

Influence Of Teachers’ Use Of Audio-Visuals Resources On Learning Outcomes Of Grade One Learners In Public Primary Schools In Kilifi North Sub- County, Kilifi County, Kenya

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Abstract

The purpose of the study was to assess influence of teachers’ use of audio-visuals resources on learning outcomes of grade one learners in public primary schools in Kilifi North Sub- County, Kilifi County, Kenya. Research methodology adopted was mixed methodology because both qualitative as well as quantitative data was obtained from respondents. The study was carried out in Kilifi North Sub- County in Kilifi County. This locality had an estimated population of 178, 824 in an area of 264.4 km², explicitly, a population density of 676 individuals each km² (KNBS, 2019).

The Targeted population for the investigation was 5282 participants comprising of 87 Headteachers, 317 grade one teacher’s and 4878 grade one learners. Yamane’s Formula was employed to ascertain the sample size of 371 respondents comprising of 21 Headteachers, 210 grade one teacher’s and 140 grade one learner’s using purposive sampling for Headteachers and simple random sampling for teachers and grade one learners. Findings revealed that 76% (160) of the teachers indicated that they did not have most kinds of audio-visual in school while 48% (10) of the head teachers indicated that grade one teachers often used audio-visuals instruction among grade one learners. However, the study recommends that deliberate efforts should be made by the schools in conjunction with school management boards, parents and the government to ensure that audio-visual materials are adequately supplied to schools.

Keywords: *Teachers’, Audio-visual resources, Learning outcomes, Grade one learners*

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I. Introduction

Education consists of twofold constituents which are categorized as inputs and outputs. Cramer and Castle (2017) noted that inputs comprising of human and materials and outputs are the objectives and results of the educational process. Cramer and Castle (2017) additional posit that inputs and outputs together forms a dynamic organic whole and if a person wishes to examine and measure the educational system in view to modify its performance, influence of one constituent on the other need be scrutinized. These teaching and learning materials which are educational inputs are of a paramount significance to the instructional curriculum in primary schools. These teaching and learning instructional materials include audio-visuals, improvised materials, graphic materials and print media.

In line with these assertions, Baker (2018) asserted that instructional materials influence the content and the processes of academic outcomes such as observation, recording, experimentation and predictions. The choosing of deductive versus inductive learning, the work of remembrance, the utilization of creativeness and problem solving, production versus reception, and the manner in which number work lessons are offered are entirely impacted through the application of instructional resources. Baker and Wales (2018) pointed out that the usage of instructional materials makes discovery of number work facts cemented firmly in the minds of pupils. In the Netherlands, Alderman (2019) proposes a list of valuable visual learning materials that are suitable for instruction for instance images, post cards, drawings, maps, filmstrips and replicas.

Alderman (2019) suggested that choice of resources that are relevant to the rudimentary components of a programme or a lesson, aids thorough grasping of such a content by the earners making the lesson interesting thus capturing their responsiveness and encouraging children to study. The utilization of regalia, models, dioramas and pictures assistances pupils by arresting their thoughts and emotions. Further, pictures are utilized as substitutes for actual substances when it is difficult to display to children the actual item and these resources assist successfully in learning number work activities. Similarly, it is important to obtain appropriate and enough

manpower in such as teacher qualifications for instruction of the entire aspects of the school programme. With the educators as implementers, the aims of number work instruction could be successfully attained.

In keeping with these assertions, Foorman (2019) posits that, in Czech Republic, organized and clear number work instruction leads to better skills attainment in comparison to other approaches, and that those exposed to methodical and straight instruction attain measurable achievements during the progression of the school year. Learning curriculums which comprise a concrete, clear, logical objectives of conventional number work instruction have been proved to bring along more learners at risk than those that do not. Effective use of instructional materials enhances language acquisition skills among grade one learners. According to Ahmed, Clark-Jeavous and Oldknow (2020), mathematics' tutoring comprises of five imperative aspects that is, students, a teacher, resources, teaching approaches, and evaluation and is also applicable in language coaching and acquisition.

