USE OF INSTRUCTIONAL MEDIA IN TEACHING OF KISWAHILI LANGUAGE IN PUBLIC PRIMARY TEACHERS’ COLLEGES IN KENYA

MUSAU MARTHA
E55/CE/15610/2008

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN THE DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY, SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

NOVEMBER, 2018
DECLARATION

I declare that this thesis is my original work and has never been presented for a degree in any other university or any other institution of higher learning for consideration. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

Signature …………………………… Date……………………………….

MUSAU MARTHA
E55/CE/15610/2008

SUPERVISORS:

This research thesis has been submitted for appraisal with our approval as university supervisors.

Signature: ___________________________ Date: ___________________________

DR. BABUSA HAMISI
Department of Educational Communication and Technology
Kenyatta University

Signature: ___________________________ Date: ___________________________

DR. FLORENCE A. MIIMA
Department of Educational Communication and Technology
Kenyatta University
DEDICATION

This work is dedicated to my children, Clinton and Melody, for their prayers and concern throughout my busy schedule of the study.
ACKNOWLEDGEMENT

Firstly, I thank the Almighty God for the strength and good health, sound mind throughout the period of generating this research thesis.

Secondly, I sincerely acknowledge the people who really assisted me directly or indirectly in developing this research. Special appreciation is extended to my supportive supervisors; Dr. H. Babusa and Dr. F. Miima and the entire department of Educational Communication and Technology for their support and guidance throughout the thesis generation.

I am deeply indebted to my children and classmates for their moral support all through. Without their encouragement and value for education I would not have reached this far in this Master’s program.
TABLE OF CONTENTS

DECLARATION .............................................................................................................. i  
DEDICATION ............................................................................................................... ii  
ACKNOWLEDGEMENT ............................................................................................... iii  
TABLE OF CONTENTS .............................................................................................. iv  
LIST OF FIGURES .................................................................................................... ix  
LIST OF ACRONYMS ................................................................................................. x  
ABSTRACT .................................................................................................................. xi  

CHAPTER ONE: INTRODUCTION AND THE BACKGROUND OF THE STUDY

1.1 Introduction ........................................................................................................... 1  
1.2 Background to the Study .................................................................................... 1  
1.3 Statement of the Problem ................................................................................... 7  
1.4 Objectives of the Study ...................................................................................... 8  
1.5 Research Questions ............................................................................................ 9  
1.6 Significance of the Study ................................................................................... 9  
1.7 Assumptions of the Study .................................................................................. 10  
1.8 Scope and Limitations of the Study .................................................................. 10  
1.9 Delimitations of the Study ................................................................................ 11  
1.10 Theoretical Framework .................................................................................... 12  
1.11 Conceptual Framework .................................................................................... 15  
1.12 Operational Definition of Terms .................................................................... 18  

CHAPTER TWO: REVIEW OF RELATED LITERATURE ......................................... 19  
2.1 Introduction ......................................................................................................... 19
2.2 Definition and Categories of Instructional Media .......................................................... 19
2.3 Availability of Instructional Media in Teaching Kiswahili .............................................. 21
2.4 Utilization of Instructional Media in Teaching Kiswahili .............................................. 25
2.5 Selection of Instructional Media in Teaching ................................................................. 29
2.6 Summary ......................................................................................................................... 33

CHAPTER THREE: RESEARCH METHODOLOGY ................................................................. 34

3.1 Introduction ..................................................................................................................... 34
3.2 Study Design .................................................................................................................. 34
3.3 Variables ....................................................................................................................... 35
3.3 Study Locale ................................................................................................................... 36
3.4 Target Population .......................................................................................................... 37
3.5 Sampling Techniques ..................................................................................................... 38
3.6 Sample Size ................................................................................................................... 39
3.7 Research Instruments ..................................................................................................... 41
3.7.1 Questionnaire ........................................................................................................... 41
3.7.2 Interview Schedule ..................................................................................................... 42
3.7.3 Focus Group Discussion ............................................................................................. 42
3.8 Piloting ........................................................................................................................... 43
3.9 Reliability and Validity ................................................................................................. 43
3.9.1 Reliability ................................................................................................................ 43
3.9.2 Validity ..................................................................................................................... 44
3.10 Data Collection Procedure ........................................................................................ 44
3.10.1 Tutors Questionnaire .............................................................................................. 45
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ... 70

5.1 Introduction .............................................................................................................. 70
5.2 Summary of the findings ........................................................................................... 70
5.3 Conclusions ............................................................................................................... 73
5.4 Recommendations .................................................................................................... 75
5.5 Suggestion for Further Study ................................................................................... 76

REFERENCES ................................................................................................................... 78

APPENDICES ................................................................................................................... 86

APPENDIX I: Questionnaire for Kiswahili Tutors ......................................................... 86
APPENDIX II: Interview Schedule for DOC, Languages HOD and Kiswahili HOS ...... 92
APPENDIX III: Focus Group Discussion for Kiswahili Tutors in the Public PTTCs ...... 93
LIST OF TABLES

Table 1.1: Private and Public Primary Teachers Colleges Kiswahili PTE examination mean score. ......................................................................................................................... 5

Table 1.2: Public Primary Teachers Colleges PTE examination mean score ......................... 6

Table 3.1: Target Population ................................................................................................ 38

Table 4.1: Available Print Instructional Media in the Primary Teachers Colleges ............... 54

Table 4.2: Available Display Instructional Media for Kiswahili ......................................... 56

Table 4.3: Audio and visual Media for teaching Kiswahili ................................................. 57

Table 4.4: Instructional Media Selection ............................................................................. 60

Table 4.5: Instructional Media ............................................................................................ 62

Table 4.6: Instructional Media Utilization .......................................................................... 63

Table 4.7: Challenges Associated with Instructional Media ............................................. 65

Table 4.8: Solutions for Challenges Associated with Instructional Media ...................... 66
LIST OF FIGURES

Figure 1.1: Conceptual Framework ................................................................. 17
Figure 4.1: Gender of Kiswahili Tutors ............................................................ 51
Figure 4.2: Age of Kiswahili Tutors ................................................................. 52
Figure 4.3: Tutors’ Level of Education .............................................................. 53
Figure 4.4: Instructional Media Sufficiency ....................................................... 58
Figure 4.5: Tutors’ Criteria for Selection of Instructional Media ....................... 59
Figure 4.6: Outcome of Utilising Instructional Media ........................................ 64
**LIST OF ACRONYMS**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOC</td>
<td>Dean of Curriculum</td>
</tr>
<tr>
<td>HOD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>HOS</td>
<td>Head of Subject</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>K.I.C.D</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
<tr>
<td>K.N.E.C</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>P.T.E</td>
<td>Primary Teacher Education</td>
</tr>
<tr>
<td>PTTC</td>
<td>Primary Teachers’ Training College</td>
</tr>
</tbody>
</table>
ABSTRACT

Instructional media has gained prominence in the recent past, especially given that the process of teaching is currently gravitating towards constructivist learning where the teacher is no longer the sole source of knowledge. The purpose of this study was to investigate the use of instructional media in teaching of Kiswahili in public primary teachers’ training colleges (PTTCs) in Kenya. Objectives of the study were to: establish the availability of instructional media used in teaching of Kiswahili in public PTTCs, investigate the criteria used to select the instructional media in teaching of Kiswahili in public PTTCs, establish to what extent tutors utilize the instructional media in teaching of Kiswahili in public PTTCs and explore the challenges associated with the instructional media in teaching of Kiswahili in public PTTCs. The study adopted the Bates’ ACTIONS (Access, Cost, Teaching, Interactivity, Organizational, Novelty and Speed) model that helped in conceptualizing the utilization of instructional media in teaching of Kiswahili. The model has two aspects: on the one hand access, teaching, interactivity and cost are normally evaluated at the individual level. On the other hand, the organizational issues such as novelty and speed are normally evaluated at the organizational level. Descriptive survey design using a combination of quantitative and qualitative techniques was used. The study targeted four selected public PTTCs in Kenya. The participants were purposively sampled making a sample size of 47 respondents. The data was collected using the questionnaire, interview and focus group discussion. Qualitative data drawn from the interview and focus group discussion was analyzed using the deductive method and the relevant themes were generated. Content validity was determined by piloting and expert judgment. Reliability was determined by use of Split-half technique of internal consistency. Quantitative data was coded and entered into computer code sheet, while qualitative data was categorized into themes, coded and keyed into computer code sheet. Data was analyzed by use of descriptive statistics whereby frequencies, percentages, tables, and graphs were used. The study’s findings established that tutors only used the resources that were availed to them such as textbooks even though they preferred technologically-enhanced resources such as computers, laptops, which were not adequate. It was also established that availability and selection of instructional media influenced utilization in teaching Kiswahili subject in public PTTCs. Three categories of instructional media were available but so inadequate to enhance effective selection and utilization. The researcher therefore, recommended regular capacity building to tutors in the PTTCs. Also the researcher recommended further studies to be done to establish the most effective technologically-enhanced instructional media that could be used in training Kiswahili language teachers. Similar studies should be carried out in private PTTCs to improve on the utilization of instructional media in teaching of Kiswahili in PTTCs.
CHAPTER ONE
INTRODUCTION AND THE BACKGROUND OF THE STUDY

1.1 Introduction

This chapter dedicated itself in the description of the background of use of instructional media in teaching of Kiswahili in public Primary Teachers’ Training Colleges (PTTCs). The chapter also explored statement of the problem, objectives of the study, research questions, significance of the study, assumptions of the study, scope and the limitations of the study, delimitations of the study, theoretical framework, and the conceptual framework. The chapter lastly gave definitions to the operational terms.

1.2 Background to the Study

The provision of quality education is one of the major developmental goals in many progressive societies, Kenya included. However, this provision of quality education is dependent on factors such as sound learning environment that are equipped with the required physical infrastructure and the quality training of teachers. In the current technologically enhanced society, quality education is influenced by instructional media. (Omariba 2012).

Kiswahili is a language widely spoken by the people of Eastern Africa and adjacent islands. The term Waswahili refers specifically to people who speak Kiswahili language as their native language, (Mazrui and Mazrui 1995). As a spoken language, Kiswahili spread throughout eastern and central Africa by the 19th century due to factors like colonial administrators, missionaries, traders, travelers and explorers.
Teaching of Kiswahili in Kenyan schools dates back to the colonial days when the British government initiated the teaching of the native languages in the schools. Teaching of Kiswahili in schools, colleges, and universities has been promoted ever since Kenya attained independence in 1964. By the 1980s Kiswahili was an examinable subject in schools. For instance, in 1983 there were about 100,000 candidates that were examined in Kiswahili language at the O-level. In 1985, there were about 500,000 candidates examined in the Kiswahili language at the primary level, especially due to the introduction of the 8-4-4 education system. Currently, Kiswahili is a compulsory and examinable subject in the Primary Teachers Training Colleges, and it is offered as a degree subject at the university level (Ogot & Ochieng’, 1995). Teaching of Kiswahili in schools, colleges, and universities can definitely benefit from a variety of instructional media to teach the language. The management and provision of quality education and training mostly depend on the supply of adequate instructional media.

As noted by the Kamunge Report of 1988, there is need for providing quality and relevant education, which demands provision of educational facilities and instructional media. Concrete experiences facilitate learning and the acquisition, the retention and use of abstract symbols. Sifuna, (1975) asserts that there is ultimate need to teach learners using the activity method in an attempt to develop their ability and potential.

The need for availing instructional media is expressed in most of the post-independent educational reports. Gachathi (1976) notes that books and other educational materials should be available any time they are required for they are the basic tools for educational development. Management and provision of quality education and training
mostly depend on the supply of adequate instructional media. Quality and relevant education demands provision of educational facilities and instructional media. Instructional media improves the relevance of education by reinforcing the content. Language teachers need to accomplish language tasks more efficiently by using instructional media due to their great utility in making concepts clear to students. According to Schuller (1962) teaching requires instructional media among other teaching-learning resources such as classrooms and teachers. Instructional media are the instruments of motivation and they can also stimulate interest, lesson verbalism, and make the acquisition of the result of learning permanent.

The effects of instructional media are determined by the context and nature of their utilization. Lee (1970) notes that proper use of instructional media adds value to the motivating effect to both the teacher and the learner and makes learning experience effective. Effective learning begins with first-hand or concrete experiences and proceeds towards more abstract experiences. Thus a student who interacts with instructional media learns more effectively than the one who is provided with largely verbal information. Schullstrom (1998) asserts that blending between the content, theory, performance and instructional media brings effective learning. Utilisation of instructional media in teaching language enable the learners to interact with words, images and ideas in ways that develop their abilities in reading, listening, viewing, thinking, speaking, writing and using media and technology.
Lack of instructional materials such as projected and non-projected resources, resource persons, qualified personnel, books and other print media, may lead to failure in achieving quality education, Kimui (1988).

