



EFFECTS OF INSTRUCTIONAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE IN CHRISTIAN RELIGIOUS EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KENYA

Sharon M. Kasilia¹, David M. Mulwa², Ph. D. & Alex Kamwaria³, Ph. D.

¹Machakos University, School of Education, Department of Educational Communication and Technology, P.O Box 39- 90100, Machakos- KENYA, Email-sharonmueke@gmail.com

²Department of Educational Management & Curriculum Studies, Machakos University
Email-davimulwa@mksu.ac.ke

³Department of Social Sciences, Machakos University, Email- alexkamwaria@mksu.ac.ke

Abstract

Academic performance of a student is of paramount importance in every academic institution. The focus of this study was to address the effect of instructional media on student academic performance in CRE in public secondary schools in Kenya. The student's performance in CRE remains a top priority for educators in CRE because when students get good grades, they become competitive in the world of work and may have better employment opportunities. The study adopted a descriptive survey design and the system theory to investigate on how instructional media affects the academic performance of CRE students. The researcher used simple random sampling techniques to sample 10 schools to be used in the study out of the 75 secondary schools in Machakos Sub-County. Proportional stratified technique was used to select a total of 300 CRE students from the 10 selected public secondary schools. Purposive sampling was applied to sample 10 Form Three CRE teachers. The study used questionnaires as the research instruments. There was a questionnaire for students and the teachers. The study established that majority (50%) of the teachers indicated that CRE performance in their school was very good. In addition majority (56%) of the students indicated that the CRE performance in their school was good. The study found that the use of instructional media will enhance learner's performance as the lessons are always interesting, it makes the topic to be better understood, and also the issues become more familiar to the students. The instructional media improves learner's motivation thus increasing performance. Further it also improves the learner's memory as they are able to remember issues easily. The study established that majority (60%) of the respondents indicated that they did not face challenges when using instructional media in teaching. The study concluded that the performance of CRE was good due to the use of instructional media in teaching and learning. The study also concluded that the instructional media the teacher mostly used in teaching CRE was boards followed by textbook. It is therefore clear that the schools in Machakos have inadequate instructional materials needed for learning. The study recommended that the principals should emphasis on the importance of instructional media with the aim of raising the academic performance of the school as it has been proved that instructional media in teaching and learning enhanced the performance of the students.

Keywords: Instructional media, Learning, Teaching



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Background of the study

The use of instructional media started somewhere from the Stone Age period (World Encyclopedia, 2001). The Egyptians for example used hieroglyphics for visual communication of ideas. With such inscriptions, the elders used them as symbols to teach their children how to kill animals accurately during their hunting and farming. Also through initiation rites, storytelling, and festivals the young were given some form of training and instruction.

Various studies have examined the relevance of Instructional Media for effective teaching and learning. Fidanboyly (2014) noted that the use of visual aids in teaching can motivate the students and reinforce the subject content. According to Makewa, Role and Ngussa (2012) media resources are important when it comes to instruction. They also argue that instructional resources are vital to the teaching of any subject. Seth (2009) indicates that lack of wall charts, models and other conventional media to compliment the use of chalkboards and textbooks in the schools increased difficult for teachers to offer quality teaching and learning to promote high academic performance for junior high schools pupils in Ghana. Chinooneka and Mupa (2015) conducted a similar study in Zimbabwe and discovered that teachers' failure to use a variety of media in the teaching and learning process resulted into failure in grasping basic skills of reading and writing. When it comes to the teaching of Religious Education (RE), the sponsor in consultation with the Ministry of Education can prepare RE materials to be used in schools in order to promote moral and spiritual growth of the pupils. This implies that Christian Religious Education (CRE) is, and continues to be part of the official school curriculum in Kenya and therefore considering CRE as one of the most important subjects in our secondary schools in Kenya.

Christian Religious Knowledge (CRK) is one of the most important subjects being taught in the Secondary Schools in Nigeria (Ikechukwo, 2014 as cited by Wamalwa, 2016). This is because the subject helps to streamline the thought, character, moral and aspiration of the students. It also offers hope for the future, integrate, discipline, harmonious and progressive society. CRK contributes in formation of personality and character in the students. Christian Religious studies teach the necessity and duty of participation in government and encourage the cultivation of better relations, socially, professionally, industrially and commercially with others irrespective of their religious inclinations (Chinooneka and Mupa, 2015).

