

**UTILIZATION OF INSTRUCTIONAL MEDIA AND QUALITY OF
LEARNING OUTCOMES IN ENGLISH LANGUAGE IN PUBLIC
SECONDARY SCHOOLS IN MBOONI EAST SUB-COUNTY, KENYA**

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**A Research Project Submitted to the School of Education in Partial Fulfillment
of the Requirement for the Award of Masters' Degree in Educational
Communication and Technology of Machakos University**

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DECLARATION

This project is my original work and has not been submitted for award of a degree in Machakos University or any other institution.

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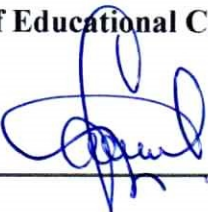
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DEDICATION

I dedicate this project to my dear sons Apollinaris Maoncha and Francis Musau. My dedication also goes to Fr. Jeremiah Mulinge and Joshua Musyoka. Their encouragement, love and support have made me work hard.

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ABBREVIATIONS AND ACRONYMS

HOD:	Head of Department
ICT:	Information and Communications Technology
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KICD:	Kenya Institute of Curriculum Development
KIE:	Kenya Institute of Education
KNEC:	Kenya National Examination Council
MOE:	Ministry of Education
MOEST:	Ministry of Education Science and Technology
NACOSTI:	National Commission for Science, Technology and Innovation
SCDE:	Sub-County Director of Education
SPSS:	Statistical Package for Social Sciences
TPAD:	Teacher Performance Appraisal and Development
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

In Kenya, the teaching of English language in public secondary schools is a matter of concern. The performance of English language in examinations has been below average nationally. This has prompted the researcher to investigate how the utilization of instructional media in the teaching of English language impacts on learning outcomes in public secondary schools in Mbooni East Sub-County, Kenya. The guiding objectives were; to establish teacher preparedness in the use of instructional media and quality of learning outcomes in teaching of English language in public secondary schools in Mbooni East Sub-county; to identify the types of instructional media used in teaching of English language and quality of learning outcomes in public secondary schools in Mbooni East Sub-county; to establish teachers workload and quality of learning outcomes in teaching of English language in public secondary schools in Mbooni East Sub-county and to assess media use and quality of learning outcomes in the teaching of English language in public secondary schools in Mbooni East Sub-County. The study adopted Multimedia learning theory by Richard Mayer. The study used descriptive survey research design. The target population was 49 public secondary schools, 49 Heads of Languages Department, 111 teachers of English and 3120 form three students. The researcher used stratified random sampling technique to sample one extra county school, three county schools and eight sub-county schools giving a total of 12 schools. Purposive sampling was used to select 12 Heads of Languages Department from the 12 sampled schools. Simple random sampling was used to select one form three stream in schools that have more than one stream. In addition, the study adopted simple random sampling to select 26 students from each of the 12 sampled form three streams giving a total of 312 form three students. The teacher of English who teaches the sampled stream was purposively sampled in each school and thus, giving a sample of 12 teachers. Questionnaires were used as research instrument for teachers of English and a written English test for the students. Interview schedules were applied to the Heads of the Languages Department. The piloting of instruments was conducted in one school from the Makueni Sub-County to ascertain the reliability of the instruments. The instruments' validity was determined through expert opinion from the school of Education of Machakos University. Quantitative data was analyzed through descriptive statistics and presented in frequencies, means and percentages with the aid of Statistical Package for Social Sciences (SPSS) version 21. Content analysis was used to analyze qualitative data which was thematically presented in prose. Findings show that teachers of English in public secondary schools in Mbooni East sub-county are ill prepared concerning the use of instructional media. In addition, quality of learning outcomes in English language in the sub-county is slightly below average, sub-county schools perform poorer and female students outshine their male counterparts. It was concluded that instructional media enhance learning outcomes in English language, teacher's workload influences use of instructional media. The study recommends that the Ministry of Education should equip public schools with instructional resources, train teachers on the modern teaching methodologies and employ more teachers to reduce their workload. In addition, school principals and Quality Assurance and Standards Officers should emphasize to teachers to use instructional media in teaching English language.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

Language is an instrument of communication and social interaction. It is also an important aspect of literacy (Wamalwa, 2006). An invigorating language atmosphere is vital for the attainment of language skills. This environment can grow from accessibility of audio and audio-visual resources (World Bank, 2001). English language is the most popular Lingua Franca used all around the world in travelling, business and social media. It is the language of power, used formally and in educational systems. Due to its significance, English language has been considered a compulsory subject in the school educational programs of many countries. Mastery of English language is a prerequisite in job application in many countries in the world thus it should be deemed necessary to inspire learners to do their best in it (Fidanboylu, 2014).

The performance of English language in national examinations has been wanting in many countries. In the United States, Malinowski (1991) observed that there was poor performance in English proficiency examinations. He recommended that composition writing was a difficult skill to acquire but its acquisition could be made easier by using a variety of instructional approaches for teaching English language.

In Indonesia, Silvi and Acep (2020) observed that there was dismal performance in the English language examinations offered in elementary schools. This was due to lack of resources and enthusiasm from the learners which hampered teachers of English from using instructional media in the classroom resulting to ineffectiveness in the English language classroom teaching activities.

World Bank (2001) reported that the standards and quality of education in developing countries had gone down. The study identified that the main areas of decline was in university education but the actual problem has roots at the secondary school level. It is at this level when the potential undergraduate is given enough foundation on English language.

In Nigeria, most secondary schools have been registering poor performance in English language national examinations administered yearly by the West African Examination Council (WAEC). This results from teachers of English failure to use instructional media to enhance their lessons (Obeka, 2020). The necessity for media use in teaching is emphasized by many scholars Fidanboyly (2014) avers that application of teaching aids in teaching can create learners' interest, arrest learners' attention during the learning process and improve comprehension of what has been taught. Henrich (1990) argues that visual aids make learning more interactive and helps learners take part in the process of learning. Learning aids improve methodology and reduces the teachers talk and chalk method of teaching and especially during the delivery of English lessons. Using instructional media provides learners with the opportunity to access content and maximize learning. This leads to improvement in the learning outcomes.

According to Richard and Rodgers (2001), the media that a teacher selects only influences learning positively if it is combined with the right teaching methods and approaches. Obeka (2020) asserts that application of teaching aids in English language instruction is very important for the improvement of learners' learning outcomes. Teachers of English language might not fully achieve their lesson objectives if they do not apply relevant instructional media. Newby (2000) avers that teachers should

amplify Learner participation in their lessons through use of instructional media. This will also assist the learner to form the right attitude towards English language subject.

Obeka (2020) argues that teachers of English language in Ebonyi state in Nigeria bank on textbooks for their classroom delivery of English language lessons. Students may therefore not be able to fully attain their learning outcomes because they cannot touch, smell, see and hear the process of instruction. Effective teaching using media requires a lot of time and this makes many teachers unenthusiastic in application of media in teaching of English language and perhaps this may in due course influence their learners' achievement (Wandera, 2019). This calls attention to the issue of teachers' workload and preparedness on utilization of instructional media for quality learning outcomes.

