

**USE OF AUDIO-VISUAL TECHNOLOGY AND ITS INFLUENCE ON STUDENTS'
PERFORMANCE IN FRENCH AMONG SECONDARY SCHOOLS IN NAIROBI CITY
COUNTY, KENYA**

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DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university/institution for certification. The thesis has been complimented 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 and in line with the anti-plagiarism regulations of Kenyatta University.


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ABSTRACT

Use of audio visual technology in the classroom is one way which can be used to support and promote the acquisition of knowledge and skills that will empower students for lifelong learning activities. This study targeted the use of audio visual technology for the teaching and learning of FFL in public secondary schools in Nairobi City County. The study was guided by four objectives: (i) to identify the types of audio visual resources available in schools for the teaching and learning of FFL, (ii) to ascertain the teachers' perception regarding the use of audio visual resources in the teaching and learning of French, (iii) to establish the extent to which teachers use audio visual resources in the teaching and learning of FFL, and (iv) to establish the challenges faced by both the teachers and the learners while using the audio visual resources in the teaching and learning of FFL. The study adopted a descriptive survey design and it targeted 25 public secondary schools in Nairobi City County and the target population in those schools was 241 form four students while that one of teachers was 25 teachers of French in those schools. Out of the earmarked population of 25 teachers, 9 were purposively selected for the survey while 28 students sampled in this study. The study used descriptive survey design and purposive sampling for the students was done as per the educational zones and the sample size was taken at 36 per cent. The research used the following research instruments; questionnaires for teachers and students, interview schedule for the heads of institutions and the observation checklists. To analyze the data collected, both quantitative and qualitative techniques were used. For quantitative data, which was generated from questionnaires thematic analysis, coding and categorization was done. The study found out that teacher of FFL mainly used the following AVRs for the purposes of teaching and learning in schools: Radio cassette players; Internet downloaded resources; Laptops; Video cassette players; Mobile phones and the smart board technology. The study also found that even though the radio cassette player was not an audio visual technology, it was however the single most commonly used teaching and learning resource. The study established that both the school administrators and the heads of departments were willing to support teachers of FFL in using the audio visual technology. The study identified the main challenges faced by teachers of FFL as: Lack of stable internet connectivity in schools; Unreliable electricity connection or total lack of electricity in some schools; Lack of both the audio visual resources and the technical skills required for operating those audio visual resources. The study also established that learners of FFL mainly faced the challenge of not having enough time to use the AVRs extensively. The study recommended that teachers of FFL use a multi-resources centered approach during the instructional process in order to accommodate the wide range of learning tastes and preferences amongst the learners; teachers to adopt a more innovative teaching culture to maximize on the available technological discoveries like the YouTube and the WIFI technologies; Teachers of FFL to embrace alternative methods of content delivery in the face of the Covid 19 protocols and the Ministry of Education to come up with an equalization fund to equip newly started sub county schools with the most basic infrastructural needs.