid extraordinary weight on the utilization of instructional media, to make instructional process more practical. In support, it is affirmed by Dale (1969) that instructional media provide the finest treatment for the "infection of verbalism" because they give theoretical thinking a solid foundation and give birth to meaningful notions that are enhanced by meaningful connection. They are simple to create, replicate, store, and carry. Eshetu (2015) established that using words excessively leads to major verbalism and forgetfulness of issues. Therefore, the use of instructional media resources is necessary. Proper use of classroom media has a positive influence on students' academic performance. They enable teachers to follow the axioms of education such as concrete to abstract, known to unknown, and learning by doing. It also helps teachers by creating the right environment to arouse and maintain learners' interest and attention. Media help prepare students for new learning because they should embed what they have learned about learning in their minds. Materials help achieve this goal using a variety of activities, experiences and suggestions for learners. A good deal of time and energy of students and teachers is saved through utilization of instructional media as most of the phenomena and concepts may be easily clarified, understood and assimilated through their use.

The Mackay (1981) report suggested expanding the range of disciplines to be assessed in primary and secondary education. The panel proposed that Kiswahili should be mandated as a compulsory and assessable subject in both primary and secondary schools, alongside other disciplines, in Kenya. As a result of that recommendation, Kiswahili was made mandatory and



subject to examination in both primary and secondary schools. Although Kiswahili is considered superior to other African languages, it is not adequately utilized by pupils in secondary schools in Kenya. There has been significant criticism regarding the subpar and variable performance in the Kiswahili topic among secondary schools in Vihiga County. If this trend continues and appropriate actions are not done to enhance standards in the County, the County may continue to be at a disadvantage, and graduates from this county may not choose occupations that demand proficiency in Kiswahili as a mandatory subject. According to KNEC's study, the most significant underperformance has been observed in the areas of reading and writing skills, specifically in composition writing (pp1), grammar, and comprehension (pp2). According to the constructivism theory of learning, the most effective approach to acquire knowledge is through a process of introspection and active mental construction. This approach is founded on the notion that individuals actively construct their own knowledge and that their experiences shape their perception of reality. Consequently, the acquisition of reading and writing abilities can be effectively achieved when learners are provided with the chance to engage with and utilize learning materials. The academic achievement of students in Kiswahili is significantly influenced by various factors, including the availability of instructional media and the dedication of teachers and learners to utilizing instructional media. The media aid in the instruction of fundamental Kiswahili concepts. Without the use of media in the classroom, learners will solely rely on their senses to acquire knowledge, which can make the learning experience appear excessively abstract and difficult. The study examined how the availability of instructional media affects students' performance in Kiswahili in Vihiga County, Kenya, in order to provide appropriate suggestions.

Wanjiku (2011) examined the relationship between Kiswahili learning materials and student achievement in a sample of secondary schools in Kitui County's Mutonguni sub-county. The results indicated that schools in Mutonguni lacked sufficient Kiswahili learning materials. This was attributed to a lack of consciousness of the significance of educational media, as a majority of individuals in the area were impoverished and lacked literacy skills. The insufficient learning materials had a detrimental impact on the students' performance in the Kiswahili course. Ndwiga (2006) identified a significant scarcity of Kiswahili textbooks and teaching materials in a study on the factors that affect academic achievement in the Kiswahili topic in the Kenyan Certificates of Secondary Education in Embu County. This study investigated the factors that hinder optimal performance in Kiswahili among secondary school students. The presence of insufficient instructional media was discovered to hinder performance in Kiswahili in the KCSE examination. The research findings indicated that the sufficiency and excellence of instructional media had a noteworthy influence on student outcomes. Furthermore, comparable investigations were conducted in different disciplines to ascertain the impact of instructional media resources on their academic achievement. A study conducted by Juma, Omundi, and Omwono (2015) examined the correlation between the availability of instructional resources and students' performance in the French subject in public secondary schools in Vihiga County. The study revealed that a majority of schools in the country lacked sufficient French textbooks. The insufficiency of textbooks had a detrimental effect on students' academic success in the subject. An analogous situation was established in the present study. Both investigations were done in Vihiga County, which likely contributed to the consistency in the findings. Both studies demonstrated that a lack of textbooks in schools has a significant impact on pupils' academic performance. School management and the government should collaborate to develop strategies that guarantee sufficient funding for all subjects.