Many authors have examined the significance of using instructional media in teaching/learning process. Wambura (2017) noted that computer has many benefits in education, for example: enhancing academic works, improving lesson and students understanding and influencing independent learning. According to Nasibi and Kiio (2006) as cited in Karanja (2015), teaching and learning resources are important in education because they motivate and encourage learners to utilize more than one sense hence increasing their attention and retention capacity. In addition, teaching and learning resources create motivation in learning (Monda, 2012).

CRE remains the only subject that addresses moral concerns of learning in Kenya's secondary education with the removal of Social Education and Ethics (SEE) in the curriculum. If CRE was taught by use of audiovisual media, the students would understand and retain more of what they would have learnt and this is likely to have a positive moral impact in their lives. Teaching of CRE enables the learner to integrate all subjects of the curriculum, their relationship with the environment, both physical and cultural, other people and God (KIE, 2000). One of the key objectives of Christian Religious Education in Kenya is to help learners acquire social, spiritual and moral insights to help them make appropriate moral decisions in a rapidly changing society. This could be attributed to the way the subject is taught. Like any other subject, CRE needs to be taught by use of audiovisual resources and the right methods for students to understand and for the subject to be relevant to their lives. CRE in secondary schools in Kenya thus occupies a key position in the 8-4-4 curriculum and students must perform well academically in this important subject (KIE,2000).The need for instructional media for effective teaching and learning has been established especially in other studies (WoottingPong ,2014; Asadi,2015).

Slavin (2000) argues that instructional or audio-visual materials such as text book, pictures diagram's, flashcards, posters, television and others are materials or devices that help in the teaching learning process because they influence the senses of seeing and hearing, but its utilization must depend on proper planning. The focus of this study will be to address the effect of instructional media on student academic in CRE in public secondary schools in Machakos Sub-county because academic performance of a student is of paramount importance in every academic institution (Regier, 2011).That is why the student's performance in CRE remains a top priority for educators in CRE because when students get good grades, they become competitive in the world of work and may have better employment

opportunities. Ballard and Bates (2008), observed that academic performance is mainly related to assessment and it's about meeting short-term and long-term goals in education .Good academic performance of students depends on how well they have mastered the content taught and masterly of content will be aided by use of instructional media in the right way.

Literature review

Adefuye (2006) found out that when various learning resources are used in learning institutions like secondary schools they arouse students' interest towards learning and definitely might have positive effects on performance. That's why Neo (2007) emphasized on the need for adequate supply of learning materials in schools. Supply of quality textbooks for example in schools can be of immense importance towards the academic development or performance of the students.

Significance of Instructional Media for effective teaching and learning has been hailed by many authors. Fidanboylu (2014) noted that the use of visual aids during teaching motivates the students and reinforces what is learned. Makewa *et al.* (2012) indicated that media resources are useful in teaching. This means that the use of various instructional media is essential for mastery of content in CRE. According to Seth (2009) lack of wall charts, models and other conventional media to compliment the use of chalkboards and textbooks in the schools leads to increased difficult for teachers to offer quality teaching and learning to promote high academic performance students. Chinooneka & Mupa (2015) in their study discovered that teachers' failure to use a variety of media in the teaching and learning process resulted into failure in grasping subject content. The use of instructional media makes the learning process more effective because it builds greater understanding, reinforcement and retention of the subject matter (Ayot, 1984) as cited in (Ngussa, 2015).Naz and Akbar (2010) further argue that instructional media have knowledge in an impressive way making learning more effective as they help learners in greater acquisition of knowledge. Wambura (2017) observed that computer has many benefits in education including enhancing academic works, improving lesson and students understanding and influencing independent learning. The significance of instructional media is further presented by Nasibi and Kiio (2006) as cited in Wamalwa (2016) that teaching and learning resources are important in education because they motivate and encourage learners to utilize more than one sense hence increasing their attention and retention capacity. Monda (2012) concluded that teaching and learning

resources create motivation in learning. Thus, it can be said that combination of various instructional media is vital when ones need to achieve the desired objectives in any leaning aspect particularly CRE.

Aggarwal (1995) stated that teachers should be innovative and venture to experiment to improve teaching and enhance learning. Visual methods in teaching and learning create longer lasting experiences and relate readily to other sensory experiences. According to Douglas(1964) learning is distributed through the five senses as follows: learners retain: 1% of what they learn through taste,1.5% of what they touch,3.5% of what they smell, 11% of what they hear (unless impaired) and, 83% of what they see unless they are visually impaired . Instructional media that employ the visual stimulus arouses and sustains interest and defines facts and information easily and precisely, giving meaning to words. This in turn, helps learners to remember as it stimulates their imagination. Visuals are instruments for teachers to aid learning, they add realism and attractiveness to the learning experience (Mukwa & Patel, 1986).