The Kenya Institute of Curriculum Development PTTCs Kiswahili Syllabus gives highlight on a variety of instructional media which can be used in teaching Kiswahili in PTTCs. Teacher trainees can largely benefit from the course only if they have the knowledge of instructional media, which they can emulate from their tutors. However some researches done have shown that tutors in PTTCs rarely use instructional media in teaching. According to Nzioka (2011), lack of training teachers to specifically teach in PTTCs caused lack of knowledge on how to utilize instructional media in teaching; majority of tutors had not been in-serviced in using a variety of instructional media in teaching in PTTCs.

According to Butucha, (2012) resources might be available but some tutors in PTTCs have technophobia interacting with particular teaching resources especially ones involving advanced technology. One of the challenges of educationists is how to harness the potential of instructional media to complement the role of the teacher in teaching and learning process, Hennessy, Harrison and Wamakote (2010). The researchers also commented the lagging behind for instructors who do not have a chance to develop professionally in the use of emerging instructional media.

Eshiwani, (1983) articulates that schools with equipped libraries show good examination performance when compared to those possessing poor or none. However,
according to KNEC report (2013) Kiswahili performance in public PTTCs in national PTE examination has for several years been dropping. This performance dipped PTE examination results in the Kiswahili subject mean score for all the public PTTCs where the mean score constantly fluctuate between 2010, 2011 and 2013, at 4.71 in 2010 to 5.9 in 2011, to a slight improvement to 4.52 in 2012 but again dropped to 5.22 in 2013(KNEC reports 2013). This fluctuation differs to a great extend to Kiswahili PTE examination mean score in Private PTTCs. The Private PTTCs PTE Kiswahili mean score fluctuates slightly in year 2012. The PTE mean score for Private PTTCs in 2010 was 3.76, 3.50 in 2011, then fluctuates to 4.68 in 2012 but shows a great improvement to a mean score of 3.12 in 2013(KNEC Report,2013). Table 1.1 shows the Kiswahili PTE examination mean score for public PTTCs as compared to private PTTCs in 2010-2013.

Table 1.1: Public PTTCs and Private PTTCs Kiswahili PTE mean score.

<table>
<thead>
<tr>
<th>Year</th>
<th>Public PTTCs Mean Score</th>
<th>Private PTTCs mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>4.71</td>
<td>3.76</td>
</tr>
<tr>
<td>2011</td>
<td>5.90</td>
<td>3.50</td>
</tr>
<tr>
<td>2012</td>
<td>4.32</td>
<td>4.68</td>
</tr>
<tr>
<td>2013</td>
<td>5.22</td>
<td>3.12</td>
</tr>
</tbody>
</table>

Source: Researcher’s Own Generated from KNEC Results 2010-2013

The results in table 1.1 show that the public PTTCs have operated below the mean score of 3.5 only once. This trend poses a many questions concerning the education system in public PTTC; might there be some challenges that public PTTCs encounter in teaching
Kiswahili unlike private PTTCs? Are Kiswahili tutors in public PTTCs aware of instructional media and its significance in teaching? Due to these questions, this study sought to address the use of instructional media in teaching Kiswahili in public PTTCs. That would probably be a window indicating tutors’ problems at the teaching and learning stage for teacher-trainees in public PTTCs. On the contrary, KNEC analysis Report (2013) highlighted individual public PTTCs that showed varied mean score in Kiswahili PTE examination nationally. Particular Public PTTCs PTE Examination mean score was highlighted for comparison. Table 1.2 shows Kiswahili PTE examination mean score for individual public PTTCs for year 2010-2013.

Table 1.2: Public PTTCs PTE mean score

<table>
<thead>
<tr>
<th>PTTC’S Name</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muranga</td>
<td>4.23</td>
<td>4.73</td>
<td>3.58</td>
<td>3.01</td>
</tr>
<tr>
<td>Machakos</td>
<td>4.30</td>
<td>4.10</td>
<td>3.30</td>
<td>3.07</td>
</tr>
<tr>
<td>Thogoto</td>
<td>5.57</td>
<td>4.53</td>
<td>5.90</td>
<td>4.67</td>
</tr>
<tr>
<td>Kilimambogo</td>
<td>5.09</td>
<td>5.09</td>
<td>5.73</td>
<td>5.81</td>
</tr>
</tbody>
</table>

Source: Researcher’s Own Generated from KNEC Report 2013.

The results in table 1.2 show varied performance in Kiswahili PTE examination for particular selected PTTCs. Table 1.2 shows a two year consecutive improvement in Kiswahili PTE mean score for Murang’a PTTC and Machakos PTTC in the year 2012 and 2013. According to this table Thogoto PTTCs’ Kiswahili mean score shows dipping over the four years while the mean score for Kilimambogo PTTC made barely no significant improvement. The variance of Kiswahili mean score in PTE examination for these four highlighted colleges causes some interest to investigate why some perform
better than others. Are there some public PTTCs that are more advantaged in term of resources than others? This study therefore chose to investigate the use of instructional media in teaching Kiswahili in Public PTTCs.

1.3 Statement of the Problem

In teaching-learning situation, utilization of instructional media is vital. Instructional media play a major role of assisting the teacher to pass information in a more clearer way. In teaching of Kiswahili in PTTCs, the use of instructional can not be ignored. When teacher-trainers use instructional media in teaching Kiswahili, they expose the teacher-trainees on the same for their future career as teachers. However previous studies have shown that utilization of instructional media in teaching is not adequately done in most public learning institutions. According to study done by Ayoti, Simiyu, Ongeti, & Poipoi, (2013) instructional media were not utilized in teaching because teachers rarely prepared any. Andafu, (1996), and Mong’are, (1996) affirms that there were barely any instructional media in teaching of Kiswahili in Secondary schools and that, teachers rarely attended seminars. Ngure (2014) contends that tutors in private PTTCS utilized variety of instructional media available in teaching unlike tutors in public PTTCs. The study showed that factors such as availability of instructional media, the attitude of tutors towards instructional media, hindered utilization. Kadzera, (2006) found out that the use of higher-order instructional technologies such as videos, overhead projectors, and computers were infrequent in the teachers training colleges. There has been concern by stakeholders in Education on the use of instructional media in teaching Kiswahili in public PTTCs. A report by KNEC 2012, highlighted the
bareness in teaching most of the Kiswahili lessons in public PTTCs. The Report indicated that majority of Kiswahili teacher-trainers use lecture methods and that classrooms walls barely have any displayed Kiswahili teaching aids. According to KNEC Report (2013), this has impacted on the performance of Kiswahili in public PTTCs. In the four selected PTTCs for this study, the PTE examination performance of one PTTC kept on dwindling while for another one it was stagnant. For the other two selected PTTCs in this study, performance kept on improving. The implication from these reports and the quoted studies, may imply lack of awareness of instructional media by the Kiswahili teacher-trainers. However teachers opinions raised in these studies about lack of instructional media, teachers not involved in the acquisition procedures and lack of motivation are crucial. The current research therefore sought to investigate the use of instructional media in teaching of Kiswahili in the public PTTCs in Kenya.

1.4   Objectives of the Study

The main purpose of this study was to investigate the use of the instructional media in teaching of Kiswahili in public Primary Teachers’ Training Colleges in Kenya. The specific objectives of the study were to:

i) Establish the availability of instructional media used in teaching of Kiswahili in public Primary Teachers Colleges.
ii) Investigate the criteria used to select the instructional media in teaching of Kiswahili in public Primary Teachers Colleges.

iii) Establish to what extent tutors utilize the instructional media in teaching of Kiswahili in public Primary Teachers Colleges.

iv) Explore the challenges associated with the instructional media in teaching of Kiswahili in public Primary Teachers Colleges.

1.5 Research Questions

i) What varieties of instructional media are available for use in teaching of Kiswahili?

ii) What criteria is used in selecting instructional media for use in teaching of Kiswahili?

iii) How do tutors utilise instructional media in teaching of Kiswahili?

iv) What challenges associated with use of instructional media in teaching of Kiswahili?

1.6 Significance of the Study

The findings of this study are of value to Kiswahili tutors in the PTTCs in Kenya as they greatly assist in the use of instructional media in teaching. The tutors therefore, will be informed on the use of instructional media in their efforts towards teaching of Kiswahili. The findings also enrich their scope of knowledge on the selection and integration of instructional media in teaching of Kiswahili to teacher-trainees.
The findings are helpful to policy makers, particularly the Ministry of Education for capacity building planning for teacher-trainers to become more competent and proficient in utilizing instructional media, especially now that the government has introduced the use of laptops in primary schools.

The findings of the study are useful in libraries and learning resource centers in educational institutions since they provide a guide on availing relevant and appropriate instructional media for teaching-learning process. The study is also invaluable to a future researcher on instructional media in education for it contributes to the body of knowledge with specific regards to teacher education and learning in general.

1.7 Assumptions of the Study

This study was based on the following assumptions:

a) All the public Primary Teachers Colleges used the approved KICD Kiswahili syllabus.

b) All the public Primary Teachers Colleges used in this study utilize instructional media in teaching of Kiswahili.

1.8 Scope and Limitations of the Study

This study focused on the use of instructional media in public Primary Teachers’ Training Colleges in teaching of Kiswahili language. Geographically, the study was confined to four public PTTCs in Kenya namely: Muranga PTTC, Kilimambogo PTTC, Thogoto PTTC and Machakos PTTC. The study involved Deans of Curriculum, Heads
of Languages Departments, Head of Kiswahili Language and Kiswahili tutors in the four selected PTTCs. The selected participants were the subjects of inquiry because they are the interpreters and implementers of instructional media in teaching of Kiswahili language.

The study's findings are limited in the sense that they can only be generalized to public PTTCs in Kenya. The study did not involve private PTTCs, which work under varied management frameworks and might also have instructional media that are highly varied.

1.9 Delimitations of the Study

The limitation of this study included: the size of the sample which consisted of a few PTTCs only in Kenya. This gave only generalization as stated by Murray and Lawrence (2000). There are numerous factors associated with utilization of instructional in teaching different subjects in the education sectors. This study, however, is delimited to use of instructional media in teaching Kiswahili Language and more so in public PTTCs.

Utilization of instructional media covers variety of elements. However this study was limited to four factors namely: the availability of the instructional media in the PTTCs; the tutors’ selection of instructional media, tutors’ utilization of the instructional media and the challenges associated with use of instructional media in teaching Kiswahili language in public PTTCs.
1.10 Theoretical Framework

There are various theories that can be used to understand the use of instructional media in teaching. For instance, the Dale’s Cone of Experience Model (1969) proposes that instruction provided to a learner should proceed from direct, pictorial to highly abstract experiences in a sort of multi-sensory approach to learning. However, this model does not bear factors that this study sought to consider in regards to the use of instructional media in the teaching of Kiswahili in public PTTCs in Kenya. The study therefore, adopted the Bates’ (1990) ACTIONS model in the quest to investigate utilization of instructional media in teaching of Kiswahili in public PTTCs.

The Bates’ ACTIONS model is helpful for providing the framework for choosing the most appropriate combination of technologies and media for a particular learning context. The ACTIONS model is an acronym that denoted the following evaluation criteria: The “A” stands for Access, which implies the accessibility of the technology or media to be used in passing educational instructions (Ruhe & Zumbo, 2009). The element of accessibility takes into account the availability and user-friendliness of a particular instructional media that the Kiswahili language teacher may use for instructional purposes with their students. According to Omariba, (2012) the accessibility of instructional media could in some instances be limited by factors such as administration and storage. Therefore, in investigating the use of instructional media in the context of accessibility, we are taking into account the presence or lack of the instructional media in teaching of Kiswahili.
The “C” stands for the cost structure involved, for instance in terms of the unit cost for every learner (Ruhe & Zumbo, 2009). The cost for availing the instructional media for a student can be quite prohibitive, especially in regards to the new technologies such as projectors, computers, software and the training that will be required to ensure that the tutors are competent enough to use these resources for instruction. The cost of the resources is also affected by the number of the students that the resources are targeting; the greater the number, the greater the cost. Another dimension of cost is whereby some instructional media that may require some upgrade to match the current technological requirements for effective use. Therefore, for effectiveness of instructional media in teaching of Kiswahili, should be proportionate to the students in a particular classroom. For instance, the tutors cannot be effective in using one computer in a class of 40 teacher-trainees.