Omollo (2016) evaluated the accessibility of Kiswahili educational media materials in Kapseret Division, located in Uasin Gishu County, Kenya. The assessment determined that the Kiswahili course texts were insufficient and in a state of disrepair. Ouma (2015) conducted a research in Winam Division, Kisumu County, Kenya, which found that there was a shortage of Kiswahili language textbooks, leading to students having to share them. Although both studies focused only on Kiswahili textbooks, the findings of the study were consistent with the current study, which also recognized a scarcity of textbooks in secondary schools in Vihiga County. Nevertheless, it is anticipated that textbooks should suffice due to the Government's endeavor to provide textbooks to schools. The similarities in the study findings can be traced to the resemblance in the characteristics of the respondents and the study locations.

Ogechi (2012) established the use of instructional resources in teaching Geography subject in Secondary Schools in Nyamira County, Kenya. From the study findings, a majority of teachers were mildly enthusiastic about using the available resources, despite complaints about a heavy workload. Other findings revealed that printed aids were mostly used to learn geography, with only a few audio-visual resources in a small number of schools, and that projected and audio aids were not available in County schools. Due to high enrollment in geography classes, the available resources were not used to their full potential for learning purposes. Tella and Akande (2007), also observed that using instructional resources such as magazines, journals, and charts in the learning process improved class performance. As a result, they play an important role during instruction. Based on the research findings, this study appreciated the importance of having adequate instructional resources in schools to improve students' academic performance.

METHODOLOGY

It used both descriptive survey research and correlational research methods. The study was conducted in Vihiga County, in the Western Region of Kenya, at secondary schools. Schools were selected using a stratified random sampling technique and divided into three groups: national, additional, and sub-county schools. Using a stratified random sampling method, 294 teachers and 367 children—from a pool of 42 schools—were chosen overall. Yamane's formula—as Yamane explained in 1967—was used to compute the figures. The study employed the purposive sample technique to identify three CQASOs and thirteen Principals who took part in the research. Piloting was conducted to determine the feasibility of using the instruments for collecting relevant data and to identify any potential issues that may develop during the administration of the devices and the actual data collection procedure. The study was carried out in two schools, specifically one school located outside the county and one school located within the sub-county of Vihiga County. Data was collected using a combination of questionnaires, interview schedules, document analysis, and observation schedules. Analyzing quantitative data involved the use of descriptive statistics, such as frequency counts and percentages. A null hypothesis that *'availability of instructional media has no statistically significant influence on students' academic performance in Kiswahili in secondary schools'* was formulated and tested through Linear Regression Analysis.

RESULTS AND DISCUSSION

The study aimed to evaluate the impact of the accessibility of educational resources on the academic achievement of students in secondary schools. Data was gathered from the teachers and students who took part in the study to determine the availability of the instructional media



resources specified in the secondary schools in Vihiga County. The results are presented in table 1.

Table 1: Availability of Instructional Media in School – Teachers’ responses

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)
Computer are always available for use during instruction	11(4%)	29(12%)	8(3%)	157(63%)	45(18%)
Radio is normally available for use during instruction	8(3%)	24(9%)	4(2%)	169(68%)	45(18%)
Newspapers are available for use by students and teachers	19(8%)	163(65%)	5(2%)	40(16%)	23(9%)
Charts are available for use by teachers during lessons	25(10%)	57(23%)	7(3%)	142(57%)	19(7%)
Still pictures are available for use in instruction	7(3%)	80(32%)	3(1%)	106(42%)	54(22%)
Text books are always available for use during lessons	19(7%)	177(71%)	9(4%)	34(14%)	11(4%)
Magazines are always available for use	5(2%)	16(6%)	6(3%)	169(68%)	54(21%)
Some topics are taught well using Television	54(22%)	165(66%)	7(3%)	21(8%)	3(1%)
Guide books are always referred to by students and teachers	19(8%)	118(47%)	10(4%)	78(31%)	25(10%)
Teachers improvise alternative instructional media when the media resources that they need to use are not affordable	163(66%)	18(7%)	7(3%)	44(17%)	18(7%)