Omariba (2012) believes that for a country to offer quality education a favorable learning environment for learning must be created. This can be enhanced by supply of appropriate instructional resources and adequately trained teachers. According to Wanjuki (2000), majority of the secondary schools in Kenya have insufficient instructional media materials. He believes that this may be one of the causative factors of the dismal performance in the English language subject in the Kenya certificate of secondary education examinations.

English is an official language in Kenya alongside Kiswahili. It is used officially in transactions, records and conventional settings. English is a mandatory subject in the secondary school curriculum in Kenya (KIE, 2002). According to Wamalwa (2016), competence in written and spoken English language is extremely essential. However, its instruction in the secondary school faces many challenges.

The Gachathi Report (1976) emphasizes that teaching resources mainly comprising of books are basic tools for development in education and thus their availability is very key. The delivery of standard education and instruction is dependent on availability of appropriate instructional media. The secondary school English syllabus by KICD (2012) also underscores the importance of media use in instruction and learning to enhance retention of the content taught.

In Kenya, the Kenya National Examination Council reports show that the educational achievement of students in the English subject is undesirable. The Performance has been below average nationally (KNEC English Report, 2019). Wamalwa (2016) avers that KCSE examinations grades have been dropping in the years. This may have been caused by factors such as attitude and ineffective use of instructional media. The situation is not different in Mbooni East Sub-County with low performance in English subject noted registering means of 3.92, 4.79, 4.36 and 5.23 for the years 2018, 2019, 2020 and 2021 respectively. (SCDE Mbooni East Sub-County, 2022). The study at hand therefore attempts to discover how teachers of English in Mbooni East Sub-County teach English language using instructional media and its influence on quality of learning outcomes.

1.2. Statement of the Problem

Despite English being a mandatory subject in the Kenyan secondary school curriculum, the overall performance in the subject at National level still fails to meet the average score of 100(50%). The dismal performance in this subject has been of great concern to the Ministry of Education Science and Technology which believes that the causative factors have not been fully identified. Mbooni East Sub-County is amongst the affected sub-counties in Kenya; as it registered the mean of 3.92, 4.79, 4.36 and 5.23 for the years 2018, 2019, 2020 and 2021 respectively (SCDE Mbooni East Sub-County 2022).

Despite the fact that the causative factors may not have been fully identified, very little research has been done on the utilization of instructional media and quality of learning outcomes in the teaching of English language. For example, the study by Wamalwa (2016) on utilization of instructional media in Bungoma County was based on availability and frequency of use of Instructional media in teaching of English language while the current study was on the relationship between utilization of instructional media and quality of learning outcomes in English language. In a related research Kasilia (2018) looked at the effect that instructional media has on students' academic performance in Christian religious education in Machakos Sub-County. However, none of the studies looked into the utilization of instructional media and quality of learning outcomes in terms of teacher preparedness and teacher workload. This created the need for the current study on the relationship between utilization of instructional media and quality of learning outcomes in English language in Mbooni East Sub-County.

1.3. Purpose of the Study

The purpose of this research was to investigate the use of instructional media and the Quality of Learning Outcomes in English Language in public Secondary schools in Mbooni East Sub-County, Kenya.

1.4. Objectives of the Study

The objectives of this study were to:

1. Establish teacher preparedness in the use of instructional media and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County.
2. Identify types of instructional media and quality of learning outcomes in English language in public secondary Schools in Mbooni East Sub-County.

3. Establish effect of teacher workload on the use of instructional media and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County.
4. Assess media use and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County.

1.5. Research Questions

The study addressed the following questions:

1. To what extent are the teachers of English in Mbooni East Sub-County prepared to use instructional media to enhance quality of learning outcomes in English language?
2. What are the types of instructional media used to enhance quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County?
3. What is the effect of teacher workload on utilization of instructional media and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub- County?
4. What is the effect of media use on quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County?

1.6. Significance of the Study

The findings from this investigation may be useful to various groups of people not only in Mbooni East Sub-County and Makueni County but also to Kenya entirely. The findings may benefit teachers because their methods of content delivery may be improved therefore imparting of English language skills to students made easier and faster. The teachers' usage of instructional media may also be enhanced. Students may

benefit in that, when teachers use media effectively their learning outcomes may improve. The findings may provide feedback on the state of utilization of instructional media to quality assurance officers and principals. This information may help them in advising teachers on employment of media in teaching and also in their assessment on teacher effectiveness. The findings may also help in planning National/County/Sub-County in-service training for teachers. Teacher trainers may also use the findings to equip teacher trainees with the necessary skills required in application of instructional media.

1.7. Limitations of the Study

The constraints that influenced this study include distance; Mbooni East Sub-County is vast and the schools are sparsely distributed with some schools in very remote areas. Accessing such schools was a challenge so the researcher employed research assistants and booked appointments with the respondents on the meeting date. Secondly, it took some time to get permission to interview teachers. Nevertheless, the researcher was granted permission to collect data and this did not affect the quality of data in anyway.

1.8. Delimitation of the Study

The research focused only public secondary schools in Mbooni East Sub-County. The study was restricted to 12 public secondary schools, 12 Heads of Languages Department, 12 teachers of English and 312 form three students. Utilization of Instructional media entails many aspects. Nevertheless, the study at hand was limited to teacher preparedness, types of instructional media, teacher workload and use of instructional media and quality of learning outcomes in English language in public secondary school in Mbooni East Sub-County.

1.9. Assumptions of the Study

The study assumed that: teachers of English in Mbooni East Sub-County use instructional media in teaching English language, effective use of media has an effect on learning outcomes, teacher preparedness contributes to effective use of instructional media, teacher workload might affect quality of learning outcomes and that the respondents would respond to the questionnaires honestly.

1.10. Theoretical Framework

The study was guided by Richard Mayer's Multimedia Learning Theory developed in 1997. The theory postulates that intense learning can occur when material is delivered in both graphics and text than by text alone. The process of conveying knowledge from audio channel and visual channel could be effective when the material being presented is unified with existing knowledge (Mayer, 2002). Multimedia learning theory holds that there are two cognitive processing channels accessible to learners. One channel is for filtering auditory information and the other one visual information, which leads to development of new knowledge or learning (Mayer, 2009).

The theory is established on three major principles. One of the principles is the dual channel principle which presumes that a learner has separate channels for visual and verbal information and using both channels at the same time is more beneficial than using each channel singly. The other principle is the limited capacity principle which holds that the two filtering channels in immediate memory have restricted capacity for both short-term storage and active processing. The last principle is the active processing principle and states that for learning to take place, the immediate memory must filter, pull earlier information, generate and store new altered schema into long term memory (Mayer, 2009).

Mayer (2002) believes that the theory outlines the processes that take place when a learner is generating a new schema. To start with in the initial process of learning, the learner observes and listens to instructional material and the instant storage of that information is the working memory. During this time, text is actually visual words and if they are introduced with diagrams both the text and the diagrams are filtered by the visual processing channels. When words are dispensed through audio processing channel, visual information is filtered by the visual channel and the essential information is separated from the irrelevant information in the immediate memory. Next, the working memory processes the remaining relevant content and infers connection between the verbal and the visual information then recollects similar foreknowledge from long-term memory. Comparison between recollected schema and new information occurs and the learner gains understanding. Finally, this leads to either the creation of a new schema or the modification of the previous schema that is then stored in long term memory.