The “T” stands for teaching and seeks to determine the learning instructional approaches and the technologies that are most effective (Ruhe & Zumbo, 2009). There are new technological innovations, which are coming up every other day; this makes the instructional media that were used obsolete. It also makes it necessary for tutors to build their capacity regarding teaching and to learn using the upcoming technologies so that they can be effective in using them for instructional purposes.

The “I” stands for Interactivity and the user friendliness; this criterion addresses the kind of interaction that is provided, its ease of use and its reliability (Ruhe & Zumbo, 2009). In this case, an effective instructional media need to facilitate both interactive communications between the tutor and teacher-trainee. The instructional media should,
therefore, be easy to use for the learner and should enhance their interaction with their teacher in case they need a concept clarified, or they need to provide feedback on their learning experience. The instructional media should also enable both the tutor and the student-trainee to remain in contact even after the lesson is over as this will encourage other learning opportunities.

The “O” stands for Organizational issues in regards to the organizational barriers and requirements (Ruhe & Zumbo, 2009). This factor looks into the changes in the organizational structure that are necessary for the instructional media to be used in teaching Kiswahili language. There are some institutions where the policies do not favour the utilization of instructional media in teaching; there are others where the institution’s policy only specifies the use of some particular instructional material. Due to the scarcity of some instructional material some institutions have laid out some bureaucratic frameworks that must be followed before a tutor can access some instructional media for use in their lessons; the tutors may therefore, need to acquire the institution’s approval before they can use them.

The “N” addresses the novelty of the technology to be used (Ruhe & Zumbo, 2009). The skills and knowledge that is required for the internet and electronic devices keep changing with every innovation. For effective utilization of instructional media, the Kiswahili language tutors are therefore, required to take into account the level of the technological proficiency of their teacher-trainees. Finally, the “S” stands for speed at which the course can be changed to accommodate any revisions and updates (Ruhe & Zumbo, 2009). The tutors need to take this factor into consideration, given that when
the class material becomes easy and quick to adapt and update they then will be able to
tailor-make their lessons according to the learning pace of their teacher-trainees.

In essence, the ACTIONS model is a two-level model; on one hand this is because the
aspects of access, teaching, interactivity and cost are normally evaluated at the
individual level. On the other hand, the organizational issues such as novelty and speed
are normally evaluated at the organizational level (Ruhe & Zumbo, 2009). This study
therefore, focused on the individual and organizational levels’ use of instructional
media in teaching of Kiswahili. These factors include the availability of instructional
media used in teaching of Kiswahili in public PTTCs, the selection of instructional
media in teaching of Kiswahili of in public PTTCs, the instructional media utilization
in teaching of Kiswahili in public PTTCs, the challenges associated with instructional
media in teaching of Kiswahili in public PTTCs.

1.11 Conceptual Framework

This study focused on the use of instructional media in teaching of Kiswahili in public
PTTCs. The study was conceptualized using the Bates’ ACTIONS model which reveals
that use of instructional media numerously influence the teaching-learning process. Instructional media make learning effective and stimulate changes in the learning environment. To achieve this there needs to be adequate instructional media. A lesson needs to be captivating and interesting and this can only be achieved through utilization of instructional media. The tutors play a major role in teaching of Kiswahili since they are the ones who select and utilize the instructional media. Use of instructional media influence teaching of Kiswahili in public PTTCs through improved performance, tutor-student trainee engagement, high retention and effective content delivery. These will depend on independent variables such as availability and selection of instructional media and how they are utilized in teaching Kiswahili in PTTCs.

Despite these being the determining variables, intervening factors such as adequacy of instructional media, cost of instructional media, accessibility, and class environment do exist and have to be considered otherwise the impact of utilizing the instructional media may not be realized.
Independent variables

**Instructional media**
- Availability of instructional media
- Selection of instructional media
- Utilization of instructional media

Dependent variables

**Teaching of Kiswahili Language**
- Improved performance
- Tutor-Trainee engagement
- High retention
- Effective content delivery

Intervening Variables

- Adequacy of instructional media
- Cost of instructional media
- Accessibility
- Class environment

Figure 1.1: Conceptual Framework

Source: Synthesized from Theoretical Framework
1.12 Operational Definition of Terms

Audio-visual media - The media that include both audio and visual components for communication

Availability - The accessibility of instructional media for use in teaching

Instructional media - Devices and materials used in the teaching-learning

Feedback - Information received by the teacher from the students on what they achieved from the lesson

Teacher-trainees - Students who are undergoing training to become teachers

Technophobia - The fear of embracing and utilizing new technology

Tutors - The teacher trainers in the teacher training colleges

Utilization - The utilization of instructional media in teaching
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, we take a critical review of the literature in regards to the use of instructional media in teaching of Kiswahili in public Primary Teacher Training Colleges in Kenya. The chapter discusses the definitions and types of instructional media and the utilization of instructional media in teaching. The chapter also examines availability and selection of instructional media in teaching, and the teachers’ perspective and adoption of instructional media in teaching.

2.2 Definition and Categories of Instructional Media

Instructional media have been variously defined as teaching resources, tools of instruction. More practically instructional media are educational materials which should assist a teacher/learner to give/get an instruction in a clearer way (Dahiya, 2004) or any material that can be used in the dissemination of information in a classroom with an aim of facilitating efficient and effective communication in the process of teaching and learning. Azikiwe, (2007) defines instructional media as whatever the teacher uses to involve all the five senses of sight, touch, hearing, smell and taste while presenting his lesson. Though instructional media are considered the most effective facilitators in teaching, instructional media are not substitutes of the teachers (Talabi, 2001).
Instructional media has been classified in various categories. Gathumbi (2005) categorizes instructional media into three categories namely; audio example of audio tapes and radios, visual media such as flashcards and pictures and audio-visual media such as television and computer screens.

According to Naz & Akbar (2010) instructional materials can be print media, which include magazines, newspapers, newsletters, bulletins, posters, journals and handouts. The other category is graphic media which includes charts, maps, dioramas, graphs and models and lastly photographic media includes still pictures, motion pictures, slides and film strips. The audio media includes records, audiotapes, radio and audio cassettes. The other categories of instructional media include television/video, which includes cable television, broadcast television, Teletext, video discs, video tapes and video cassettes. Computers include desktops, laptops, and tablets whereas the simulation and games category includes boards and interaction machines.

Instructional media can include people thus the instructors, audio and radio recordings, print media, video, audiovisual material such as television, motion pictures and videos, visuals such as charts and pictures and the enactive media that include real objects according to Eshetu, (2015). Instructional media is designed to provide realistic images and substitute experience to reach curriculum experiences. They encompass all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives.
Though researchers have defined and categorized instructional media in different ways, all these definitions relate to the current study because in this study, the researcher conceptualized instructional media as any resources, especially non-human that can be used to enhance understanding in teaching-learning experience. The researcher categorized the instructional media into three categories namely; print instructional media, display instructional media, audio instructional media. The category of audio instructional media include visual, audio and audio-visual instructional media.

2.3 Availability of Instructional Media in Teaching Kiswahili

Availability of instructional media in learning institutions encourages their usage. This is evident in the sense that for instructional media to be exploited, it must first be available. Bitner & Bitner (2002) established that availability and access of instructional media resources are critical in determining the frequency with which teachers used the instructional media to enhance their lessons. Therefore, availability of instructional media for teaching is crucial so as to realize its positive use in teaching of Kiswahili. Lack of instructional media in educational institutions is translated into their lack of use.

In most instances, instructional media are not utilized in teaching due to their unavailability. In a study of 60 middle school and high school teachers in some selected states in the United States, Flick (2007) established that the unavailability of computers for instruction invariably prevented its utilization. According to 45% of the respondents in this study, the lack of access and unavailability of the computers was a major hurdle in their use in the classroom for teaching.
According to Abdelraheem & Al-Rabane, (2005) active learning involves the provision of opportunities to the students, enabling them to meaningfully participate in the learning process through talking, listening, reading, writing and reflecting on the learning content of the academic subject. However, many classrooms are dominated by a single medium, which is normally the printed textbook. This dominance has inhibited teachers from reaching all the students, thereby; catering for just those that can access the textbooks.

Abdo and Semelea (2010) argue that the availability of instructional technology resources is a critical factor in determining the frequency with which teachers utilize the instructional material. For instance, the frequency at which elementary teachers use instructional material is determined by the available technological hardware in their respective classrooms. Okobia, (2011) observed that in many classrooms most of the instructional media and resources were not available for the teaching. The ones that were most available were a chalkboard and textbooks, and they were predominately used in the classrooms. There were other instructional media that were locally available and inexpensive which were not provided and were therefore not used; they included cartoons, charts, graphs, maps, posters and pictures. The other audio-visual media such as computers, television, videos and projectors were not there at all in spite of the fact that they are quite useful in teaching social studies.

Kurgatt & Omuna, (2016) sought to establish the extent to which visual materials are available for use in teaching of writing skills in Kenyan public primary schools. They
found out that print media was the major resource in the classrooms in most schools and they were not just available but also adequate.

Ambuko & Odera (2013), contend that the lack of media resources greatly determine the choices that teachers have regarding a particular media. Ngure (2014) also notes that the availability of instructional media encourages its usage in teaching; a particular technology must be available for it to be exploited. This means that if tutors are to integrate instructional media in teaching, the resources should be availed to them in the college environment.

Lack of instructional media contributes to their minimal use in teaching. For tutors to use instructional media in teaching, it is imperative for the media to be made available. Research conducted by Andafu, (1996) in secondary schools in Lamu, found out that there was a shortage of instructional materials for the teaching of Kiswahili. The commonly used were radio-cassettes, video, and films. Mong’are, (1996) ascertained that there were barely any instructional media in teaching of Kiswahili in secondary schools in Nyamira District and teachers rarely attended seminars. Even though teaching materials can be substituted or improvised to still deliver the same message; there are some technologies that cannot be improvised or substituted such as computers and projectors, Kadzera (2006) hence should be provided.

Too, (1996) and Musei, (1985) revealed that there were no teaching resources for teaching of Kiswahili in most primary schools. They advocated for the Ministry of Education to improve the situation through seminars, symposiums, and workshops.
For instructional media to meaningfully support teaching, teachers have to be able to access them for more than just a few minutes every week, Flick (2007). Apparently, there is a correlation between the availability of instructional media and their utilization. Some institutions could be having some particular instructional media such as computers in a computer laboratory but then inhibit the tutors to frequently use them through enacting stringent bureaucracy (Nzioka 2011). There is need for high level of access to instructional media for them to become effective tools for teaching.

According to researches done by different researchers, availability of instructional media differed from one institution to the other. According to Mueni, (1999) print media was the most available resource while Orina (2001) found out that the least available instructional media in schools in Kisii district were geographical magazines, encyclopedias, posters, models, cameras and television sets. Most of the resources available were accessible to the teachers. The current study, therefore, sought to investigate the availability of instructional media in teaching of Kiswahili in public PTTCs.
2.4 Utilization of Instructional Media in Teaching Kiswahili

Utilization of instructional media refers to the use of materials that improve the teaching and learning experience for both the teacher and the learner in ways that are more concrete and memorable. Any instructional media being used for the purpose of teaching should make learning experience more memorable. An instructor should merge content, theory, performance and instructional media, Ayot (1992). This helps reduce equivocality and misinterpretation of content being taught. The visual channel is good for transmission of knowledge of cognitive learning but might not be that effective for psychomotor and affective learning according to Nazimova (2008). The learner needs to develop the ability to think critically and solve a problem after proper analysis. In a teaching situation, a teacher should use imaginative approach in utilizing the instructional media. Some instructional media such as flipcharts materials are simple, inexpensive, and versatile and when used with thoughtful creativity, they are highly effective. If instructional media are not utilized appropriately, there is negative feedback from the learners, (Talabi 2001).

The role of the teacher in class is not to give information but to facilitate students learning experiences. Through the use of instructional media, the teacher is able to communicate in a more articulate and easy way. Davies (2005) affirms that instructional media have two functions they play in a lesson; first they are aids to function and secondly they are aids to learning. Being aids to function they assist the teacher communicate effectively, where else being aids to learning they help the learner get the
right information as intended by the teacher. Instructional media should attract the attention of the learner, convey message and assist in retention of content.

Kadzera, (2006) investigated the utilization of instructional technologies in four teachers training colleges in Malawi. The study focused on instructional technologies such as flip charts, chalkboards, videos, overhead projectors, computers and the local resources in the environment. Kadzera found out that the use of higher-order instructional technologies such as videos, overhead projectors, and computers was infrequent in the five teachers training colleges and this was attributed to the lack of training of the tutors, the lack of maintenance of the instructional resources and the unavailability of the technologies.