Based on the findings in Table 1, the study established that the only instructional materials available to students and teachers for use during instruction were: text books, as reported by 196 (78%) of teachers, though 45(18%) were in disagreement; and newspapers, as reported by 282 (73%) of teachers though 63(25%) of them disagreed. Guide books were always referred to by students and teachers, as reported by 137 (55%) of the teachers though 103 (44%) of them disagreed. Most of the respondents reported that some topics were taught well using television as reported by 219 (88%) of the teachers though 24(9%) of them disagreed. The teachers who agreed observed that the use of television was paramount especially when teaching literature.



Unfortunately, the technology was not embraced during instruction possibly due to shortage of televisions in schools. From the study findings, it was noted that only 40 (16%) of respondents reported that they had computers in their schools for use during teaching while 202(81%) of them reported of not having them. Radios were accessed by 32 (12%) of the respondents for use during instruction while 214(86%) of them reported of not having radio. It was established that 82(33%) of the respondents were able to access charts for use while 161(64%) of the respondents disagreed. Out of the participants, 87 (35%) viewed still photographs for instructional purposes, while 160 (64%) did not access them. Additionally, 21 people, accounting for 8% of the total, utilized magazines for instructional purposes. In response to the lack of some teaching resources, teachers resorted to using alternative media, as reported by 181 (73%) of the respondents. However, 62 (24%) of them disagreed with this approach. The dissenting teachers pointed out that not all teachers were receptive to improvisation due to insufficient time to get alternate instructional resources. Based on the provided data, the majority of instructional media were unavailable for use during Kiswahili teaching in the majority of secondary schools, as reported by Kiswahili teachers.

The researcher had to seek for students' views over the same issue. Data was also collected from students to establish the instructional media that were available for use by their teacher while teaching Kiswahili. The findings are as indicated in table 2.

Table 2: Availability of Instructional Media in School – Students' responses

Statement	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
Computers are consistently accessible for utilization during instructional sessions.	13(4%)	105(33%)	0(0)	176(55%)	26(8%)
Radio is typically accessible for usage during instructional periods.	61(19%)	15(5%)	8(3%)	180(56%)	56(17%)
Students and teachers have access to newspapers.	31(10%)	209(65%)	25(8%)	21(7%)	34(10%)
Charts are available for use by teachers during lessons	77(24%)	17(5%)	7(3%)	54(17%)	165(51%)



Statement	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
Still pictures are available for use in instruction	2(1%)	97(30%)	3(1%)	21(7%)	197(61%)
Text books are always available for use during lessons	26(8%)	240(75%)	5(2%)	28(9%)	21(6%)
Magazines are always available for use	19(6%)	13(4%)	9(3%)	75(23%)	204(64%)
Some topics are taught well using Television	18(6%)	203(63%)	9(3%)	66(20%)	24(8%)
Guide books are always referred to by students and teachers	44(14%)	163(51%)	9(3%)	34(10%)	70(22%)
Teachers improvise alternative instructional media when media resources that they need to use are not affordable	192(60%)	17(5%)	2(1%)	100(31%)	9(3%)