Multimedia learning theory is applicable to this inquiry in that it underscores the application of technology to learn English language better and enhance the quality of learning outcomes. Delivery of lesson content using both text and graphics enhances learning. Thus, the usage of both visual and audio media in teaching provides an opportunity for the learner to filter the lesson content using the two processing channels and hence understand better (Miguel, 2019). According to Mayer (2019), the application of Multimedia Learning Theory in teaching enables the teacher to employ various instructional media and resources to present information during the lesson. This results to meaningful learning and attainment of learning outcomes. Teaching should thus include words and pictures and therefore the theory informs this study.

1.11. Conceptual Framework

Application of instructional media influences the instruction of English language. Teaching using instructional media influences learning through improved performance in reading, writing, speaking and listening. This depends on factors such as teacher preparedness, types of instructional media, teacher workload and media use which are the independent variables for this study.

However, intervening variables like class environment, teacher attitude, teacher experience and government policy can determine the way the independent variables influence the dependent variable. For example, government policy will influence teacher preparedness in terms of training and teacher workload. The teachers of English attitude towards the instructional materials and the availability of the instructional materials can affect the relationship between utilization of media and quality of learning outcomes in English language.

Figure 1.1 conveys the association between the independent variable, which circumscribes use of instructional media, and the dependent variable, which covers quality of learning outcomes.

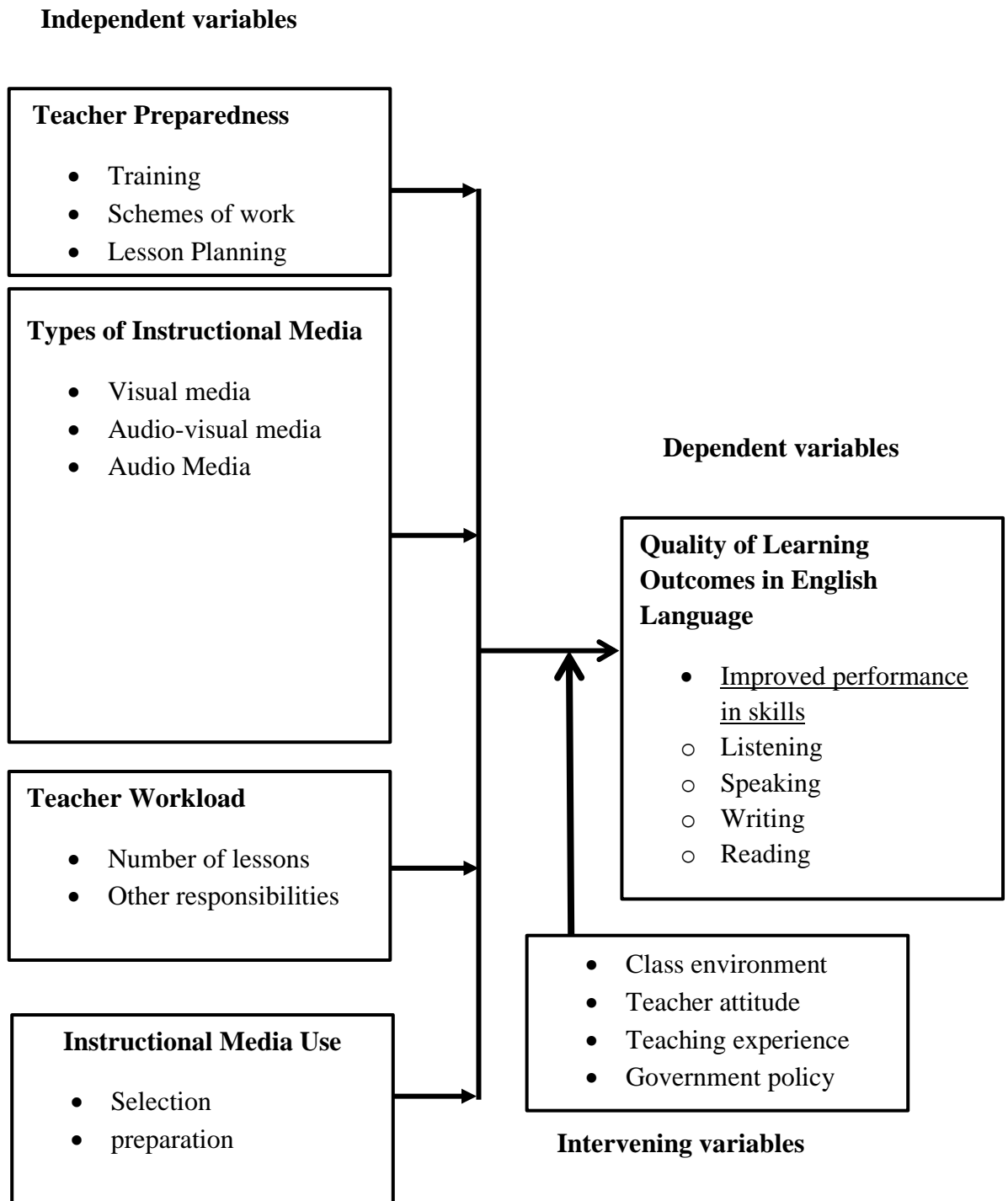


Figure 1.1: Conceptual Framework

Source: Researcher (2023)

1.12. Operational Definition of Terms

Learning outcomes:	Refers to the measurable skills that the learner will get from a learning activity.
Learning resources:	Refers to the materials, objects and real things that assist the learner in learning.
Media Utilization:	Refers to the implementation of media resources in the process of instruction to enhance learning.
Multimedia instruction:	Refers to teaching that applies the use of both words and pictures with the intention to enhance learning.
Quality of learning outcomes:	Improved performance in listening, speaking, writing and reading skills.
Schema:	A person's knowledge about people, places, objects and events.
Teacher preparedness:	Refers to the teachers training on use and incorporation of instructional media in lesson planning and scheming to effectively deliver the lesson content in the classroom.
Teacher Workload:	Refers to sum total of lessons allocated to a teacher to teach weekly as well as other responsibilities assigned.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter provides the literature on utilization of instructional media in teaching of English language. The review was organized under the following sub-headings; concept of teaching English language, teacher preparedness to use instructional media and quality of learning outcomes in English language, types of instructional media available to teach English language and quality of learning outcomes in English language, workload and quality of learning outcomes in English language and media use and quality of learning outcomes in English language.

2.2. The Concept of Teaching English Language

Teaching of English language emphasizes the proficiency and attainment of the rudimentary skills in reading, listening, writing, and speaking. These are the cardinal skills taught in secondary school level of education in Kenya. The main goal in the instruction of English language is to develop learners' literacy and mastery of the language. The four language skills are interdependent in many ways although they can be taught independently to some extent (Larsen-Freeman & Anderson, 2011). Speaking and writing calls for more dedication and attention than listening and reading.