In his study, Langat, (2014) focused on identifying the availability of required technologies and the extent to which these technologies are acquired and used in the training of the teachers. The findings of the study showed that there were few modern and old technologies for the training of the teachers. It was also established that effective training using the technologies was limited by factors such as shortage of training material, shortage of funds, shortage of time and limited motivation. Kinyanjui, (1997) revealed that despite a variety of media being available, only the chalkboard, textbooks, and handouts were extensively utilized for teaching. The other available media were either utilized at a low level or not used at all due to lack of time to adopt their use in an already crowded education system. A research by Luvisa (2003) contends that most schools lacked all forms of instructional media starting with simple
forms of instructional media such as textbooks and radio programmes to complex forms of instructional media such as multimedia kits and computers.

Teaching should be learner-centred allowing the students to interact with instructional media. This makes the learner to be imaginative, and develop creative skills. Teacher dominated pedagogy where students are passive in class is undesirable. Achanji (2005) notes that the pre service teachers education students complain that foundation courses are too theoretical and do not give the teacher the true picture on the ground. Methodology in teaching is based on theory and little or no practical lessons. These views also apply in the teaching of Kiswahili where the teaching of literally text is done and little or no practical work of putting the content to the real teaching of Kiswahili.

Use of instructional media is significant when one come across objects which cannot readily be shown or sometimes the object is available and could be shown, but the characteristics one wishes to demonstrate are not very obvious. Such a situation calls for utilization of media to assist grasp the instruction being delivered (Newby et.al, 2006). The use of chalkboards, for instance, enhances the teachers’ classroom presentation in almost all subjects and it needs no electricity power, thereby making it user friendly. It can also use variety of colour and could be used with a broad range of other teaching strategies (Kadzera, 2006). Print media accounts for the oldest and the most widely used instructional material in education across the globe. They include textbooks, course books, syllabuses, journals, periodicals, file records, preschool guidelines, newspapers, encyclopedia, and magazines. In most instances, print media organizes the instructional content, thereby making them the basic instructional guide, (Onasanya, 2008).
Instructional media can also be used to facilitate reproduction activities during speech work, serving as a reminder through association of what the student has learned. Instructional media such as composite pictures, flashcards, figures and sequence of pictures may be used in this case. (Ambuko & Odera, 2013). The teacher asks questions and provides the visual material as the clue for the required answer. Physical objects can also be used during translation to facilitate the teaching of the meaning of items in a bid to enhance the learners’ learning skills. For instance, the translation of the function of ‘Tarakilishi,’ which is the Kiswahili word for computer, cannot by itself convey its meaning and how it looks like. The use of a colored photo in this case, adds to the student understanding of the word and the retention of its meaning.

Educationists advocate for the utilization of instructional media in teaching since it stimulates the learning environment. Instructional media facilitates and enhances learning, resulting in faster and enjoyable learning. Students prefer this kind of learning as compared to the traditional approach where the teacher was the custodian of knowledge whereas the student was a passive recipient. (Wamalwa & Wamalwa, 2014).

When instructional media is effectively integrated into the learning process, greater learning is achieved within less time. Instructional media is quite effective in teaching process as they provide concrete experiences, increase the retention capabilities of the learner, provide variety and enhance the continuity of thought.

According to this review the researcher felt the need to establish the use of instructional media in teaching Kiswahili in public PTTCs as far as tutor-student trainee interaction
is concerned, lesson stimulation and enjoyment, time management, images equivocality and retention.

2.5 Selection of Instructional Media in Teaching

Selection of instructional media is a factor of consideration in a teaching-learning situation. When selecting instructional media, its availability should be determined ahead of time. Kadzera (2006) it is of great value that the teachers have the requisite skill to design, develop and produce the necessary instructional media to realize the successful implementation of the lesson. Adegbija & Fakomogbo (2012) affirm that materials may be required to dovetail well with the topic being taught, but might not be available at the moment; therefore, creativity, innovativeness, and ingenuity on the part of the teacher are highly encouraged.

According to Kinyua (2009), proper selection of instructional media is a complex process. Even though none of the instructional media is superior to another, each resource is selected depending on intended objective, character of the learner, instruction to be passed on and accuracy. Tutors, therefore, need prior planning which requires varying instructional media. Panneerselvam, (2006), ascertains that multi-media approach is crucial for a varying degree of learning. Just like any other subject, tutors of Kiswahili should select the instructional media based on the multi-media approach in teaching of Kiswahili.

Tutors need every device and every medium of instruction that educational technology can devise. Kane (1995), however, denotes that instructional media should be based on
how well they help the teacher to achieve the desired goal. According to Adeyanju (2003), selected instructional media must either be related to personal experiences of the learner or understood concrete objects. According to Afshari et al. (2009), the school culture consists of the basic assumptions, values and norms and the cultural artifacts that its members share, which indirectly influence the attitudes and behaviors within the school. Therefore, if teachers do not receive a particular technology well, there must be a mismatch between the technology introduced and the school culture.

The teacher plays a crucial role in the selection of captivating instructional media to be utilized in the teaching-learning process. Instructional media selected for learning should be interesting or else they will inhibit learning. Wringe (2006) contends that instructional media should not be valued for their motivating factors alone but also for their ability to help the teacher accomplish his task more effectively. It is hard to convey new ideas and unfamiliar information by using obscure aids, (Locatis 1984). The Kiswahili language tutor should aim at developing the teacher-trainees’ abilities to express themselves meaningfully.

Mumtaz, (2000) noted that lack of time is a critical factor that hinders the selection of instructional media in schools. Samarawickrema & Stacey, (2007) looked into the factors that affect the use of learning management systems in the Universities in Australia. They found out that increased workload made it unsustainable for teachers to select and integrate instructional media into their teaching processes. Abuhmaih, (2011) looked at the conduct and the effectiveness of the ICT training courses in the education system in Jordan. The study found that teachers were reluctant to integrate ICT in their
teaching and to learn because they were already overloaded by their curriculum demands and they could not prepare and practice to use new technology.

The teaching workload that teachers have determines what they will do in their classroom and whether or not they will select a particular instructional media (Abdo & Semela, 2010). The teachers’ knowledge on using a particular instructional media also determines whether they will select it for use in their teaching. According to Moore, Harrison, & Donald, (2005) teachers present assignments that require them to teach subjects, which they do not know and also take considerable time regarding class preparations. The planning time that is needed for lessons is a major deterrent for selecting technology to use in teaching. Bitew, (2008) further adds that large classrooms regarding the number of students which are made worse by limited physical spaces make teachers reluctant to integrate instructional technology into their teaching.

Instructional media are crucial in teaching. Instructional media have positive effects in teaching Kiswahili. They are quite effective in teaching process as they provide concrete experiences, increase the retention capabilities of the learner, provide varieties and enhance the continuity of thought. (Wamalwa & Wamalwa, 2014). Ambuko & Odera, (2013) commented that most Kiswahili teachers in secondary schools in Kenya opted for the textbooks and chalkboards as their instructional media of choice based on factors such as lack of technical knowledge to operate electronic instructional media, lack of adequate time to prepare for other appropriate media for instruction, lack of the source of power to operate some of the electronic media and lack of support from the school administration whenever they wanted to use instructional media in teaching.
Instructional media should not be exotic and expensive to have educational value. Some factors that affect selection of instructional media include; convenience of the resources, the age of the learners and the experience of the student-teacher. The cost of resources, however, should not be a barring factor in dispensing information. Ngure (2014) notes that when properly used, instructional media provides the student with realistic images and substituting experience for reaching curriculum experiences. In a Kiswahili language class, the tutor can mount picture cuttings gotten from journals or magazines and evade using the films machines which might be expensive. Improvisation of instructional resources is an alternative to highly expensive teaching resources, insufficiency of teaching aids and incase of fragile instructional media. The community also has ready available instructional materials which can be used for teaching-learning purposes.

Ambuko & Odera, (2013) found out that numerous factors influence the use of media in teaching Kiswahili language, which included inadequate provision of instructional media in schools from which teachers can select for teaching Kiswahili and low-frequency use of the few available instructional media during Kiswahili teaching. Selection of instructional media to be utilized in teaching should follow certain utilization procedure. The teacher should preview the material, practice the presentation, and then prepare the environment. If the selected resource is the appropriate one, then the teacher can proceed and prepare the audience and present the lesson via selected media. Kiswahili tutors in PTTCs are endowed with the selection of instructional media for an equal amount of learning to be accomplished in the allocated
time. This study investigated how tutors select instructional media for teaching of Kiswahili in public PTTCs. This was to establish how selection of instructional media influences its use in teaching of Kiswahili in public PTTCs.

2.6 Summary

The review of literature in this study demonstrated that numerous studies on instructional media have been carried out by a number of scholars. Most of the studies have been bias on availability, selection and utilization Ayoti, C., Simiyu, A. M, Ongeti, K. O. & Poipoi, M. W, (2013), and Nzioka, J. N, (2011); instructional technology Kadzera (2006), and challenges associated with instructional media. Ngure (2014) dedicated a research on instructional media in pre-primary schools however keynotes are indicative of the fact that the quoted studies did not investigate the use of instructional media in teaching of Kiswahili in the public PTTCs. The current research therefore, sought to fill the gap created by the above scholars whose findings could not be generalized to teaching of Kiswahili in public PTTCs.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the study design, study locale, variables, target population, sampling procedure and the sample size. The chapter also covers the research instruments; data collection procedures and the ethical issues.

3.2 Study Design

Based on the research questions of this study, the researcher adopted the descriptive survey design for the study. Survey research design was used because it helped collect background information as stated by Sproul (1995). In using this technique, the researcher was able to collect ideas, and comments which were valid on the problem under investigation. It also useful to assist the researcher gain insight in generalising a situation without utilising the whole population. Thyer, (2010) further notes that descriptive research design is used in describing characteristics of a particular sample. It also describes the relationships between variables, phenomena, and situations. Researchers achieve this through measuring the ways in which the variables are naturally distributed. Best and Kahn (2000) articulates that, descriptive survey research is aimed to give statistical information aspects of education that interests policy makers and educators. This study involved the various categories of stakeholders hence it fitted in with the cross sectional sub-types of descriptive survey study design.
This study used both quantitative and qualitative methods in collecting and analyzing data. Quantitative technique involved collection of numerical data; qualitative technique involved collection of narrative data in order to gain insight into phenomena of interests. In this study the researcher sought: to examine the availability of instructional media in the public PTTCs; tutors’ selection of instructional media in the PTTCS; tutor’s utilization of instructional media and the challenges associated with use of instructional media in teaching of Kiswahili in public PTTCs.

3.3 Variables

According to Nkpa (1997) a variable is a quantitative or qualitative entity which can take on different values or levels. In a research, variables interact to bring out the outcome. Variables can be categorized in two types; independent variables and dependent variables. In this study the independent variables included availability of instructional media, selection of instructional media and utilization of instructional media. The independent variables influence the intervening variables which also eventually influence students’ performance in Kiswahili, which is a dependent variable. These variables were selected or manipulated by the researcher to cause or determine their use by providing related instructional media and providing adequate resource which are the intervening variables.

Intervening valuables in this study were adequacy of instructional media, cost, accessibility of instructional media and class environment. The intervening variable were determined or influenced by the independent variable through use or disuse of
instructional media when teaching Kiswahili language. The tutors’ use of media in turn influenced or enhanced learning of the Kiswahili language. The expected outcomes were students-trainees improved performance, tutor-learner engagement, high retention and effective content delivery. These were the outcome factors which determined the effect of the independent variable and the intervening variable, as the factor that appeared, as enhanced or varied as the researcher noted the variance in the independent variable.

3.3 Study Locale

The study was conducted in four public PTTCs namely: Murang’a PTTC (Murang’a County); Kilimambogo PTTC (Kiambu County); Thogoto PTTC (Kiambu County) and Machakos PTTC (Machakos County). The researcher chose the four PTTCs because they were from different counties hence a valid representation of other public PTTCs not included in the research. Time limitation was also a factor of consideration because choice of locale may be influenced by factors such as time limitations and money issues. The selection of the location in this study was done through identification of the largest areas within which the relevant respondents can be accessed. The location also best represented the range of variation of the most important attributes of the respondents. Essentially, this study covered three counties within Kenya. Murang’a PTTC is about 50 kilometres from Nairobi city. The PTTC is in Murang’a County. Kilimambogo PTTC is in Thika East Sub-County in Kiambu County. The PTTC is about 65 kilometres from Nairobi city. Thogoto PTTC in Kikuyu sub County in Kiambu
County, on the other hand, is approximately 20 kilometres from Nairobi City. Machakos PTTC in Machakos County is about 67 kilometres from Nairobi City.