Based on the findings in Table 2, the study established that the only instructional materials available to students and teachers for use during instruction were: text books, as reported by 266(83%) of students though 49(15%) of them were in disagreement; and newspapers, as reported by 240(75%) of students though 55(17%) of them disagreed. Guide books were always referred to by students and teachers, as reported by 207 (65%) of the students though 104(32%) of them disagreed. Most of the respondents reported that some topics were taught well using television as indicated by 221 (69%) of the students though 90(20%) of them were not in agreement. They observed that the use of television was helpful when learning literature and especially set books. Unfortunately, there was shortage of televisions in schools. From the study findings, it was established that only 118(37%) of respondents reported that they had computers in their schools though 202(63%) of the students disagreed, 76 (24%) of the respondents had radio lessons though 236 (76%) of them did not have such lessons, 94(29%) of the respondents were able to use charts during lessons whereas 219 (68%) of them did not encounter charts during lessons, 99(31%) of the respondents were able to use still pictures during Kiswahili lessons although 218(68%) of them did not encounter still pictures during learning and 33(10%) accessed magazines in the school library although 279(87%) of them noted having never encountered the magazines. It was reported by 209 (65%) of students that teachers improvised alternative media



if the media that they were meant to use were not available although 109 (34%) of students were not in agreement.

From the presented data, most of the instructional media were not available for use in most schools as reported by the students. The study findings indicate that textbooks, guide books, and newspapers were the most commonly used instructional media based on an analysis of both teachers' and students' responses. It is worth noting that during the interview, Principals stated that student teachers on attachment were the ones who embraced the use of instructional media because it earned them high scores during assessment. Teachers were reluctant to use them, according to the principles, because they thought they would waste a lot of time fixing them, yet they had a lot of content to deliver, given that teachers were overburdened by workload due to understaffing. Comparatively, results obtained from the observation check list from a majority of schools that were observed indicated that most of the listed instructional media were available but not adequate enough. Besides that, most of the media were not used by teachers while teaching Kiswahili subject. A Chi-Square test was used to determine whether there was any similarity between the teachers' and students' responses, and the results are shown in table 3.

Table 3: Test of association between Teachers and Students Responses on Availability of Instructional Media in Secondary Schools

Statement	Chi-square		Symmetric measures				
			Phi			Cramer's V	
	Value	df	Asymp. Sig. (2-sided)	Value	Approx. Sig.	Value	Approx.Sig.
Computers are consistently accessible for use during instruction.	49.591 ^a	4	.000	.295	.000	.295	.000
Radio is typically accessible for usage during instructional sessions.	37.636 ^a	4	.000	.257	.000	.257	.000
Newspapers are available for use by students and teachers	21.675 ^a	4	.000	.195	.000	.195	.000
Charts are available for use by teachers during instruction	197.877 ^a	4	.000	.589	.000	.589	.000
Still pictures are available for use in instruction	136.228 ^a	4	.000	.489	.000	.489	.000
Text books are always available for use during lessons	6.964 ^a	4	.138	.111	.138	.111	.138



Magazines are always available for use	125.800 ^a	4	.000	.470	.000	.470	.000
Some topics are taught well using Television	54.001 ^a	4	.000	.308	.000	.308	.000
Guide books are always referred to by students and teachers	47.907 ^a	4	.000	.290	.000	.290	.000
Teachers improvise alternative instructional media when media that they need to use are not affordable	16.255 ^a	4	.003	.167	.003	.167	.003

The findings show a statistically significant relationship between teachers' and students' responses. Both of them had different levels of agreement on availability of instructional media in schools. However, by looking at Phi and Cramer's V tests of the strength of association, the strength of associations between the variables were weak in all statements except one, which stated that charts were available for use by teachers in class, which had a strong positive association.

Regression analysis of the availability of instructional media and Students' Academic Performance in Kiswahili in Secondary schools in Vihiga County

The following null hypothesis was evaluated at an alpha level of 0.05 using regression analysis to ascertain whether the availability of instructional media had a significant impact on the academic performance of students in the Kiswahili subject:

HO₁: The availability of instructional media has no statistically Significant influence on students' academic performance in Kiswahili in secondary schools.