UNESCO (2005) established that teachers' qualifications, teaching experience, use of instructional media, beliefs, and the socio-cultural contexts of their practices are very influential in shaping and explaining how language skills are transferred and how learners perform in language subjects in assessments and national examinations.

Khalil and Semono (2020) believe that English language teaching has its challenges because most of the time the learner cannot pick up from their surrounding so the teacher should teach systematically and patiently for the learners to become confident in listening, reading, writing and speaking the language effortlessly. The teaching of English language has also undergone a lot of changes in technology and societal expectations. Thus, teaching of English language requires prowess and relevant instruction to satisfy the learners' discerned needs and ensure the attainment of the learning outcomes and thus improved performance.

2.3. The Utilization of Instructional Media

This section examines literature based on the utilization of instructional media under the following sub-headings:

2.3.1 Teacher Preparedness in Use of Instructional Media and the Quality of Learning Outcomes in English Language

Teacher preparedness refers to the readiness of a teacher to effectively deliver the lesson to learners in the classroom. It also entails a teacher being able to make sound judgments upon certain values in school setting situation (UNESCO, 2005). Teacher preparedness in teaching of English is characterized by the content, level and methodology to be used in classroom setting. Teacher preparation starts at pre-service training and it is a prerequisite requirement to become a professional teacher. According to KICD Evaluation of integrated English curriculum (2012), the extent to which teacher preparedness (teacher qualification and experience, teacher materials, teacher performance contracting) does influence the effectiveness and quality teaching and learning is of great importance.

Adequate teacher preparation translates into adequate teacher preparedness whose outcome is productive teaching and learning process as reflected in quality of learning

outcomes and learner performance in examinations. All investment put in teacher training and teacher career development is meant to translate into quality delivery of education and enhancement of learning (Wandera, 2019). According to the revised volume 1 and 2 (MOEST 2004), teacher training is under two categories: Pre-service teacher training for equipping teacher trainees with skills and knowledge for effective classroom teaching, while in-service teacher training are short term teacher training programs to improve teachers' classroom delivery and content understanding. Teacher trainee training in Kenya is institutionalized training activity centered in training colleges and universities; Teacher trainees attend an institution with a curriculum that covers pedagogy or institutional methodologies, content delivery, professional preparation and use of media in teaching. Wamalwa (2016) avers that teacher trainees are exposed to teaching using teaching aids during their microteaching and teaching practice.

Teachers must be equipped to make expert decision of when, what, with, whom, for what purpose and with what effect media are to be used. Media utilization requires knowledge of the strengths and limitations of different instructional media. Every application of instructional media should be guided by general principles of media use and learning. The knowledge of context in which those principles will be employed is also of great importance (Wandera, 2019). According to Adegbinja and Fakomogbo (2012), it is important that teachers should prepare the media before they use them. When this is done, the possibility of error will not occur because the teacher has done preparation before using the media in the classroom. Developing effective utilization of media requires time, a lot of time, and this makes many teachers unenthusiastic in application of media in teaching of English language and this may perhaps in due course

influence their learners' learning. This calls attention to the issue of teacher preparedness on utilization of instructional media for quality learning outcomes.

Pamela (2016) investigated whether teachers were ready to teach English language. The findings revealed that teachers in the United States felt that they were inadequately made ready by their pre-service teacher training to teach English learners. The study recommended that teacher educators should re-evaluate the content and objectives of pre-service courses to ensure that student-teachers are satisfactorily prepared to teach English language learners. This study creates both conceptual and contextual gaps.

Diah (2018) examined the implementation of instructional media in instruction of English in Indonesia. Her main focus was on teachers' belief and practice. The findings indicated that teachers were competently prepared to use instructional media in English language classroom. During the initial stages of instruction, the teacher displayed media to the learners in the classroom. The teachers explained the material (the subject content) using instructional media and did further explanation and illustration on examples in the lesson development. To summarize the lesson, teachers used instructional media to give exercises to the learners. The teachers believed that instructional media supported the learning process, increased students' interest and helped to achieve instructional objectives. The inquiry emphasized that that media selection must be based on the curriculum and the lesson topic. This study further reveals a gap as it was based in Indonesia and the current study was based in Mbooni East Sub-County, Kenya.

Banji, Nutakar and Frimpong (2016) did research on how student-teachers of basic schools in Ghana used instructional technologies. The main focus was assessing the perceived level of capability in the use of teaching aids. The research established that

teachers undertaking teaching practice in Ghana basic schools had limited proficiency in use of instructional media in teaching.

Wandera (2019) did research to inquire on the link between teacher preparedness and learner academic achievement. The findings indicated that teacher preparedness significantly influence pupils' performance in KCPE examinations. The study suggested that to address the unsatisfactory achievement in the English language, it was essential to intensify teacher preparedness. It also advocated for the augmenting of monitoring and evaluation of teacher preparedness in learning institutions in Kenya. This study exudes a contextual gap as it targeted public primary schools in Kenya while this study focused on secondary schools in Mbooni East Sub-County.

A study by Muvango, Indoshi and Okwara (2019) divulged that teachers of English did not include media while preparing their yearly/termly plan of work and lesson planning. From their investigation, ten teachers had termly plan of their work and only five teachers out of those had included instructional media in scheming and lesson planning. These points out those teachers do not assimilate instructional media during scheming and lesson planning. The study also divulged that lessons notes contained lesson objectives and learning activities instructional media to be utilized were not mentioned. The study recommended in-service training for the teachers on instructional application of media should be implemented. This study reveals a contextual gap as it was based in Kakamega. The gap that this study therefore sought to fill is to establish teachers' preparedness in usage of instructional media in instruction of English language in Mbooni-East Sub-County.

2.3.2 Types of Instructional Media Used in Teaching of English language and the Quality of Learning Outcomes in English Language

According to Silvi and Haryudin (2020), instructional media are the materials and objects that are used by teachers in the classroom to pass information and enhance learning. Instructional media can also be referred to as learning media. They argue that learning media is an instrument that assists in effective and smooth classroom instruction. Instructional media thus includes what the teacher uses to teach for achievement of the set objectives.

Naz and Akbar (2010) point out that instructional material can be in form of print media like textbooks, magazines, newspapers, bulletins, newsletters, journals, handouts and posters. Media can also consist of models, graphs, maps, charts, and dioramas. These are called graphics. In addition, we have audio media which include audio tapes, records, radio and audio cassettes. Photographic media involve motion pictures, still pictures, film strips and slides. Another category is television\video which include broadcast television, cable television, video disks, Teledex, video cassettes and video tapes and finally Computers in form of laptops and desktops. According to Wamalwa (2016), instructional media materials can be categorized as; projected media comprising motion and still pictures, unprocessed materials like wood and stones, slides, non-projected media, opaque projectors, film strips and three-dimensional objects.