This view is supported by Allwright (2020) who contends that materials are to help learners to learn include print or reference books for concepts and tasks for instruction, and that would direct instructors' rationale for teaching. Likewise, Allwright's (2020) poised that, print media such as textbooks are excessively inflexible in being utilized directly as teaching resources. However, O'Neill (2019) reported that print media and materials could be appropriate for children's needs, as much as they aren't intended precisely for them, that textbooks make it probable for learners to revise and make their number work lessons permit for alterations and creativeness. Allwright (2020) highlights that print media direct acquisition of knowledge and coaching. That is, in most situations teachers and learners depend more on textbooks which determine the content and approaches of learning, thereby controlling the content, approaches, and processes of acquiring knowledge.

Students read materials in the textbook, and the manner the textbook portrays these materials is the way children study it. The educational viewpoint of the textbook does influence learners and the number work learning procedure. Therefore, in many cases, instructional resources are the focus of instruction and unique significant influence on what happens in the classroom. Ideally, skilled teachers can impart language minus a textbook. In Nigeria, for example, for one to attain a reasonable and democratic civilization as stipulated in the Nigerian National Policy of Education (2021), learning institutions must be well and evenly furnished to stimulate all-encompassing and actual instruction. Appropriate print media like textbooks, competent teachers, libraries that are sufficient must at the same be provided for in learning institutions. Shortage of these, Cramer and Castle (2017), restricts learning structure from responding adequately to new anxieties.

Satisfactory to promote the value of learning, its effectiveness and efficiency, enriched instructional resources are desirable. Coffield and Ecclestone (2017) also emphasized the significance of employing suitable workforce plan and sufficient physical amenities to sustain educational effort. Kenya is not an exception and the usage of teaching and learning resources in academic result has been embraced, though it has been confronted with myriad of challenges. For instance, a study done by Mwaniki (2021) in Maragwa Sub- County revealed that lack of effective resource centers with well-equipped materials to supplement classroom instruction is one of the principal challenges.

In Kilifi North Sub- County, Ngumbao (2017) opines that many grade one learner's manifest poor learning results and capabilities in numeracy along with literacy education programmes. According to Ngumbao (2017), regardless the institution of initiatives like Tusome Literacy Project, most of grade one pupils show inability to undertake basic numeracy, poor communicative competency, lack of creativity and poor manifestation of essential environmental skills. Likewise, in their needs assessment primary school findings report, Uwezo (2016) established that, in Kilifi North, most pupils in lower primary school level of education showed minimal skills in elementary math, language and indispensable life skills for instance team building with age groups and leadership skills. Likewise, Uwezo (2016) established that merely 26.92% of the pupils exhibit enhanced literacy and communicative capabilities in English and Kiswahili, 18.74% could perform basic numeracy and number work activities whereas merely 20.8% had grasped necessary life skills like team building and leadership abilities. To alleviate these challenges, educators have embraced the usage of instructional media.

According to Uwezo (2016), efficient use of instructional materials, to entirely attain the pedagogical goals of early education and a well-organized and creative usage of visual material in number work lessons, help a lot to eject apathy, supplement shortage of books in addition to stimulating children's curiosity by giving them something practical to see and do, and simultaneously assisting to train them to reason things out by themselves. However, much still needs to be done to interrogate how teachers' use of instructional materials determine learning outcomes of grade one children in public primary schools thus, the necessity to carry out this research.

II. Statement Of The Problem

Initial acquaintance and proper application of instructional resources prepares grade one beginners for number work, language, creativity and essential environmental skills subsequently pupils obtain knowledge by interacting with acquainted materials in the surroundings. It is similarly clear that when teaching and learning resources are efficiently used, grade one learners are inspired to learn and capable of comprehend the number