The researcher chose the four public PTTCs in order to serve as the representative of all the other public PTTCs and to assess whether the use of the instructional media demonstrated any influence in Kiswahili language. As shown earlier in Table 1.2, the four selected PTTCs portrayed varied mean score in PTE Kiswahili examination. Murang’a PTTC and Machakos PTTC have interchangeably been producing better Kiswahili results in the Primary Teacher Education Examinations than the rest of the PTTCs in 2010-2013. Machakos PTTC is an inclusive college which accommodates teacher-trainees with challenges such as hearing, physical and visual impairment. The visually impaired and physically challenged trainees are examined in Kiswahili Language as a core subject. It was deliberately selected for this study for purpose of comparison with three public PTTCs who enroll students with who do not have such challenges. For comparison purposes, the researcher wanted to establish the use of instructional media in teaching of Kiswahili Language in the selected Public PTTCs.

### 3.4 Target Population

Kombo Tromp, (2012), describes population as an entire group of persons or elements that have at least one thing in common. The target population for the study included teacher-trainers in four selected public PTTCs in Kenya. The target population was as shown in Table 3.1
Table 3.1: Target Population

<table>
<thead>
<tr>
<th>PTTC</th>
<th>No. of Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kilimambogo TTC</td>
<td>61</td>
</tr>
<tr>
<td>Murang’a TTC</td>
<td>80</td>
</tr>
<tr>
<td>Machakos TTC</td>
<td>82</td>
</tr>
<tr>
<td>Thogoto TTC</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>296</strong></td>
</tr>
</tbody>
</table>

3.5 Sampling Techniques

Sampling procedure is selecting the required individuals for study. As defined by Fraenkel and Wallen (1993), a sample is any group on which information is obtained. This study used purposive sampling and the convenience sampling. Being a non-probability sampling procedure, purposive sampling was used in which the elements were selected from the target population based on their appropriateness to the purpose of the study. In this study the researcher was interested in having an extensive overview on the use of instructional media in teaching Kiswahili language in Public PTTCs. The purposive sampling was, therefore, used to select the four PTTCs that were used in this study. In purposive sampling the main objective is to select cases that are likely to have rich information in respect to the study. Therefore the researcher used purposive sampling to select the four Public PTTCs used in the study. Since purposive sampling is not aimed at selecting a sample that will represent accurately a defined population it was used but rather to achieve in-depth understanding of selected individuals it was used for select. It is sampling meant to ensure that characteristics of the subjects in
one’s study appear in the same proportion as they appear in the total population. (Bogdan & Biklen (2003).

Upon choosing the four public PTTCs, purposive sampling was also used in selecting the sample population for this study, which included thirty-five Kiswahili tutors, four DOCs, four HODs, and four HOSs. Kiswahili tutors were used for the study because being the implementers of Kiswahili syllabus in PTTCs, they were better placed to give in-depth information on the study.

3.6 Sample Size

Sample size means the sampled population meant for the study. According to Dehaven, (1983) a researcher can strengthen the validity of his design if he describes the sample size to which the results will apply before conducting the research. This study was conducted in four public PPTC’s. Ary, Jacobs, & Razaviel, (1972) further notes that between ten to twenty (10-20) percent of the accessible population is considered adequate in a descriptive research. By time of conducting the research, there were 22 public PTTCs in Kenya, and the four identified PTTCs accounted for 20% of the total population of the PTTCs in the country.

The sample size for the study were Deans of Curriculum, Heads of Language Department and Heads of Kiswahili subject in the four selected PTTCs. The reseaecher regarded this sample size as the implementers of policies in the public PTTCs in regards to the teaching of Kiswahili language and would, therefore, provide information relevant for this study.
The Deans of Curriculum are in charge of curriculum matters in the institution and ensure that the teachers carry out their teaching duties effectively. They were, therefore, quite resourceful for the study. The Languages Heads of Department (HODs) play a crucial role in ensuring that the necessary resources for the department are available. They work hand in hand with the institution’s administration to make sure that the required resources for the department are available. They also ensure teachers carry out their duties effectively.

The Kiswahili Heads of Subject (HOSs) are in charge of the teaching activities in the subject area. They play a crucial role in making sure that the subject tutors carry out their duties effectively. They are the custodians of subject’s instructional media in the institution. Notably, all the HOSs in the study were teachers of Kiswahili subject. The researcher sampled all the Kiswahili tutors in the four public PTTCs; Kilimambogo PTTC 8 tutors, Murang’a PTTC 9 tutors, Machakos PTTC 10 tutors and Thogoto PTTC 8 tutors, totaling to 35 Kiswahili tutors. The Kiswahili tutors were instrumental to this study because effective selection and utilization of instructional media largely depend on the subject tutor. They are the ones in charge of evaluating and selecting the resources as per the lesson’s objectives. They were, therefore, in a good position to provide the required information for this study. Other sampled participants were one (1) DOC, one (1) Languages HOD, and one (1) Kiswahili HOS, in each of the four selected public PTTCs making a total of twelve (12). The total sample size was forty seven (47) participants for the study.
3.7 Research Instruments

The data in this study was collected using questionnaires, focus group discussion, and an interview schedule. The instruments for the study were constructed according to the objectives of the study and its purpose. Since the researcher carried out a qualitative and quantitative study, the multi-technique approach was employed because it gives a holistic view of the research unit. The different research instruments were used to complement each other in case gaps were left if only one of them was used.

3.7.1 Questionnaire

The questionnaire is made up of a list of questions, which include instructions and suggested answers or spaces for writing answers. The questionnaire was the main instrument used to collect the quantitative data and was developed based on the objectives and research questions of the study. The questionnaire was served to the 35 Kiswahili tutors in the public PTTCs. The questionnaire was made up of both open-ended and closed-ended questions. Based on the research objectives, the questionnaire investigated the opinion of the respondents in regards to the availability of instructional media; the tutors’ selection of instructional media, the tutors’ utilization of instructional media, and the challenges of instructional media in teaching of Kiswahili in the PTTCs. The open-ended items were used to allow the respondents give additional comments while the closed-ended items were used where direct and exhaustive answers were required.
3.7.2 Interview Schedule

The semi-structured interview in this study was used in interviewing twelve respondents; thus 4 Deans of Curriculum (DOCs), 4 Heads of Languages Departments (HODs) and 4 Heads of Kiswahili Subject (HOSs) in the four public PTTCs.

The interview was meant to enabled the researcher collect qualitative data. This was achieved by direct opinion and first-hand information from the respondents through formally semi-structured questions as per the objectives of the study. The researcher sought for opportune time with the DOC, Languages HOD, and Kiswahili HOS in each PTTCs on when to conduct the interview. The interviews were conducted at the time that Kiswahili tutors tackled the questionnaire.

3.7.3 Focus Group Discussion

The main aim of the focus group discussion was to collect qualitative data on the use of instructional in teaching Kiswahili in respective PTTCs. The researcher sought for opportune time with Kiswahili tutors in each of the four selected PTTCs on when to conduct the focus group discussion. The focus group discussion was mainly conducted for each individual PTTC to Kiswahili tutors in the selected PTTCs. One session was held for focus discussion with Kiswahili tutors in each of the selected PTTC, where the Kiswahili HoSs and Languages HoDs were excluded. This was meant to encourage naturalness in giving direct opinion which would assist the researcher to get first-hand information from the respondents hence improving reliability of collected data.
3.8 Pilotting

Pilotting was done in order to ensure the effectiveness of the research tool used to give the feasibility of the proposed study. The researcher pre-tested questionnaires with respondents in Kitui PTTC. Pretesting of questionnaire entailed conducting a preliminary test in data collection. This was conducted twice within a period of two weeks. After testing the tool, some items were found to bear ambiguity. The tool and procedures were cross-checked and revised in a bid to ensure the data that will be collected is reliable and valid. The tool was tested again at Kitui PTTC. Kitui PTTC as a pilot college was chosen since it is a recent established public PTTC and portrayed exemplary performance in PTE Kiswahili examination country wide from 2009-2013. Also it was not a participant in the actual study. A sample of ten respondents was used. The sample included one Languages HOD, one Kiswahili HOS and all the eight Kiswahili tutors in Kitui PTTC. This helped to verify whether the test-retest technique instruments were matched with the intended purpose of the study. Therefore, piloting enabled the researcher to validate the instruments by making necessary corrections as observed after they were duly administered for the study.

3.9 Reliability and Validity

3.9.1 Reliability

The reliability of the study was achieved through pre-testing of the research instruments. After the research instruments were tested and re-tested the Spearman’s rank correlation coefficient was employed to establish the extent to which the content of
the research instruments was consistent in eliciting the right responses every time the instrument was administered. A correlation coefficient (r) of 0.75 was considered high enough in judging the reliability of the instruments.

3.9.2 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results, Mugenda and Mugenda, (2010). In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. In this study, the content validity of the instruments was measured. Two groups of experts were given the instruments to assess what concepts determined whether the set items accurately represented the concepts under study in the expected usual procedure in assessing the content validity of a measure.

3.10 Data Collection Procedure

Before going to the field, the researcher obtained a research permit to conduct research from the National Commission for Science, Technology and Innovation (NACOSTI). Moreover, the researcher visited the public PTTCs, and after identifying herself, she sought permission to conduct the study in the institutions. With the assistance of the Kiswahili Heads of subject, the researcher made arrangements on the appropriate days to visit the institutions.
3.10.1 Tutors Questionnaire

The questionnaires used in the study were self-administered to the tutors in the four PTTCs. The researcher visited the colleges in separate occasions and with the assistance of the Kiswahili Heads of subject they accessed the Kiswahili tutors. The tutors were briefly introduced to the research for them to understand the relevance of the information required from them. They were then provided with the authorization letters from the university and NASCOTI and were also assured that their information was confidential and would only be used for the study. Thirty five questionnaires were administered and the respondents then given to respond to the questionnaires.

3.10.2 Interview Schedules

Three participants from the four selected PTTCs namely; DOC, Languages HOD, and Kiswahili HOS were interviewed giving a total of twelve participants. Notably, the HODs at Thogoto PTTC and Machakos PTTC were from the English subject, in PTTCs Kiswahili and English subject.

In Machakos PTTC, the interview was done on a different date because the DOC was not present on the scheduled date. Each interviewee was first introduced to the research through an explanation of the problem that the study sought to address. The researcher also asked the interviewees for permission to record the interview and also assured them of the confidentiality of the information that they were providing. Through the use of an interview schedule, the interviewees were led through the questions that addressed the
various variables of the study. The interview was recorded through the use of a voice recorder.

3.10.3 Focus Group Discussion

The focus group discussion in this study was conducted amongst the Kiswahili tutors. Time for the focus group discussion differed from one PTTC to the other. Timing ranged between 30 minutes to 1 hour. Discussion was done in four groups which comprised of Kiswahili tutors only in each specific PTTC. Respondents were introduced to participate in the discussion through an explanation of the problem that the study sought to address. To mitigate being biased, the researcher requested the participants to be free to ask for clarity of questions incase needed. The researcher also asked the respondents for permission to record the discussion and also assured them of the confidentiality of the information that they were providing. Through a discussion, the respondents were led through the questions that addressed the various variables of the study. The discussion was recorded through the use of a voice recorder.

3.11 Ethical Issues

The ethical issues in this study included informed consent, confidentiality, privacy, and anonymity was well informed about the nature of the study and how the data they were providing would be used. The researcher also explained that the research was voluntary and gave the participant the right to take part and even to withdraw at any time and, to retract the data that they have provided. Anonymity was highly observed in this research by instructing the participants not to write their names, initials or anything else on the
questionnaires that could identify them. This involves de-linking the collected information by not identifying the names and including the phone numbers of the participants in the study.

In this study, the researcher ensured that professionalism; privacy and legal aspect were adhered to so as to come up with a credible and integral research work. The researcher sought permission letter from the University and the National Commission for Science, Technology and Innovation (NACOSTI) to carry out the research. The subjects were informed of the objectives of the study and assured of confidentiality concerning the information they would give to contribute voluntarily. A letter requesting the participants for their consent was presented to them just before the research was conducted. The data collected from the respondents was handled and kept private and confidential, and was used for study purposes only.

3.12 Data Analysis

The Statistical Package for Social Sciences was used in analyzing the quantitative data in this study. The quantitative data was analysed using descriptive analysis of means, modes, frequencies; and measures of variability such as standard deviation. This was helpful in understanding the nature of the variables. The data was presented in tables, graphs and pie charts.