Instructional media can also be categorized into visual, audio, and audio-visual. Audio media involve auditory perception like telephone, radio, and sound distribution system. Visual media pass content through viewing like textbooks, photographs, posters, maps, real objects, etc. Audio visual media utilize sight and sound and they include television, film strips, video tapes, motion pictures and demonstrations (Naumy, 2012).

Wamalwa (2016) postulates that a planned utilization of instructional media helps the learners to comprehend retain and recall concepts and leads to acquisition of English language skills. Instructional media is vital in the instructional process and its appropriate use can assist teachers' delivery of the content of the subject matter effectively. Content that is abstract can be delivered with the aid of projected media. In addition, non-projected media can be used for reinforcements during lessons, feedback and evaluation. Moreover, instructional media that are auditory give internal and external stimuli and aid in the presentation of the lesson content. These are appropriate for teaching listening skills.

Silvi and Haryudin (2020) did an inquiry on instructional media used in English language classrooms in Indonesia. The findings indicated that textbooks, blackboards, pictures, and videos were regularly used. Pictures, textbooks and blackboards were used on daily basis but media inform of video was seldom used due to their unavailability. It was also established that projectors and audio media were unavailable. The study further created a gap as it was done in Indonesia.

A study by Obeka (2020) sought the use of instructional materials and learner educational attainment in Nigeria. The findings exuded those textbooks, dictionaries, chalkboards, posters and workbook were the common instructional media materials that were used by teachers of English in secondary schools. The teachers depended largely on print media and did not make any attempt to employ modern technologies in language instruction. The study reveals contextual gap as it was based in Ebonyi state, Nigeria while this study was based in Mbooni East Sub -county, Kenya.

Wamalwa (2016) in his research on effective use of teaching aids in the instruction of English language discovered that there was unavailability of teaching aids. Numerous

teachers of English in the county for the most part used the text book in their teaching and had not embraced application of technological media. The study established that projected media i.e., overhead projectors, films, audio cassettes, power point, video, slides, television and real films were extremely unavailable in Bungoma county. In view of these different findings, the present study sought to identify the types of instructional media utilized in teaching English of language in Mbooni East Sub County.

2.3.3. Teacher Workload and Quality of Learning Outcomes in English Language

Workload is the cost spent by an employee in undertaking a piece of work to fulfill the requirement of a particular job (Abdo & Semeli, 2010). Teachers' workload refers to a specific number of lessons allocated to particular teacher in terms of number of periods, subjects of teaching, and other administrative duties allotted. Workload for teachers can also refer to the available time for teachers to plan lessons, deliver lesson content and get rid of barriers to augment time in school. Teachers' workload goes beyond the responsibility of teaching; it entails being involved in the extensive institution role to make the complete instructional process successful. In the contemporary times, the purpose of a teacher has gone afar classroom control; this has led to more responsibility for the teachers. In some institutions, teachers function as academic and administrative staff, heads of department, class teachers, co-curricular activities management and other duties like clubs and societies patrons (Okiridu, Obulord & Yiradi, 2021).

A typical measure of teacher work load is by the weekly sum total of lessons a teacher has been allocated. In Kenya, the highest workload endorsed by T.S.C for teachers who teach in secondary school is 30 lessons per week. However, teacher's workload in the same school may vary according to the staffing of teachers per subject in that particular school. The assumption is that, perhaps teachers who have less workload have adequate

time to prepare for their lessons than teachers who have a larger workload (Muia, Kimiti & Ndivo, 2022). The workload that a teacher has dictates how they will prepare for the lesson and the instructional activities they will employ in their classroom. Workload may also direct a teacher's effective usage of media in teaching (Abdo & Semeli, 2010). Effective application of instructional media entails planning. This planning requires time and when a teacher has a high workload, chances are high that they will not have time for selection of instructional media and thus will avoid using it in teaching (Kinyua, 2009). Teachers who have a high number of lessons per week and school responsibilities may lack time to implement instructional media in their lessons. High workload assigned to teachers leads to less time for lesson preparation and hence lack of time for effective utilization of teaching aids (Grabe & Grabe, 1998).

In Australia, the Council for Education Report (2004) on secondary teacher workload revealed that the real sum total of hours that instructors in secondary schools worked was unreasonably high. The heads of departments were the ones who were highly affected due to additional responsibilities on top of the class hours. A remarkable number of teachers resonated that at some point they were unable to manage the workload and this negatively affected their teaching.

Research by Okiridu, Obulord and Yiraodi (2021) in Nigeria examined teachers' workload and effective instructional practices in education courses in business. The investigation indicated that there was a notable association between teachers' workload and instructional delivery. The inquiry advocated those higher institutions to always review teachers' workload policies to enable them work better and achieve organizational goals. In addition, it recommended that more teachers should be employed to ease the burden of high workload for effective teaching and learning. Thus, the study reveals both contextual and conceptual gaps. The investigation was

based in Nigeria and targeted universities while the current study was based in Mbooni East Sub-County and targeted secondary schools. The conceptual gap is in that this study looked at teachers' workload in terms of instructional delivery while the current study looked at teachers' workload in terms of utilization of instructional media and quality of learning outcomes.

Kimani, Kara and Njagi (2013) conducted a study in Nyandarua County on teacher factors influencing students' educational outcomes in secondary schools. They discovered that the workload of a teacher had a notable influence on learners' educational outcomes in secondary schools. It was observed that schools where teachers had 25 lessons per week or less performed better in the examinations than schools where teachers had 26 lessons or more. The study exudes a contextual gap

A study by Andika and Sika (2019) in Suba Sub-County examined teacher workload and the achievement of students in secondary schools. They uncovered that the impact of teachers' workload on educational outcomes was significant. The research suggested that it was vital to lessen teachers' workload and recommended compacted jurisdiction in keeping track of teachers' classroom attendance. This study also reveals both contextual and conceptual gaps.

Muia, Kimiti and Ndivo (2022) sought to inquire the outcome of workload of teachers on the incorporation of ICT. The findings divulged that teacher workload was a salient reason why teachers of English did not incorporate ICT when teaching in Tulimani Division. Teachers who had manageable workload regularly used ICT while those having high workload seldom used ICT in instruction of English. This study reveals a contextual gap since it focused on teachers' workload and use of ICT while the study at hand probed the influence of teachers' workload on utilization of instructional media.

2.3.4 Instructional Media Use and Quality of Learning Outcomes

Learning outcomes are representations of the particular skills and comprehension that the learner attains from a learning activity. These learners, achievements are measurable after the learning is accomplished. Success in education is measured by the attainment of learning outcomes by the learner which is measured through tests and examinations (Obeka, 2020).

Henrich (1990) argues that visual aids make learning more interactive and helps learners take part in the process of learning. Instructional media is vital to teaching of any subject. Learning aids improve methodology and reduces the teachers talk and chalk method of teaching and especially during the delivery of English lessons. Using instructional media provides learners with the opportunity to access content and maximize learning. This leads to improvement in the learning outcomes.

Newby (2000) avers that teachers should amplify Learner participation in their lessons through use of instructional media. This will also assist the learner to form the right attitude towards English language subject. Fidanboylu (2014) avers that, application of teaching aids in teaching can create learners' interest, arrest learners' attention during the learning process and improve comprehension of what has been taught.