work, language, creativity and essential environmental skills being taught. Conversely, in Kilifi North Sub-County, the state of affairs is somewhat different with learning outcomes of grade one learners in public primary schools in Kilifi North being meager. As indicated in the background, Ngumbao (2017) noted that quite a number of grade one learners manifest low learning outcomes and competencies. According to Ngumbao (2017), majority of the grade one learners show inability to undertake basic numeracy, poor communicative competency, lack of creativity and poor manifestation of essential environmental skills. Further, Uwezo (2016) indicated that, in Kilifi North Sub- County, most grade one pupils demonstrate little abilities in elementary number work, language and crucial life skills like group constructing with peers and headship aptitudes. Similarly, Uwezo (2016) further established that merely 26.92% of the pupils exhibit improved language skills, 18.74% could carry out basic number work activities whereas only a paltry 20.8% had grasped crucial life skills like as team building and headship abilities. In spite of these indicators, insufficient empirical studies have probed the magnitude to which teachers' application of instructional materials determine the learning outcomes of grade one learners in public primary schools.

III. Research Objective

To assess influence of teachers' use of audio-visuals resources on learning outcomes of grade one learners in public primary schools in Kilifi North Sub- County, Kilifi County, Kenya.

IV. Research Question

What is the influence of teachers' use of audio-visuals resources on learning outcomes of grade one learners in public primary schools in Kilifi North Sub- County, Kilifi County, Kenya?

V. Empirical Literature Review

Teachers' Use of Audio-visuals and Learning Outcomes of Learners

Audio-visual instruction is organizing, planning, and usage of apparatus and resources that comprise seeing, hearing, or both, for learning intentions is paramount. Clark and Foster (2016) posit that among the devices used are still and motion pictures, filmstrips, television, transparencies, audiotapes, records, teaching machines, computers, and videodiscs. The growth of audio-visual education has reflected developments in both technology and learning theory. The significance usage of audio visual (AV) technology in learning ought not to be Undervalue. According to Clark and Foster (2016), noted that learning by the use of audio-visuals creates an inspiring and collaborative atmosphere which favors learning. In a study conducted in Australia, Littlejohn and Windeatt (2017) likewise noted that, a well-thought-out and creative usage of pictorial aids in a lesson ought to do a lot in banishing apathy, enhancement insufficiency of books in addition to arousing children's attention by offering them something concrete to see and touch, and simultaneously aiding to train them to reason ideas out themselves.

The usage of videos and DVDs showing rhymes and children's books on tape or CD ought to help a lot banishing boredom, complement shortage of books and same time stimulate pupils' curiosity by offering them somewhat concrete to see and touch, and simultaneously aiding to train them to contemplate ideas by themselves (Littlejohn and Windeatt, 2017). According to the authors, learners acquire knowledge inversely and audio-visual apparatus provide teachers with an opportunity to motivate each child's learning manner coupled with a mixture of images, sounds and attention-grabbing media. Allwright (2020) in India, assert that audio visual aids are imperative in schooling structure as they influence the teaching learning procedure making it simple and exciting for learners to grasp number work, language, creativity and essential environmental skills.

Audio -visual devices rank highly in effective teaching and learning and are most influential in instructional of number work knowledge. Allwright (2020) noted that the current error of digitalization, internet and hypermedia, likewise offer a varied variety of visual instructional approaches that can be used to improve academic results of grade one children in public primary schools. This study outcomes hence affirms the point that, in understanding the practical characteristics of visual media, someone shouldn't, beneath the impression that it is less imperative, lose sight of the specific types of desire they produce, for this is demonstrative of how they purpose more generally.

Films likewise have a great impact on learning outcomes since they involve more senses and the fact that they address them instantaneously Among lower primary schools in Kuala Lumpur, Burke (2020) posits that use of digital video has become a more flexible and applicable tool for number work instruction since different number work concepts are presented in an audio-visual form for a better understanding of different number work, language, creativity and essential environmental for instance as counting, ordering, number recognition, 21manipulation and performance of basic operations. In a number of nations in Sub-Saharan Africa, Audio-visual technology in form of Television and Video players' use is evident in learning intuitions for many years (Adams, Bobby and Engelman, 2018).

For instance, in a study done in Ghana, O'Reilly and Claadsey-Rusch (2019) posit that learner's acquire more knowledge when observing and imitating the actions of grownups. It is thus apparent that acquisition of knowledge is highly enhanced whenever sensory capabilities are roused. O'Reilly and Claadsey-Rusch (2019) noted that grade one learners who are exposed to audio-visuals in number work lessons register impressive performance in observation, recording, experimentation and predictions.