Students' Kiswahili KCSE results served as the dependent variable, with the availability of instructional media serving as the independent variable. Tables 4, 5, and 6 show the outcomes.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.816 ^a	.666	.665	1.01861

a. Predictors: (Constant), Availability of Instructional Media

Table 4 displays the study's results, which include information regarding the amount of variance explained by the predictor variable, instructional media availability. The model has an R-value of .816. This value is greater than 0.5, suggesting a robust and positive correlation between the accessibility of instructional media and the academic achievement of Kiswahili students. The availability of instructional media influenced 66.6% of the variance in the academic performance



of students in Kiswahili, as indicated by the R² value of .666. This led us to believe that pupils' academic performance in Kiswahili was significantly improved when instructional media were readily available.

Table 5: ANOVA Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	514.178	1	514.178	495.560	.0000 ^b
	Residual	257.317	248	1.038		
	Total	771.495	249			
a. Dependent Variable: Performance Mean Scores in Kiswahili						
b. Predictors: (Constant), Availability of Instructional Media						

The fact that the model independent variable, the availability of instructional media in secondary schools, is a predictor of students' academic performance in Kiswahili, as confirmed by the results of the analysis of variance (ANOVA) test (table 5), is backed up by the F value (495.560) and a small p -value (<.001). This indicated that the availability of instructional media had a favorable and statistically significant relationship with students' academic achievement in Kiswahili.

Table 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.839	.191		4.397	.000
	Availability of instructional media	.053	.002	.816	22.261	.000
Dependent Variable: Kiswahili mean scores						

Regression equation: $Y = 0.839 + 0.053X_1 + \varepsilon$

Where, Y is the Kiswahili mean score and X₁ is the availability of instructional media.

The results show that secondary school students in Vihiga County were significantly affected by the availability of instructional media when it came to their Kiswahili academic performance ($p < 0.001 < 0.05$ and $t = 22.261$). A significance level of 5% was used to reject the null hypothesis. Available instructional media had an unstandardized coefficient of .053, meaning that students' academic performance improved by 0.053 for every unit increase in the availability of instructional media. Consequently, student performance in the Kiswahili Subject is predicted by the availability of instructional media.

According the regression analysis results, the null hypothesis "availability of instructional media has no statistically significant influence on students' academic performance in Kiswahili in secondary schools" was rejected. This result provides support for the competing theory, which proposes that the accessibility of course



materials has a substantial impact on students' academic achievement. This study's findings corroborate those of Takwate (2018), who discovered a strong correlation between students' academic progress and the availability of school media in Adamawa State, Nigeria.

According to interviews with principals and CQASOs, the lack of instructional material was caused by inadequate government financing. It was noted by the principals that despite the government's assurances, textbooks were still not being adequately supplied with the implementation of subsidized secondary education (SSE). Most principals interviewed said that a lack of funding is one of the obstacles they encounter while sourcing for media. They also noticed that certain forms of media were hard to come by, which added to their own lack. Multiple principals were found to be negligent, according to the County Quality Assurance and Standards Officers (CQASOs). This is because, while creating their yearly budgets, the principals failed to take priorities into account. The most pressing instructional media were overshadowed by projects that appeared more advantageous. Principals and CQASOs noted that instructional media received a relatively little budget. As if instructional media weren't as important, the school budget was shaped to prioritize media needs over all others. This was reiterated by one of the principals:

“There are resources that must be procured urgently otherwise school activities can be at stand still. For instance, if we buy text books at the expense of lunch for students, surely these students can just kill you. We only go for other resources after taking care of the most urgent needs”.

During interview with principals, it was established that to cater for shortage of media, the school depended on parents to buy some materials for their children. This was very common especially for Kiswahili set books and their guides. Some principals made the following observations:

Principal 1: *“The school purchases the validated text books, revision books and reference books and other media but the parents buy set books for their children. However, most guardians are poor so they don't give the set books”*

Principal 2: *“We encourage the parents provide set books for their sons and daughters and those who can meet the expense can also provide for them other relevant books.”*

Principal 3: *“Parents are required to buy set books but some of them are not doing so. Once parents are told that education is free, they are not willing to purchase the books for their children.”*

Principal 4: *“The parents are required to provide set books in Kiswahili. However, they are free to provide any other books including the core text books”.*