Obeka (2020) asserts that application of teaching aids in the instruction of English language is very important for the improvement of learners' learning outcomes. Teachers of English language might not fully achieve their lesson objectives if they do not apply relevant instructional media. Wamalwa (2016) underscores that practical involvement of learners in lesson activities through the use of instructional media assists the learners in internalizing the concepts taught. It further aids in the development of the cardinal skills in the English language which are listening,

speaking, reading and writing. Use of media also makes the learners form a positive attitude towards learning the English subject and this leads to improvement in their performance. Instructional media further helps the learner to understand easily, retain and be able to apply what is learned in English language to other subjects. Thus, lack of media or inadequacy during English lessons poses a challenge to acquiring quality learning outcomes.

Silvi and Haryudin (2020) conducted a study in Indonesia on media use by teachers of English in teaching English. They concluded that media use is very important for the realization of quality learning outcomes. When a teacher of English uses instructional media, the students feel comfortable and are interested in participating in classroom activities. Thus, media increases the students' interest to learn and aids the teacher in the attainment of the set objectives that in turn leads to improvement in performance in English language examinations. This study reveals a contextual gap.

In Nigeria, Adenle and Ughelu (2019) investigated the influence of usage of instructional media and its effect on learners' performance in the sciences. The findings revealed that instructional media use positively influenced the performance of the learners in the sciences. The study emphasizes the importance of implementation of instructional media for enhancement of learning. This study exudes both contextual and conceptual gaps.

In Zimbabwe, Chinooneka and Mupa (2015) did research on the effect of media use in teaching reading and writing in English language. The study revealed that teachers of English did not use a variety of media when teaching. This led to failure by the learners to grasp the basic skills of reading and writing. They recommended the use of media in

teaching of English language to make the learning process effective by enhancing understanding and reinforcement.

A study by Kasilia (2018) on the impact of instructional media on Christian Religious Education performance revealed that instructional media enables the learners understand the lesson topic. In addition, instructional media improves learners' motivation and memory because learners are able to remember the content taught easily thus increasing performance in Machakos county. This study reveals both contextual and conceptual gaps.

Wamalwa (2016) did research on the effective use of teaching aids in the instruction of English language. He discovered that there was unavailability of teaching aids. Bungoma county teachers mostly used the text book in their teaching and had not embraced application of technological media. The study suggested that it is vital for teachers to traverse the utilization of the other types of instructional media and especially technological media. The study at hand looks for information on whether the usage of instructional media has effect on quality of learning outcomes in English language in Mbooni East Sub-County.

2.4. Summary of the Literature Review

Several researchers have confirmed that instructional media is of great significance in the instruction of English language (Wamalwa 2016; Silvi & Hayudin, 2020). However, the media that a teacher selects and uses only influences learning positively if it is combined with the right instructional processes and approaches (Richard & Rodgers, 2001).

Having explored a variety of literature, it is clear that limited studies have been conducted on utilization of instructional media and quality of learning outcomes in

English language in Kenya. For example, the study by Wamalwa (2016) on utilization of instructional media in Bungoma County was based on availability and frequency of use of Instructional media in teaching of English language while the current study was on the relationship between utilization of instructional media and quality of learning outcomes in English language. In a related research Kasilia (2018) looked at the effect that instructional media has on students' academic performance in Christian Religious Education in Machakos Sub-County. However, none of the studies looked into the utilization of instructional media and quality of learning outcomes in terms of teacher preparedness and teacher workload. More focus is therefore needed especially in terms of teacher preparedness, teacher workload and quality of learning outcomes. Many studies cited herein were not conducted in Kenya and none of the studies was specific to Mbooni East Sub-County. The current study sought to complement these studies on the association between the usage of instructional media and the quality of learning outcomes in English language in Mbooni East Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. Introduction

This chapter outlines research design, location of the study, target population, sampling procedures and sample sizes, the research instruments, data collection and analysis procedures.

3.2. Research Methodology and Design

The study adapted Mixed Methods methodology in data collection. It applied descriptive survey which collection of information is done by giving out a questionnaire or conducting interviews to respondents. Kombo and Tromp (2012) aver that descriptive survey method can be utilized when gathering information about people's beliefs, characteristics, and habits or when dealing with diversified social or educational issues. This design was thus appropriate for this study since the inquiry sought to suggest measures and provide solutions that could be taken to upgrade the standard of learners' learning outcomes in English in KCSE examinations in Mbooni East Sub-County.

3.3. Location of the Study

The investigation was done in Mbooni East Sub-County, Makueni County, Kenya. Its geographical coordinates are 1.6706° S, 37.4615° E. The Sub-County has 49 public secondary schools. Mbooni East Sub-County was chosen intentionally due to the undesirable performance recorded in the English subject in KCSE. Performance in English in 2018 was 3.92, 2019 was 4.79, 2020 was 4.36 and 2021 was 5.23 in the Sub-County. Though improvement is noted, this is still below average. (SCDE Mbooni East Sub-County, 2022).

3.4. Target Population

Target population of a study is all the number of persons or elements involved in the study (Kothari, 2004). The target group of the study was all teachers of English, all Heads of Languages Department and all form three students in Mbooni East Sub-County.

3.5. Sampling Techniques and Sample Size

Kothari (2004) is of the opinion that sampling is the processes of choosing a part of a population as a representative of the larger population. A sample of 10-30% is sufficient for a study (Mugenda & Mugenda, 2003). The sampling was done in Mbooni East Sub-County which has 2 extra county schools, 12 county schools and 35 sub-county schools. (SCDE Mbooni East Sub-County, 2022).

Stratified Random Sampling technique was used to create three strata based on the school categories to sample 12 schools out of the 49 schools; one extra county school, three county schools and 8 sub-county schools. Purposive sampling was used to select 12 Heads of Languages Department from the 12 sampled schools. One Form Three stream were randomly sampled from each of the 12 schools and simple random sampling was used to select 26 students from each of the 12 sampled schools giving a total of 312 students out of the 3120 students. Each teacher of English who teaches the sampled stream from the 12 sampled schools was purposively selected to give a total of 12 teachers of English out of the 111 teachers of English in the Sub-County.

Form three students were selected because they have been in the school for a longer duration and have interacted with various resources and teaching methods thus they are better placed to give the required information. Form four students were not selected to avoid interference in preparation for their KCSE examinations.

Table 3.1: Sample Size

Categories	Target population	Sample size	Percentage of total population	Sampling technique
Public secondary schools	49	12	24.48%	Stratified random sampling
HOD ^s languages	49	12	24.48%	Purposive sampling
Teachers of English	111	12	10.81%	Purposive sampling
Form 3 students	3120	312	10.00%	Simple random sampling

Source: Author 2022

3.6. Research Instruments

Research instruments are gadgets and the course of action used in the quantification of variables in research (Mugenda & Mugenda, 2003). This study used questionnaires, interview schedules and written English language test. Kothari (2004) argues that questionnaires allow time for the respondents to think about the response and are not difficult in administering and scoring. Teachers of English responded to the questionnaires and the students attempted a written English test. Interview schedules were administered to the Heads of Languages Department.