In Kenya and Kilifi North Sub- County to be precise, audio-visual technology has been adopted by most early years of education, albeit to a small extent, in teaching can improve number work instruction and enhance learner understanding (Shepard, 2017). According to Shepard (2017), AV technology has offered many possibilities for the grade one teachers to make the most of a new generation of multimedia presentations to enhance learning among pupils. The researcher contends that multi-sensory activities feature strongly in high-quality number work instruction and often encompass visual, auditory, tactile and kinesthetic activities. However, such a contention needs further interrogation since Shepard (2017) failed to indicate how different forms of audio-visuals enhance learning outcomes among grade one learners.

VI. Research Methodology

In this study, mixed methodology was embraced which presented an enhanced understanding of the study problem compared a sole approach method. This methodology was appropriate since this research comprised gathering and examination of both quantitative and qualitative information. In quantitative method, measurable information from a huge number of respondents is gathered, analyzed in an impartial objective way (Creswell, 2014). Quantitative information was gathered by use of structured questionnaires. for qualitative information, the researcher depended on the views of participants which was gathered through use interview guide.

VII. Research Findings And Discussions

Influence of Teachers' Use of Audio-Visual on Learning Outcomes among Learners

Audio-Visual Resources Present in Schools

This study was to establish the kind of audio visuals present in school. Findings indicated that 56% of the teachers (n = 210) showed that they had radios in the school while 9% of them indicated that they had a television in school that they used to instruction. The study also showed that 2% of the schools had tablets for instructions while none of the teachers indicated that they had DVDs for use as audio-visuals in schools for instruction. In General, 76% of the teachers indicated that they did not have any kind of audio-visual in school. This research was set to establish from the head teachers the kind of audio-visuals available in their respective schools. The research question was "What are the audio-visual materials available in your primary school?" Head teacher A replied:

"We have most of the audio-visuals in the classes while individual teachers still make more improvised media for use in instruction. We have a television, charts, pictures and posters in all the classes."

Yet head teacher Q said;

"The school is young and therefore most of the items are not available. We don't have a television in the school, nor video tapes, computers of iPad. However, charts and posters are adequately provided in grade one class".

Yet again another head teacher said;

"Some of the audio-visuals required by all learners are still and motion pictures like filmstrips, television, audiotapes, teaching machines, computers, and videodiscs. However, because of budgetary constraints we have few or none of these essential aids" head teacher H.

Use of Audio-Visual in Instruction among Grade One Learners

This study sought to establish how often grade one teacher's used audio-visual instruction. This data was collected from the headteachers then results presented in figure 1 below.

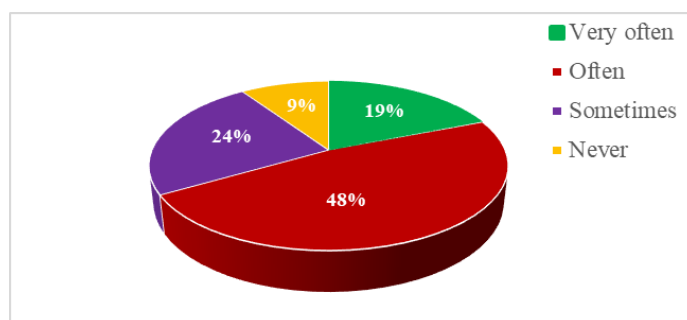


Figure 1 Use of Audio-Visual as Viewed by Headteachers

The researcher established that 48% of the head teachers demonstrated that grade one teachers often used audio-visuals in instruction among grade one pupils. Further, 19% of the head teachers indicated that audio-visuals were used by grade one teachers in instruction. Nine percent of the head teachers showed that grade one teachers never used audio-visuals while 24% indicated that grade one teachers sometimes used audio-visuals in instruction.

Influence of Audio-Visual on Learning Outcomes

This researcher sought the effect of the presence of audio visual on educational outcomes among the pupils. Table 1 displays the outcomes.