The qualitative data collected from interviews and focus group discussions were first transcribed word for word. The data was then cleaned through reading the transcripts that were randomly picked to confirm whether the words were transcribed accurately
and were attributed to the right individuals. The research questions were used to group the data and then look for similarities and differences. This deductive analysis approach was used since the qualitative research was part of the larger quantitative study. The data was then coded. The coding processes involved attaching labels to the lines of texts, which helped in grouping and comparing related or similar pieces of information. From the generated codes, the emergent and recurrent themes were used to come up with general findings from the data. The qualitative data in this study was compared to the quantitative data with the aim of establishing complementarities in the overall findings.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter focused on data presentations, analysis, interpretation and discussions of research findings based on the objectives and research questions. The main purpose of this study was to investigate the use of the instructional media in teaching of Kiswahili in selected public Primary Teachers’ Training Colleges in Kenya.

The specific objectives of the study were to:

i) Establish the availability of instructional media used in teaching of Kiswahili in public PTTCs.

ii) Investigate the criteria used to select the instructional media in teaching of Kiswahili in public PTTCs.

iii) Establish to what extent tutors utilize the instructional media in teaching of Kiswahili in public PTTCs.

iv) Explore the challenges associated with the instructional media in teaching of Kiswahili in public PTTCs.

The data collected was analyzed as per the stated objectives, and the findings were reported as discussed below:
4.2 **Respondent’s Return Rate**

All the 35 Kiswahili tutors sampled for the research returned dully filled questionnaires which attributed to 100% respondent’s return rate. Four DOCs, four Languages HODs and four Kiswahili HOSs were sampled for the research. The interviews were conducted at each individual selected PTTC. Out of the twelve (12) sampled participants, eleven (11) turned up for the interview as scheduled each at their PTTC. The DOC Machakos TTC was absent on the scheduled date hence the interview was done on another agreed date. This made a respondent’s return rate of 100%. In the focus group discussion 35 Kiswahili tutors were sampled. Discussion was held at each selected PTTC on a specific date as agreed. In Muranga PTTC two Kiswahili tutors were absent attending a seminar on the material day of the discussion. The total number of participants were thirty three (33) out of thirty five 35 Kiswahili tutors in the four PTTCs. This attributed to a respondent’s return rate of 94.3%. This respondent’s return rate was deemed good and representative since it conformed to Mugenda and Mugenda (2010) stipulation that, a respondent’s return rate of 50% is adequate; 60% is good and respondent’s return rate of 70% and over is excellent for analysis and reporting.

4.3 **Tutors’ Background Information**

The tutors’ background information sought included gender, age and academic qualification. The background information included in the questionnaire was intended to be an opening item from the researcher to make the respondents open up and respond to the questionnaires in a more cultivating and professional way.
4.3.1 Gender of Kiswahili Tutors

The study sought to establish the gender of Kiswahili tutors in public Primary Teachers’ Training Colleges. The findings were as presented in figure 4.1

Figure 4.1: Gender of Kiswahili Tutors

Figure 4.1 indicates that, the majority of the Kiswahili tutors in public Primary Teachers’ Training Colleges (57%) were females, while 43% were males. This implied that the majority of the Kiswahili tutors in public Primary Teachers’ Training Colleges who participated in this study were females.

4.3.2 Age of Kiswahili Tutors

The study sought to establish the age of Kiswahili tutors in Public Primary Teachers’ Training Colleges. The findings were as presented in figure 4.2.
Figure 4.2: Age of Kiswahili Tutors

Figure 4.2 indicates that, twenty five percent (25%) of tutors both males and females were aged between twenty five years and thirty years while twenty four percent (24%) were aged below twenty four years. A minimal portion of seventeen percent (17%) was found in each of the three categories to be aged thirty one to thirty five years; thirty six to forty years and above forty one years respectively. This implied that majority of the tutors were aged between twenty five years and thirty years. According to the research, the young tutors of age 30 years and below were more knowledgeable on instructional media related to technology such as computers, overhead projectors, cameras and video recorders.

4.3.3 Tutors’ Level of Education

The researcher sought to gather data regarding the tutors’ academic and professional qualification. The results were as shown in figure 4.3.
The findings in figure 4.3 showed that, a significant forty one percent (41%) of the tutors were B.ED graduates while seventeen percent (17%) of the tutors were M. Ed graduates. B.Sc & PGDE formed seventeen percent (17%), while B.A & PGDE also formed a significant figure of seventeen percent (17%) of the graduates. A minimal number, eight percent (8%), formed the Diploma graduates. This implied that a great number of the tutors were degree holders. Also 58% percentage of the tutor being B.ED and M.Ed holders implies that they were aware of various instructional media and the significance role they play in teaching Kiswahili language.

4.4 Availability of Instructional Media in the PTTCs

Objective one of the study was to establish the availability of instructional media used in teaching of Kiswahili in public PTTCs. The researcher categorized the instructional media into three; print, display, audio and visual.
4.4.1 Print Instructional Media in the Public PTTCs

The study sought to establish the available print instructional media used for teaching Kiswahili in the public PTTCs. The results were analysed as shown in Table 4.1.

Table 4.1: Available Print Instructional Media in the PTTCs

<table>
<thead>
<tr>
<th>Print instructional media</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks- <em>Msururu PTE, Thibiti PTE</em></td>
<td>35</td>
<td>34.7%</td>
</tr>
<tr>
<td>Supplementary books- <em>Kiswahili Mufti</em></td>
<td>30</td>
<td>29.7%</td>
</tr>
<tr>
<td><em>Ushairi</em> books- <em>Taaluma ya ushairi</em></td>
<td>10</td>
<td>9.9%</td>
</tr>
<tr>
<td><em>Fasihi</em> set books- <em>Maisha Kitendawili</em></td>
<td>8</td>
<td>7.9%</td>
</tr>
<tr>
<td><em>Fasihi</em> guides</td>
<td>8</td>
<td>7.9%</td>
</tr>
<tr>
<td><em>Kamusi</em></td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>Newspapers</td>
<td>3</td>
<td>3.0%</td>
</tr>
<tr>
<td>Magazines</td>
<td>4</td>
<td>4.0%</td>
</tr>
<tr>
<td>Journals</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

As shown in Table 4.1 Kiswahili language textbooks were 34.7%; the Kiswahili supplementary books were 29.7%; the *Ushairi* books were 9.9%; *Fasihi* set books were 7.9%; *Fasihi* Guides were 7.9%; *Kamusi* were 2.0%; newspapers were 3.0%; magazines were 4.0 % while journals were 1.0 %. The findings showed that most of the print instructional media were on average between one (1) and eight (8) copies per PTTC.

From the interviews with the DOCs, Languages HODs and Kiswahili HOSs the study found that some print instructional media such as the Newspapers namely *Daily Nation* and *The Standard* were kept in the Learning Resource Centre while *Taifa Leo* was
pinned on the staff notice board in one the public PTTCs. Taifa Leo was the only Kiswahili Newspaper available in the four selected PTTCs.

The focus group discussion respondents confirmed that the print instructional media were the predominant resources available in the PTTCs, yet they were still not adequate for all the students and the tutors. Considering the ratio, these findings indicated inadequacy in print instructional media influences accessibility and use of instructional media in teaching of Kiswahili in the public PTTCs. Abdo and Semelea (2010), affirms that availability of instructional media is a critical factor in determining the frequency with which teachers use the instructional material. Bitner & Bitner (2002) established that for teacher to enhance their lessons there needed to be adequate instructional media for their access and utilization. Therefore, the public PTTCs should have adequate print instructional media given that the media are the most available to influence high utilization frequency and enhancement of lessons in teaching of Kiswahili in public PTTCs.

4.4.2 Display Instructional Media for teaching Kiswahili in the Public PTTCs

The study sought to establish the available display instructional media in the public PTTCs. The results were as shown in Table 4.2
Table 4.2: Available Display Instructional Media for Kiswahili

<table>
<thead>
<tr>
<th>Display IM for Kiswahili</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>35</td>
<td>35.7%</td>
</tr>
<tr>
<td>Posters</td>
<td>35</td>
<td>35.7%</td>
</tr>
<tr>
<td>Realia</td>
<td>3</td>
<td>3.1%</td>
</tr>
<tr>
<td>Flash cards</td>
<td>11</td>
<td>11.2%</td>
</tr>
<tr>
<td>Flat pictures</td>
<td>11</td>
<td>11.2%</td>
</tr>
<tr>
<td>Cartoons</td>
<td>2</td>
<td>2.0%</td>
</tr>
<tr>
<td>Photographs</td>
<td>1</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

As indicated in Table 4.2 the findings showed that 35.7% were charts, another 35.7% were posters; 11.2% were flash card, another 11.2% were flat pictures; 3.1% were realia; 2.0% were cartoons, and 1.0% was photographs. The findings therefore, showed that the display instructional media in the public PTTCs were charts and posters. Okobia (2011), observed that most available display media was chalkboard, however, Andafu, (1996) found out that the commonly used display instructional media were charts and flashcards. In this study, Kiswahili charts and posters were commonly display instructional media available for teaching Kiswahili in PTTCs.

4.4.3 Available Audio and visual Instructional Media in the Public PTTCs

The researcher sought to establish the available audio and visual instructional media available for teaching Kiswahili in the public PTTCs. The responses were as shown in Table 4.3
Table 4.3: Audio and visual Media for teaching Kiswahili in the Public PTTCs

<table>
<thead>
<tr>
<th>Audio and visual instructional media</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers</td>
<td>11</td>
<td>22.4%</td>
</tr>
<tr>
<td>Video player</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>Audio cassette player</td>
<td>4</td>
<td>8.2%</td>
</tr>
<tr>
<td>Record players</td>
<td>8</td>
<td>16.3%</td>
</tr>
<tr>
<td>Video camera</td>
<td>4</td>
<td>8.2%</td>
</tr>
<tr>
<td>Video tapes</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>Television</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>Films</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>Radio</td>
<td>2</td>
<td>4.1%</td>
</tr>
<tr>
<td>Record discs</td>
<td>1</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

The findings in Table 4.3 showed that audio and visual instructional media available in the public PTTCs included computers (22.4%); record players (16.3%); audio cassette players (8.2%); video camera (8.2%) video player (4.1%); videotapes (4.1%); television (4.1%); films (4.1%); radio (4.1%) and record discs (2.0%) . The findings showed that the most available visual instructional media were computers while the most available audio media was record players. The findings concurred with Kadzeras, (2006) who found out that the use of higher-order instructional technologies such as videos were infrequent in five teachers’ training colleges researched.

Interviewees in the study acknowledged the availability of audio instructional media such as cassette players, radio and record players, and visual instructional media such as video tapes and video cameras . The focus group discussion pointed out that the most used visual instructional media were computers, even though their numbers could not
serve all the students in a particular classroom. These findings indicated that audio and visual instructional media though available, were inadequate majority at the rate of 4.1%.

4.4.4 Sufficiency of Instructional Media

The researcher sought to find out the sufficiency of instructional media in the PTTCs. Participants were requested to indicate the sufficiency of instructional media in their PTTC. The responses were as shown in figure 4.4

![Figure 4.4: Tutors Responses For Instructional Media Sufficiency](image)

According to the findings in figure 4.4 the respondents at the rate of 91% of indicated that the available instructional media in their PTTCs were insufficient for utilization while 9% of the responses showed that the instructional media were sufficient. This showed that the available instructional media were inadequate for utilization in teaching of Kiswahili in public PTTCs. Makokha & Wanyonyi, (2015) observed that most public PTTCs lack most of the teaching materials for Kiswahili and the ones available are insufficient while others are outdated for utilization.
4.5 Tutors’ Selection of Instructional Media in Teaching of Kiswahili in the Public PTTCs

The second objective of the study was to investigate the criteria used to select the instructional media in teaching of Kiswahili in public PTTCs.

4.5.1 Criteria for Selection of Instructional Media

The researcher sought to find out the criteria that were used by the tutors in the selection of instructional media in teaching of Kiswahili. The tutors pointed out instructional media availability, lesson objectives, lesson content, expertise/skills, class population and time availability as the criteria used for selecting instructional media in the teaching of Kiswahili. The findings were as shown in Figure 4.5

![Figure 4.5: Tutors’ Criteria for Selection of Instructional Media](image-url)
As per the findings in figure 4.5, on one hand instructional media availability, lesson content and expertise/skill were the highest considered criteria with 94.75%, 81.25% and 62% and respectively in the sampled public PTTCs. On the other hand lesson objectives, class population and time availability were also considered on average with 54%, 54% and 50.25% respectively in the sampled public PTTCs. This implied that instructional media availability, lesson content and expertise/skill influenced selection of the instructional media in teaching of Kiswahili in public PTTCs. This in turn made the instructional media influence the teaching of Kiswahili in public PTTCs by enhancing lesson content delivery, time management and attainment of the lesson objectives.