As stated by Kombo and Tromp (2012), interviews are an easy method of qualitative data collection and aids in obtaining personalized data and provides the chance to observe and record non- verbal cues. The researcher also has probing opportunities and interviews have high return rates. This study embraced structured interview which are strict to interview schedules. Organizing an interview schedule assists in the

identification of the most important themes and sub-sections and gives the researcher a sense of sequence from which to bring out questions from unpredictable encounters.

3.6.1. Teachers of English Questionnaire

The questionnaire for the teachers was used to gather information on teacher preparedness on use of instructional media and the quality of learning outcomes in English language, types of instructional media and the quality of learning outcomes in English language, influence of teacher workload on utilization of instructional media in teaching English language and instructional media use and quality of learning outcomes in English language. Section A was designed to get data on the demographic characteristics of teachers, Section B contained questions on the teacher preparedness, Section C contained questions on types of instructional media, Section D contained questions on teacher workload and Section E contained questions on quality of learning outcomes.

3.6.2. Students' English Language Test

The researcher utilized a written English language test to collect information on the educational outcomes. The students attempted the written test on the cardinal skills in English language instruction. Section A contained questions on oral skills testing listening and speaking skills, Section B contained reading comprehension testing reading and writing and Section C contained questions on Grammar.

3.6.3. Heads of Languages Department Interviews

The researcher utilized interviews to collect information on utilization of instructional media and quality of learning outcomes in English language. Section A was designed to gather data on the demographic characteristics of the HOD^s languages, Section B contained questions on the teacher preparedness, Section C contained questions on

types of instructional media, Section D contained questions on teacher workload and Section E contained questions on media use and quality of learning outcomes.

3.7. Piloting of the Instruments

The researcher selected one school in Makueni Sub-County to pilot the study instruments. This was done to determine the research instruments' validity and reliability. The piloting helped the researcher to pinpoint probable problems and scrutinize mistakes. The weakness and inconsistencies as well as errors noted were corrected to refine the instruments. The public school in the Makueni Sub-County where piloting was done was excluded from the final survey.

3.8. Validity of Research Instruments

Kombo and Tromp (2012) elaborate validity as the extent to which an instrument measures what it is supposed to measure. The study utilized both content and constructs validity. The policy in ascertaining the content validity is through seeking guidance from a specialist in the specific field before the real study. (Mugenda & Mugenda, 2003). For this study, the content validity was determined through the researcher seeking guidance from the supervisors and other lecturers in the Education Communication Technology department in Machakos University who reviewed and analyzed the items in relation to the research objectives to ascertain the suitability of the purpose for which they were designed. Construct validity was realized by arranging the items into segments guided by the objectives. This made certain that items on a specific objective are in one area.

3.9. Reliability of Research Instruments

Kothari (2004) indicates that reliable instruments should produce same results from similar respondents over time. To endure reliability, the researcher piloted the

questionnaire, written test and interview schedules two times to respondents, with one week interlude to test if they are reliable. The items were analyzed and those found to be inadequate or vague were adjusted to enhance their reliability. According to Kothari (2004) instruments with reliability coefficients of at least 0.7 are trusted as valid and reliable in research. Cronbach's Alpha technique was employed to calculate the reliability of the instruments at reliability index of 0.7.

The reliability test was conducted on the Likert scale items using Cronbach Alpha coefficients whose outcomes are presented in Table below.

Table 3.1: Reliability Test

Variables (Likert Scale)	Number of items	Cronbach Alpha	Interpretation
Teachers' preparedness on use of instructional media;	8	.864	Reliable
Types of instructional media;	8	.765	Reliable
Teachers' workload utilization of instructional media;	8	.703	Reliable
Instructional media utilization;	8	.770	Reliable

The data in Table 3.2 indicate that all the Likert scales met the threshold of 0.7 which means that data is reliable and hence can be analyzed and conclusions drawn. After presentation of questionnaire response rate and reliability test, the next section presents demographic characteristics participants.

3.10. Data Collection Procedure

Before data collection, the researcher obtained clearance from the school of Post Graduate Studies of Machakos University. The clearance letter given was used to get a

research permit and authorization letter from National Commission for Science, Technology and Innovation (NACOSTI). These documents enabled the researcher to seek authorization from the Sub-County Director of Education Mbooni East Sub-County to undertake the research. The researcher then went to all the selected schools and made arrangement with the principal to be allowed to administer the interviews, questionnaires, and the written English language test. The researcher established an understanding with the respondents on the mission at hand and made them fill the questionnaires during their free time. The researcher administered questionnaires/interviews in person and sampled teachers of English assisted in administering the English language test to their learners.

3.11. Data Analysis

Data collection yielded data which is quantitative and qualitative in nature. Quantitative data was analyzed through descriptive statistics which include frequencies, means and percentages. The Statistical Package for Social Sciences (SPSS) version 21 aided in running the analysis. On the contrary, qualitative data was analyzed thematically along the study objectives and presented in prose.

3.12. Ethical Consideration

Wilson (2009) maintains that there should be awareness on both parties of institutions and research participants. The researcher endeavored to uphold ethics in doing the research. The respondents were assured of anonymity to avoid prejudice and victimization. Confidentiality was maintained throughout the research. Prior to data collection, the respondents were informed of the motive of the investigation by the researcher. Respondents' consent was also sought by the researcher.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presents analyzed findings and their interpretations. There are two main sections in the chapter. Section one comprises of demographic characteristic of the study participants while section two details descriptive based on the study objectives. The chapter begins by analyzing questionnaire response rate and reliability tests.

4.2. Response Rate

The study targeted a sample of 12 heads of language department, 12 teachers of English and 312 form 3 students from Mbooni East sub-county, Makueni County. Statistics on response rates are presented in Table 4.1 which shows that the study achieved 97.23% response rate overall. This rate was sufficient for data analysis and drawing conclusions.

Table 4.1: Instruments Response Rate

Category of participants	Instruments administered	Instruments collected	Response rate
Heads of Language department	12	12	100%
Teachers of English	12	11	91.67%
Form 3 students	313	313	100%
Overall response rate			97.23%

4.3. Demographic Characteristics of Respondents

4.3.1. Gender of Participants

According to the statistics in Figure 4.1, female teachers of English are slightly more than their male counterparts. When it comes to heads of languages department in public secondary schools in Mbooni East sub-county, the study finds ratio 1:1 of female to male teachers (see Figure 4.2).