Table 1 Effect of Audio-Visuals on Learning Outcomes

Crosstab							
Learning Outcomes							
			GE	F	LE	NS	Total
Presence of Audio-visuals	Present	F	47	2	1	0	50
		%	94.0	4.0	2.0	0.0	100.0
	absent	F	11	46	94	9	160
		%	6.9	28.8	58.8	5.6	100.0

Source; Researcher, 2024

Findings showed that 94% of the teachers who point out that they had audio-visuals in their respective classrooms also specified that their Childrens' learning outcomes were improved to a greater extend. The results further indicated that only 7% of the teachers who indicated that their schools had no audio-visuals noted an improvement in learning outcomes to a greater extent. While only 2% of the teachers who had audio-visuals indicated less extend to competence activities among their children. Teachers were requested to rate the degree to which they would agree with the statements on how usage of audio-visuals has determined learning outcomes of grade one learners. Table 2 indicates the findings.

Table 2 How Audio-Visual determine Learning Outcomes among Learners

Key: SA-Strongly Agree A-Agree U-Undecided D-Disagree SD--Strongly Disagree, f- frequency

Particulars		SA	A	U	D	SD	Total
I use radios in improving number work, language, creativity and essential environmental skills among learners	f	63	107	23	11	6	210
	%	30.0	51.0	11.0	5.2	2.9	100.0
Using televisions has improved number work, language, creativity and essential environmental skills among learners	f	30	137	30	9	4	210
	%	14.3	65.2	14.3	4.3	1.9	100.0
Using tablets has improved number work, language, creativity and essential environmental skills among learners	f	1	54	153	0	2	210
	%	0.5	25.7	72.9	0.0	1.0	100.0
Concept videos has improved number work, language, creativity and essential environmental skills among learners	f	65	107	35	2	1	210
	%	31.0	51.0	16.7	1.0	0.5	100.0
Using DVDs has improved number work, language, creativity and essential environmental skills among learners	f	0	59	98	49	4	210
	%	0.0	28.1	46.7	23.3	1.9	100.0

Source: Researcher, 2024

Findings indicate that 51% of the teachers agreed that they used radios to improve number work, language, creativity and essential environmental skills among learners while 30% of them strongly disagreed to the assertion. 65.2% of the teachers noted that using televisions had improved number work, language, creativity and essential environmental skills among learners. However, findings further indicated that 46.7% of the teachers were undecided on whether using DVDs had improved number work, language, creativity and vital environmental skills among learners. Head teachers were asked to how the usage of audio-visual influenced study outcomes amongst grade one learners. One of the head teachers showed;

Audio-visuals are an integral part of teaching and they help teachers pass information across to learners in a more effective way hence improving learning outcomes among learners. (Head teacher M).

Yet another head teacher retorted:

“Audio-visual are been shown to aid teachers in expressing ideas that would otherwise look challenging to learners in a manner well understood by the learners. Their availability and use must be encouraged” – Head teacher D

These results corroborate findings by Foorman (2019), who asserted that learning via audio-visuals creates a stimulating and interactive environment which is more conducive to learning. Similarly, these findings agree with Singh (2020) who assert that audio visual devices are imperative in education system and encourage teaching learning procedure and make it simple and motivating for learners to acquire number work, language, creativity and essential environmental skills.

VIII. Conclusions

Using of audio-visual is vital in teaching the study indicates a close correlation between the use of audio-visual and learning results among learners. The research established that most of the schools did not have sufficient audio-visual materials for instruction. For instance, less than 10% of the schools had a television in school that would help grade one teacher's instruction of grade one learners. This means that the poor learning outcomes experienced among grade one learners in Kilifi North Sub-County was as a result that teachers neither had nor used the audio-visual materials in instruction. However, for those who indicated that they had the audio-visuals, an improvement in learning outcomes was noted.

IX. Recommendations

Deliberate efforts should be made by the schools in conjunction with school management boards, parents and the government to ensure that audio-visual materials are adequately supplied to schools.

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