From the reviewed literature, several studies conducted by different researchers concerning availability of instructional media and their relationship with students' academic performance in different geographical regions yielded results similar to those of the current study. The findings



established acute shortage of the instructional media in schools in various regions. However, causes of the shortage of the media varied from one study to the other. According to the findings of the study, the availability of instructional media has a direct relationship with the quality of education received by students, as observed by Eric & Ezeugo (2019). It was also confirmed by Juma, et al., (2015) that school resources had the most significant relationship with the performance of students in French subject in Vihiga county, Kenya; Njoroge and Ndirangu (2018) established a significant positive impact of availability of instructional media on learning outcomes in Kiswahili in Njoro sub county, Kenya; and Juma and Kyalo (2022) established poor implementation of Kiswahili curriculum due to inadequate instructional media thus impacting on students' performance in KCSE in schools in Vihiga County. A majority of studies reviewed were done with consideration of Kiswahili subject but in different geographical areas. The similarities in study findings could be attributed to the fact that education in most Sub-Saharan countries face serious shortage in instructional media as purported by (Hoop, 2010).

While the study found that textbooks were the most often accessible resource in schools in Vihiga county, it is important to acknowledge that they were insufficient to meet the needs of the pupils. The investigation uncovered a dearth of Kiswahili textbooks in schools, which likely had an adverse effect on students' academic achievement in Kiswahili, as seen by their below-average performance in the KCSE. The findings are supported by Juma, et al., (2015), who found out that a lack of textbooks in schools impacted negatively on teaching and learning activities in many countries around the world. According to the findings of this study, instructional media were insufficient in some schools and completely unavailable in others, resulting in their non-use. The findings are consistent with those of Ng'eno (2015), who established that if most of the instructional materials required in the teaching of Geography, such as globes, pictures, and maps, are insufficient, it has a negative impact on the teaching of Geography, resulting in poor student performance in the subject. According to Tella and Akande (2007), using instructional media such as magazines, journals, and charts in the learning process improved class performance. As a result, they play an important role during instruction. Based on the research findings, this study appreciated the importance of having adequate instructional media in schools to improve students' academic performance.

However, the findings are contrary to those of Guloba et al. (2010), Cohen et al., (2003) and Kitheka (2005). Guloba et al. (2010) established that the supply of teaching media at the expense of effective teaching cannot warranty improved quality education. Similarly, Kitheka (2005) asserted that schools with abundant resources may not always utilize them efficiently and therefore fail to raise students' level of performance; what matters most is effective utilization of the available resources. Cohen et al., (2003) observed that making resources available to schools does not matter, but getting those resources to be used by teachers and students to get academic content is what matters most. Therefore, schools with limited resources can still use what they have effectively and, in the long run, achieve instructional objectives.

Generally, based on the study findings, it was established that students learn better when instructional media such as text books, visual and audio-visual materials are available and adequate. Their unavailability hinders proper learning and this affects students' academic performance in Kiswahili in KCSE examination.



CONCLUSIONS & RECOMMENDATIONS

Conclusion

The study examined the impact of the availability of instructional media on students' academic performance in Kiswahili in secondary schools in Vihiga County. It found that the presence of instructional media has a significant influence on students' academic performance in Kiswahili in secondary schools. The majority of secondary schools in Vihiga County lacked sufficient and appropriate instructional media resources for effectively teaching Kiswahili. The study determined that the lack of instructional media had a significant impact on students' academic achievement in Kiswahili, resulting in consistently low performance in the subject across the years. Undoubtedly, this factor played a significant role in the dismal academic achievements of children in the KCSE tests in secondary schools within the county.

Recommendations

In relation to the study findings, it was recommended that school administrators should urgently ensure that instructional media are available for use in teaching of Kiswahili. To boost the comprehension of Kiswahili subject, it is important to encourage teachers to use the few instructional media at their disposal to teach the

language and supplement the few available instructional media in school by encouraging teachers of Kiswahili to improvise alternatives when media are unavailable.

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