Theoretical framework

This study was guided by the Systems Theory. The Systems Theory was developed by Ludwig von Bertalanffy in 1968 and others. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals (Scott, 2008). All schools are open systems, although the degree of interaction with their environment may vary. According to open-systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them (Scott, 2008).A system can be defined as an interrelated set of elements functioning as an operating unit (Senge, 2006). As depicted in Figure 1, an open system consists of five basic elements (Scott, 2008): inputs, a transformation process, outputs, feedback, and the environment.

The theory is applicable to the current study in that it helps the researcher to identify how the school systems work in unison to ensure that the student academic performance improves steadily. The school system comprises of the teachers, students, instructional materials and media, the structures such as classes which should work in cohesion to ensure success of the institution. Schools are social systems in which two or more persons work together in a coordinated manner to attain common goals. All schools are open systems, although the degree of interaction with their environment may vary. According to open-systems views,

schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them. The teachers should always interact with the students through teaching and through the use of instructional media to ensure that the input they give the students is reflected in their output.

Research Design and Methodology

The study adopted a descriptive survey design to investigate on how instructional media affects the academic performance of CRE students. This design was used to analyze and report events as they occur (Mugenda & Mugenda, 2003). Kothari (2004) argues that descriptive surveys are used to describe some aspects or characteristics of human population such as opinions, attitudes, beliefs or even knowledge of certain phenomenon. Descriptive study design was therefore suitable for this study because it sought to find out opinion of CRE teachers and students on effect of instructional media on academic performance of CRE students in Machakos Sub County. Data collected was edited, coded, classified and tabulated with regard to the type and source. Data was analyzed and interpreted both qualitatively and quantitatively in the light of the research objective. Analysis of data was conducted with the aid of the Statistical Package for Social Sciences (SPSS) version 23 and Microsoft Excel 2007 computer software. SPSS was used for analysis while Microsoft Excel 2007 was used for ensuring quality presentation of results.

Research Findings and Discussion

Below are the findings and discussion of the study on the effect of instructional media on teaching and learning CRE

Statement	Mean	Std. Dev.
CRE teacher always use instructional media always in teaching	3.50	0.9864
Use of instructional media has effect on students' academic performance	3.77	0.8976
Use of instructional media in teaching motivate learners in class	3.69	0.8639
School administrators encourages use of instructional media in teaching CRE	3.55	0.8621
CRE instructional media are available for teaching/learning in school	3.71	0.8712
Different instructional media affect students' academic performance	3.89	0.9187
Use of instructional media has perfected the student learning skills thus improving their academic performance	3.99	0.8871

From the findings the teacher respondents agreed that use of instructional media has perfected the student learning skills thus improving their academic performance (mean=3.99), followed by different instructional media affect students' academic performance (mean=3.89), use of instructional media has effect on students' academic performance (mean=3.77), CRE instructional media are available for teaching/learning in school (mean=3.71), use of instructional media in teaching motivate learners in class (mean=3.69), school administrators encourages use of instructional media in teaching CRE (mean=3.55), and that CRE teacher always use instructional media always in teaching (mean=3.50). This depicts that use of instructional media has perfected the student learning skills thus improving their academic performance. Adefuye (2006) found out that when various learning resources are used in learning institutions like secondary schools they arouse students' interest towards learning and definitely might have positive effects on performance. That's why Neo (2007) emphasized on the need for adequate supply of learning materials in schools. Supply of quality textbooks for example in schools can be of immense importance towards the academic development or performance of the students.

Conclusions and Recommendation

The study concluded that use of instructional media has perfected the student learning skills thus improving their academic performance. The study further concluded that majority (71.2%) of the respondents indicated that instructional media enhances the learning of CRE subject. This is because the instructional media enables the learners to grow spiritually and to understand Gods culture. The study recommends that the schoolprincipals should emphasis the importance of instructional media with the aim of raising the academic performance of the school as it has been proved that instructional media in teaching and learning enhanced the performance of the students. The government should also make it a policy requirement that all the instructional media are inspected regularly by the school principals.

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