### 4.5.2 Instructional Media Selection

The researcher sought to find out the frequency at which tutors selected the instructional media. The researcher categorized the instructional media into three thus; print instructional media, display instructional media and audio-visual instructional media in the teaching of Kiswahili. The findings were as shown in Table 4.4

<table>
<thead>
<tr>
<th>Instructional Media</th>
<th>Most Frequently</th>
<th>Less Frequently</th>
<th>Least Frequently</th>
<th>Never at All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
<td>f %</td>
</tr>
<tr>
<td>Print</td>
<td>10 28.6</td>
<td>15 42.9</td>
<td>7 20.0</td>
<td>0 0</td>
</tr>
<tr>
<td>Display</td>
<td>12 34.3</td>
<td>17 48.6</td>
<td>4 11.4</td>
<td>1 2.9</td>
</tr>
<tr>
<td>Audio-Visual</td>
<td>5 14.3</td>
<td>6 17.1</td>
<td>5 14.3</td>
<td>10 28.6</td>
</tr>
<tr>
<td>Average</td>
<td>9 25.7</td>
<td>13 36.2</td>
<td>5 15.2</td>
<td>4 12.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4 10.5</td>
</tr>
</tbody>
</table>
According to findings shown in Table 4.4 out the 35 sampled respondents; 9(25.7%) of the tutors reported that they selected instructional media most frequently, 13(36.2%) reported that they selected instructional media frequently, 5(15.2%) of the tutors reported that they selected instructional media less frequently and 4(12.4%) selected instructional media least frequently in teaching of Kiswahili in public PTTCs. However the study established that out the 35 sampled respondents 4(10.5%) of respondents never at all selected instructional media least frequently in teaching of Kiswahili in public PTTCs. This high frequency at a rate of 89.5% insinuates that instructional media influenced selection of instructional media for effective teaching of Kiswahili in public PTTCs.

### 4.6 Instructional Media Utilization in Teaching of Kiswahili in the Public TTCs

Objective number three of the study was to establish to what extent tutors utilize the instructional media in teaching of Kiswahili in public PTTCs. The researcher sought to establish whether tutors use instructional media in teaching of Kiswahili, other than textbooks. This section also sought to establish whether use of instructional media in teaching Kiswahili language has any impact. The researcher found the results as shown in Table 4.5
Eighty six (86) percent of the tutors used audio-cassettes and another relative number used handouts in teaching Kiswahili. 76% used class readers while 37% used video in teaching Kiswahili. 29% used pamphlets while 26% indicated the use of computers. 9% indicated use of resource persons, use of Newspaper was 0%. Class readers were diverse literature that the teacher-trainees were given to read and improve on their language skills. Tutors in the research seemed not to at all to use Newspapers at all especially those written in Kiswahili language like Taifa Leo.

The researcher went on further to investigate the frequency of utilizing various instructional media in teaching Kiswahili. The findings were as shown in Table 4.6:

<table>
<thead>
<tr>
<th>Resources</th>
<th>F(35)</th>
<th>%</th>
<th>Resource</th>
<th>F(35)</th>
<th>%</th>
<th>Resource</th>
<th>F(35)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-cassettes</td>
<td>31</td>
<td>86%</td>
<td>Radio</td>
<td>2</td>
<td>6%</td>
<td>Newspapers</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Computer</td>
<td>10</td>
<td>26%</td>
<td>Video</td>
<td>13</td>
<td>37%</td>
<td>Resource person</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Class reader</td>
<td>26</td>
<td>74%</td>
<td>Handouts</td>
<td>31</td>
<td>86%</td>
<td>Pamphlets</td>
<td>11</td>
<td>29%</td>
</tr>
</tbody>
</table>
According to findings shown in Table 4.5 out the 35 sampled respondents; 21(60.0%) of the tutors reported that they utilized instructional media most of the time, 10(28.6%) reported that they utilized instructional media sometimes, while 4(11.4%) of the tutors reported that they, not at all utilized instructional media in teaching of Kiswahili in public PTTCs. This high frequency at a rate of 88.6% denoted that instructional media influenced utilization of instructional media for effective teaching of Kiswahili in public PTTCs. The study agrees with Abdelraheem & Al-Rabane, (2005) who established that teaching was dominated by the print media.

4.5 Outcome of Instructional Media in Teaching of Kiswahili in Public PTTCs

The researcher asked the respondents to outline outcome associated with use of instructional media in teaching Kiswahili. The results were as shown in Figure 4.6
Figure 4.6: Outcome of Utilising Instructional Media

From figure 4.6 the researcher found that the tutors majorly attributed outcome of utilisation of instructional media to teacher-learner engagement at 24% in comparison to all enlisted outcomes in teaching of Kiswahili in public PTTCs. Effective content delivery was at 20%, high retention at 17%, performance improvement at 16%, creativity and innovation at 13% and lastly media awareness at 10%. This study indicated that there are numerous positive outcomes that can be associated with instructional media in teaching of Kiswahili in public PTTCs. Ruck and Walton (1975) who argued that instructional media provide experiences not easily obtained through other materials and contribute to the efficiency, depth, and variety of learning. Ngure (2014) also notes that when properly used, instructional media provides the student with realistic images and substituting experience for reaching curriculum experiences; they are however not a substitute for the teacher or instructor. Responses from the interview showed that tutors prepare notes before teaching Kiswahili lessons.
4.5.4 Challenges Associated with use of Instructional Media

Objective four of the study was to explore the challenges associated with the use of instructional media in teaching of Kiswahili in public PTTCs. The researcher intended to find out if the tutors faced any challenges in the course of utilizing instructional media in teaching Kiswahili in public PTTCs. The findings were as shown in Table 4.6.

Table 4.7: Challenges Associated with Instructional Media

<table>
<thead>
<tr>
<th>Challenge</th>
<th>F(35)</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate instructional media</td>
<td>33</td>
<td>94%</td>
</tr>
<tr>
<td>Limited time allocation for lecture sessions</td>
<td>28</td>
<td>80%</td>
</tr>
<tr>
<td>Inadequate sensitization programs for tutors</td>
<td>24</td>
<td>68%</td>
</tr>
<tr>
<td>Outdated/un-updated instructional media</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Large class population</td>
<td>12</td>
<td>34%</td>
</tr>
<tr>
<td>Bulky/cumbersome instructional media</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Technophobia among the tutors</td>
<td>26</td>
<td>74.3%</td>
</tr>
<tr>
<td>Lack of qualified technicians</td>
<td>24</td>
<td>69%</td>
</tr>
<tr>
<td>Topic-diverting instructional media</td>
<td>12</td>
<td>34.2%</td>
</tr>
</tbody>
</table>

In table 4.6 ninety four (94%) of the tutor responses reflected inadequate instructional media as a challenge associated with instructional media in teaching Kiswahili in public PTTCs. Eighty (80%) of the tutors responses indicated limited time allocation for lecture sessions, 74% was attributed to technophobia among the tutors. This is fear of embracing and utilizing new technology. Lack of qualified technicians reported a 69% score, 68% of the respondents indicated inadequate sensitization programs for the tutors, and 34.2% was dedicated to topic-diverting instructional media. Thirty four 34%
of the responses showed that outdated/un-updated instructional media and large class population, while 14% of the responses revealed that bulky/cumbersome instructional media were challenges in teaching of Kiswahili in public PTTCs.

These findings concur with Kadzera, (2006) findings which showed that lack of these resources, lack of technological know-how contribute to minimal utilization of instructional media in teaching. According to Bitner & Bitner, (2002) availability and access of instructional media resources and technological awareness are critical for determining the frequency with which teachers use instructional media to enhance their lessons.

4.7.3 Suggestions for Addressing Challenges Associated with Instructional Media

The research sought to find out the solutions to the challenges associated with instructional media in teaching of Kiswahili in public PTTCs. The responses were as shown in Table 4.7

<table>
<thead>
<tr>
<th>Solution</th>
<th>F(35)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvising instructional media</td>
<td>9</td>
<td>26%</td>
</tr>
</tbody>
</table>

Table 4.8: Solutions for the Challenges
Acquiring adequate instructional media 35 100%
Proper time-tabling/ adjusted timetable 8 23%
Frequent and appropriate sensitization programs 35 100%
Replacing outdated/un-updated instructional media 21 60%
Provision of more tutors and classrooms 29 83%
Availing portable instructional media 11 31%
Training tutors on new technology instructional media 29 83%
Availing trained technicians 14 40%
Full engagement of learners 20 57%

From the findings in Table 4.7, all the tutors at the rate of 100% suggested acquisition of adequate instructional media as well as frequent and appropriate sensitization programs as solutions to tackle the instructional media inadequacy and sensitization on instructional media in teaching of Kiswahili in public PTTCs. The respondents also at the rate of 83% insinuated that provision of more tutors and classrooms as ways of solving high class population and technophobia among the tutors. Tutors again hinted that replacing of outdated/ un-updated instructional media at 60% and full engagement of learners at 57% as means of handling outdated/ un-updated instructional media and topic-diverting instructional media problems in teaching of Kiswahili in public PTTCs. The findings also indicated that; availing of trained technicians at the rate of 40%, availing portable instructional media at 31%, and proper time-tabling/ adjusting timetable at 23% as remedies for lack of qualified technicians, bulky/cumbersome instructional media, limited time allocation for lecture sessions in that order in teaching of Kiswahili in public PTTCs.
Some of these findings concur with Mumtaz, (2000), who suggests that more time should be allocated to lecture sessions; and Samarawickrema & Stacey, (2007) who implies that instructional media should be adequate in teaching. According to Patel & Mukwa (1993), instructional materials may be required to dovetail well with the topic being taught, but might not be available at the moment; therefore, creativity, innovativeness, and ingenuity on the part of the teacher are highly encouraged. Mueni (1999) observed that tutors improvised aids for teaching.

One of the DOCs acknowledged the need for creating cartoons or documentaries for training Kiswahili teachers. The improvisation of instructional media was essential given that their colleges lacked various instructional media that would make the Kiswahili lessons interactive. In one of the public PTTCs Kiswahili tutors keenly championed for integration of technological enhanced instructional media such as computers, interactive/smart boards in teaching of Kiswahili.

These findings concurred with those of Okobia (2011), who observed that many classrooms lacked a variety of improvised instructional media and that most of the resources were not available for the teaching. The most available were chalkboard and textbooks, and they were predominately used in the classrooms. Omariba, (2011) insisted that teachers should be encouraged to attend workshops on instructional media to improve on their teaching.

A big number of the tutors’ responses showed interest and commitment to attend workshops. Consequently, an average of responses which reason for non-attendance for
workshop was pegged on the institutions’ culture, as Afshari et al. (2009), found that there were school cultures that have significant characteristic determining the integration of instructional media in teaching. Essentially, school cultures consist of the basic assumptions, values and the cultural artifacts that its members share. The interview responses indicated that the workshops and seminars should focus on creating awareness about instructional media that can be used with the tutors as per what their current working environments allow; it would be pointless training them on using projectors, which they cannot access at their colleges at the moment.

This concurred with Taiwo (2009) that the teachers’ resistance to using new instructional media for teaching is a function of their existing beliefs about teaching, which is further informed by training. Both the interviewees and the focus group discussants agreed that workshops and seminars influenced in sensitizing tutors on the need to use instructional media in teaching Kiswahili and thus improve delivery.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The major purpose of this chapter is to make the summary of the findings based on the objectives of the study and make conclusions and recommendations and suggestions for further research.

5.2 Summary of the findings

Objective one of the study sought to establish the available instructional media in teaching Kiswahili in the public PTTCs. From the study findings there were three categories of instructional media namely; print instructional media, display instructional media, audio and visual and audio-visual instructional media. The findings identified print instructional media to comprise language textbooks and Kiswahili supplementary. Others were Ushairi books; Fasihi set books, Fasihi Guides, Kamusi, newspapers, magazines and journals. This category print instructional media was found to be available but inadequate in number. Display instructional media found included charts, chalkboards, flash cards, flat pictures, realia, cartoons, and flannel boards. The charts and chalkboards were the majority while the rest were minimal. The findings showed that audio and visual instructional media were the most inadequate regarding quantity. Audio instructional media included record players, radio, and audio cassette players. There were audio-visuals such as televisions, videotapes and films. The visual media consisted of video cameras.
According to the second objective, the research was to investigate the criteria used to select the instructional media in teaching of Kiswahili in public PTTCs. The researcher found out that the three categories were selected by the tutors for teaching of Kiswahili in public PTTCs. A significant number of tutors sampled for the research reported that they selected instructional media although selection depended on the adequacy of the media. However, it was established that a meagre number did not select the instructional media in teaching of Kiswahili in public PTTCs. The tutors pointed out instructional media availability, lesson objectives, lesson content, expertise/skills, class population and time availability were the criteria used for selecting instructional media in the teaching of Kiswahili. The study ranked Kilimambogo as the public PTTC that highly selected instructional media in teaching of Kiswahili. It was followed closely by Machakos PTTC then Murang’a PTTC and lastly Thogoto PTTC. The findings indicated that instructional media availability, lesson objectives and lesson content, in that order, were the highest considered criteria in the sampled public PTTCs. On the other hand expertise/skills, class population and time availability, in that order, were less considered in the sampled public PTTCs. In terms of frequency a huge number of tutors frequently selected instructional media even though there was an insignificant number that not at all selected instructional media in teaching of Kiswahili in the sampled public PTTCs.

According to the third objective, the research was to establish to what extent tutors utilized the instructional media in teaching of Kiswahili in public PTTCs. The researcher found out that the three categories were utilized by the tutors for teaching of
Kiswahili in public PTTCs. A significant number of tutors sampled for the research reported that they often utilized instructional media although utilization depended on the adequacy of the media. However, it was established that a meagre number did not utilize the instructional media in teaching of Kiswahili in public PTTCs. The tutors pointed out instructional media availability, lesson objectives, lesson content, expertise/skills, class population and time availability influenced them to utilize instructional media in the teaching of Kiswahili.

According to the research the respondents outlined outcomes associated with the use of instructional media. Tutor-student trainee engagement was the highly enlisted outcome in teaching of Kiswahili in public PTTCs. The research also found out that effective content delivery, high retention, performance improvement, creativity and innovation; and lastly media awareness as other outcomes associated with utilizing instructional media in teaching of Kiswahili in public PTTCs.

Objective four of the study was to explore the challenges associated with the instructional media in teaching of Kiswahili in public PTTCs. The study revealed that numerous challenges associated with instructional media existed in the course of teaching Kiswahili in public PTTCs. The challenges found included: inadequate instructional media, limited time allocation for lecture sessions, and technophobia among the tutors. This is fear of embracing and utilizing new technology. The study also showed lack of qualified technicians, inadequate sensitization programs for the tutors, outdated/un-updated instructional media, large class population, and lastly bulky/cumbersome instructional media as some of the challenges associated with
instructional media. The study as well delved into the findings and established solutions that could be assumed in order to tackle the challenges. All the tutors suggested acquisition of adequate instructional media, frequent and appropriate sensitization programs, as solutions to tackle the instructional media inadequacy and sensitization on instructional media in teaching of Kiswahili in public PTTCs. The respondents also pointed out that provision of varied instructional media and spaced classrooms as ways of solving high class population and technophobia among the tutors. Participants suggested that replacing of outdated/un-updated instructional media and full engagement of learners as means of handling outdated/un-updated instructional media and topic-diverting instructional media problems in teaching of Kiswahili in public PTTCs. The findings also indicated that; availing of trained technicians, availing portable instructional media, and proper time-tabling/ adjusting timetable as remedies for lack of qualified technicians, bulky/cumbersome instructional media, and limited time allocation for lecture sessions respectively in teaching of Kiswahili in public PTTCs.

5.3 Conclusions

The main purpose of this study was to investigate the use of the instructional media in teaching of Kiswahili in public Primary Teachers’ Training Colleges in Kenya. The study was also guided by four specific objectives thus to: establish the availability of instructional media used in teaching of Kiswahili in public PTTCs, investigate the criteria used to select the instructional media in teaching of Kiswahili in public PTTCs, establish to what extent tutors utilize the instructional media in teaching of Kiswahili in
public PTTCs, and explore the challenges associated with the instructional media in teaching of Kiswahili in public PTTCs. The researcher made the following conclusions:

Use of instructional media influences the teaching of Kiswahili in the public PTTCs and in that it is influenced by aspects such as availability and selection.

Objective one of the study was to establish the availability of instructional media used in teaching of Kiswahili in public PTTCs. Although the three categories of instructional media are available at the public PTTCs they are not adequate to enhance selection and utilization among the Kiswahili tutors. While some public PTTCs have minimal others completely lack essential instructional media.

Objective two of the study was to investigate the criteria used to select the instructional media in teaching of Kiswahili in public PTTCs. Majority of the participants for the study showed that they enthusiastically selected instructional media. However the selection was determined by availability and adequacy of the instructional media, lesson objectives, lesson content, expertise/skills, class population and time availability.

Objective three of the study was to establish to what extent tutors utilize the instructional media in teaching of Kiswahili in public PTTCs. Frequently more than infrequently the tutors in public PTTCs overwhelmingly utilized instructional media. Again this was greatly influenced by availability and adequacy of the instructional media, lesson objectives, lesson content, expertise/skills, class population and available time. Instructional media have direct or indirect outcome on teaching of Kiswahili.
through high tutor-student trainee engagement, effective content delivery, high retention and improved performance.

Objective four of the study was to explore the challenges associated with the instructional media in teaching of Kiswahili in public PTTCs. There exists a myriad of challenges associated with instructional media ranging from inadequacy, limited time allocation for lecture sessions, technophobia among the tutors, unqualified technicians, inadequate sensitization programs, for the tutors, outdated/un-updated instructional media, large class population, to bulky/cumbersome instructional media. Some of these challenges can easily be solved.

5.4 Recommendations

In the view of these findings, the researcher made a number of recommendations thus:

Instructional media should adequately be availed for teaching of Kiswahili in PTTCs. This will effectively influence positive end results in Kiswahili in PTTCs. The college administration should make sure that their PTTC are more resourceful in acquisition of the necessary instructional media required. Financial assistance to purchase resources should be gotten from the Government and other interested stakeholders such as parents and donors.

Selection of instructional media prior to attending Kiswahili lesson should be given priority by the Kiswahili tutors. Where the instructional media are available, the tutors should be given an opportunity to select and utilize the resources. Methods of selecting the instructional media for use should be devised by the college authority. All those
who handle the various instructional media, should be sensitized on the importance of proper selection, maintenance and storage of the resources.

PTTCs need to develop cultures that will champion the utilization of instructional media in teaching of Kiswahili. When the PTTCs’ cultures highly regard the utilisation of instructional media in teaching, tutors have easier time adopting them. The benefits shall be transferred to pupils in the primary schools who are taught by these since the teacher-trainees during teaching practice sessions and after course completion.

To manage the challenges encountered when utilizing instructional media, regular attendance of capacity building programs such as seminars, workshops and short courses on the influence of instructional media in teaching of Kiswahili in PTTCs should be done. This will enable them to become conversant with the current technologically enhanced instructional media such as computers, which will enrich the teaching experience of Kiswahili, hence making them effective and relevant to the current needs of their students. PTTCs should use qualified technicians to handle instructional media and highly qualified experts as resource persons whenever seminars and workshops are organized on influence of instructional media in teaching Kiswahili in PTTCs.

5.5 Suggestion for Further Study

The current study explored the influence of instructional media in teaching of Kiswahili in four public Primary Teachers’ Colleges in Kenya. Further research could be conducted to:
i. Establish the most effective technologically-enhanced instructional media that could be used in training Kiswahili teachers in the public PTTCs.

ii. Carry out a similar study in private PTTCs and other relevant institutions of teacher education to yield more on the influence of instructional media in teaching of Kiswahili.
REFERENCES


Bates, A.W. (1990). Media and Technology in European Distance Education: proceedings of the EADTU workshop on Media Methods and Technology Open University, Milton Keynes.


Learning Resources.


Too, J.K. (1996). A Survey of the Availability and Use of Media Resources in
Mathematics Instruction (Unpublished) M. Phil. Thesis). Moi University


APPENDICES

APPENDIX I: Questionnaire for Kiswahili Tutors

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the influence of instructional media in teaching of Kiswahili in public Primary Teachers’ Training Colleges. All information given will be treated with confidence. Do not put any name or identification on this questionnaire. Answer all questions as indicated by either filling in the blank or ticking the option that applies.

SECTION A: General information of respondent

Please indicate;

1. Your gender? Please tick. Male ☐ Female ☐
2. Age in years
   i. 24 years and below ☐
   ii. 25-30 years ☐
   iii. 31-35 years ☐
   iv. 36-40 years ☐
   v. Above 40 years ☐
3. Highest level of education and training attained?
   Diploma ☐ B. Ed Degree ☐ M.Ed ☐ SCI&PGDE ☐ B.A&PGDE ☐
4. If any other, please specify

   ____________________________________________________________

5. Kiswahili Teaching experience in years. ________ Years
SECTION B: Availability of instructional media in the public PTTCs

6) Please list down the available instructional media in your PTTC

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

7) In your opinion, are the above named instructional media sufficient for teaching of Kiswahili?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

SECTION C: Tutors’ Selection of Instructional Media in Teaching of Kiswahili

8) What criteria do you use to select instructional media for use in teaching of Kiswahili?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
9) In the table below cite the extent to which you select the mentioned instructional media for utilization in teaching Kiswahili

<table>
<thead>
<tr>
<th>Types of Instructional media</th>
<th>Most Frequently</th>
<th>Frequently</th>
<th>Less Frequently</th>
<th>Least Frequently</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Instructional Media</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Ushairi</em> books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Fasihi</em> set books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Fasihi</em> guides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Kamus</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Display Instructional Media</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flash cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartoons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flat pictures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ChalkBoards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FlannelBoards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audio And visual Instructional Media</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overhead Projector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video recorder/ camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record Player</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Cassette Player</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videoplayer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio cassette Player</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION D: Utilization of Instructional Media

10. a) List below the instructional media you use in teaching Kiswahili other than textbooks.
   
i) 
   ii) 
   iii) 
   iv) 
   v) 

11. a) Do you often utilize instructional media in teaching of Kiswahili?
   
   Yes ☐  No ☐

   b) If your answer for (a) is Yes, Please indicate in the table below how often you utilize different instructional media.

<table>
<thead>
<tr>
<th>Type of Instructional media</th>
<th>Most of the Times</th>
<th>Sometimes</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print Instructional Media</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Ushairi</em> books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Fasihi</em> set books</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Fasihi</em> guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Kamusi</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magazines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Display Instructional</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flash cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartoons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flat pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ChalkBoards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FlannelBoards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audio-visual Instructional Media</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Films</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video recorder/ camera</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record Player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Cassette Player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videoplayer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio cassette Player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video tapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record disks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Others (specify)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. (a) Does use of instructional media influence teaching of Kiswahili?
   
   Yes [ ]  No [ ]

(b) If the answer above in 11(a) is Yes, State the influences below:
   
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

SECTION F: Challenges of Instructional Media in Teaching of Kiswahili.
12. (a) Do you face any challenges associated with instructional media in teaching of Kiswahili?
Yes ☐ No ☐

b) If your answer for 12a) above is Yes, what are the challenges associated with instructional media in teaching of Kiswahili?

i) _________________________________

ii) _________________________________

iii) _________________________________

iv) _________________________________

13) Please suggest ways of overcoming the challenges you have listed above.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

End of the questionnaire

Thank you very much for taking your time to fill this questionnaire
APPENDIX II: Interview Schedule for DOC, Languages HOD and Kiswahili

HOS

NAME OF PTTC: ________________________________________

POSITION: ______________________________________________

1. What instructional media are available for the teaching of Kiswahili in your college?

2. In your opinion are the instructional media adequate?

3. If Not, why is it so?

4. What policy/policies do have for selection of instructional media for teaching of Kiswahili?

5. Which instructional media do the Kiswahili tutors select most in teaching of Kiswahili and why?

6. What policy/policies do have for utilization of instructional media for teaching of Kiswahili?

7. Which instructional media do the Kiswahili tutors utilize most in teaching of Kiswahili and why?

8. What are the effects of the instructional media in the teaching of Kiswahili?

9. What challenges does the college face as far instructional media are concerned in teaching of Kiswahili?

10. How do you address the challenges?

End of the interview

Thank you taking time to respond to this interview
APPENDIX III: Focus Group Discussion for Kiswahili Tutors in the Public PTTCs

NAME OF THE COLLEGE

______________________________________________

1. What are the instructional media that you need for teaching of Kiswahili?

2. How do you rate the availability of the instructional media in your college?

3. What considerations do you make when selecting instructional media in teaching of Kiswahili?

4. What influences your utilization of instructional media in teaching of Kiswahili?

5. In your own opinion, what are the influences of instructional media in teaching of Kiswahili?

6. What are the challenges faced in selection and utilizing instructional media in teaching Kiswahili?

7. What do you do/should be done to overcome the challenges in selecting and utilizing the instructional media?

End of the discussion

Thank you taking time to participate in this discussion