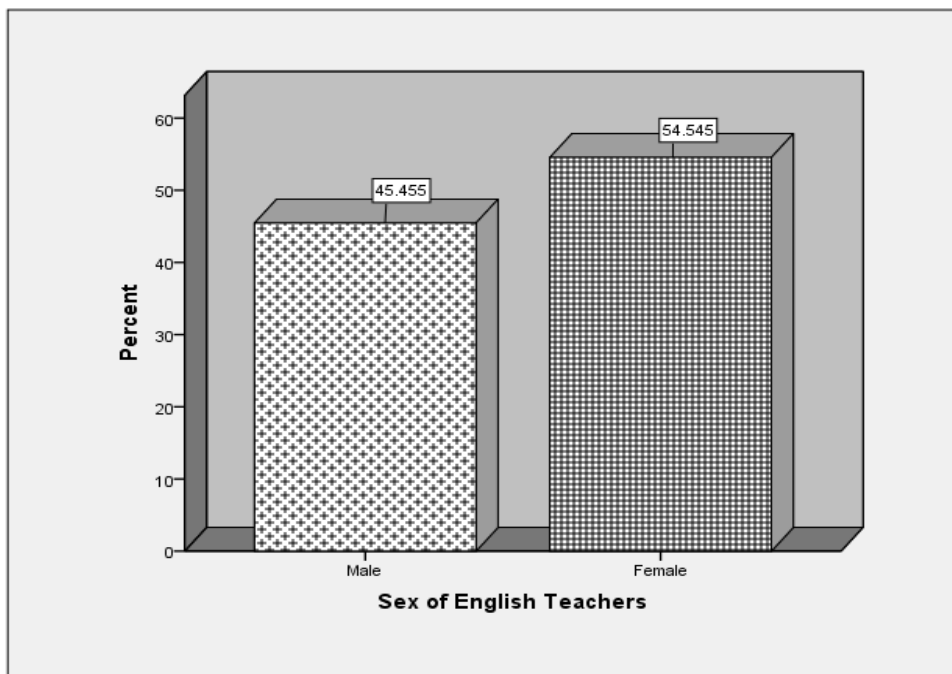


Figure 4.1: Gender of Teachers of English

■ Male
■ Female

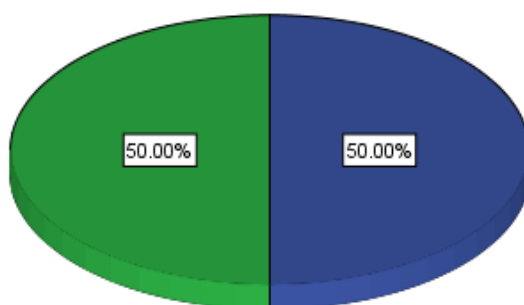


Figure 4.2: Gender of Heads of languages department

Concerning sex of the students, more girls (55.6%) than male students (44.4%) were incorporated in the tests. This indicated that in Mbooni East, there could be a high probability that girls are relatively more than boys in public secondary schools (see Table 4.2). This is a clear demonstration of how the society has embraced the education of girls.

Table 4.2.: Gender of Students

Gender	Frequency	Percent
Male	139	44.4
Female	174	55.6
Total	313	100.0

4.3.2. Age of Teachers of English

The data on the age distribution of teachers of English within the public secondary schools was also collected. The statistics shown in Table 4.4 reveal that majority of teachers of English (54.5%) in Mbooni East sub-county are aged between 36-46 years. This is an active age group where people are very vibrant and also well experienced after working for several years.

Table 4.3: Age Distribution of Teachers of English

Teachers	Frequency	Percent
25-35 years	3	27.3
36-46 years	6	54.5
47-57 years	2	18.2
Total	11	100.0

4.3.3. Education Levels of Teachers of English

Still on demographic characteristics, teachers of English were asked to indicate what their highest level of education was. The data indicates that all teachers surveyed

(100%) have a bachelor's degree qualification. This implies that the teachers of English in public secondary schools within Mbooni East sub-county met the Teachers Service Commission threshold of being a teacher at secondary school. Therefore, the qualification of these teachers of English cannot be questioned.

4.3.4. School Category

The study also gathered data on which school categories the learners and teachers were based. Summary statistics are presented in Figure 4.3. The data shows that Mbooni East sub-county has extra county, county, and sub-county public secondary schools. Most of the schools according to these statistics are sub-county (7) followed by county (3) and then, extra county (1) schools.

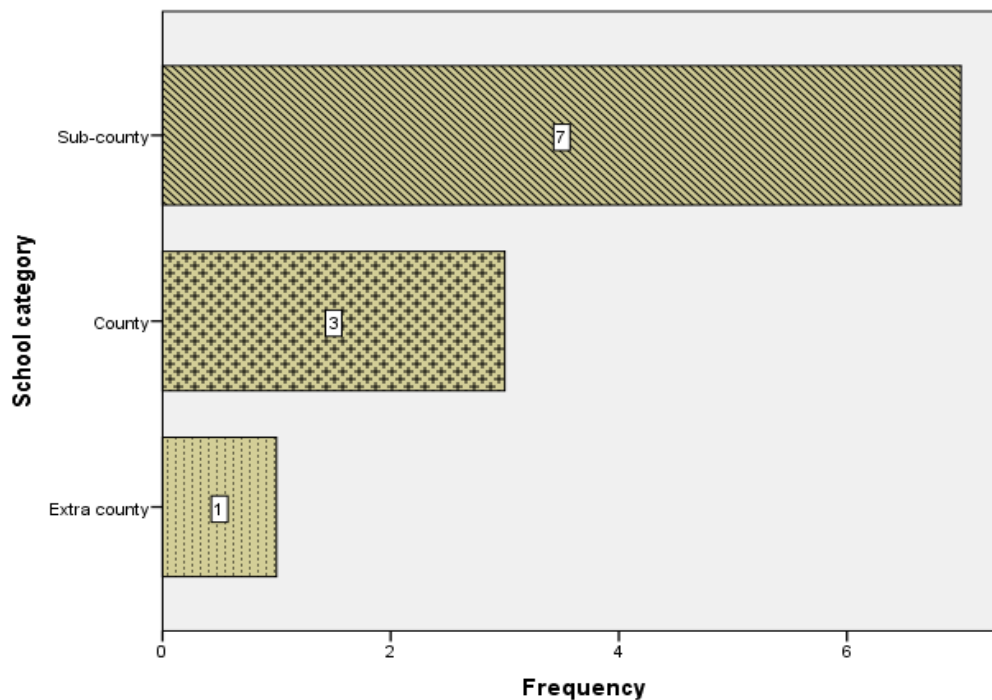


Figure 4.3: Category of Schools in Mbooni East sub-county

Following the analysis of demographic characteristics, the next sub-section presents findings based on the objectives of the study.

4.4. Instructional Media and the Quality of Learning Outcomes in English Language in public Secondary schools in Mbooni East Sub-County, Kenya

The study sought to examine the use of instructional media and the Quality of Learning outcomes in English Language in public Secondary schools in Mbooni East Sub-County, Kenya. Four specific objectives were formulated which include: Establishing teachers' preparedness in the use of instructional media and the quality of learning outcomes in English language, identify types of instructional media and how they affect quality of learning outcomes in English language, establish teachers' workload and the quality of learning outcomes in English language, and to assess the media use and the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. This sub-section presents systematic analysis of findings.

4.4.1. Quality of Learning Outcomes in English Language

The quality of learning outcomes in English language was determined using an English test questionnaire. The questions set evaluated the students' listening, speaking, writing, and reading skills. A total score was computed from the test which represents quality of learning outcomes in English. The test was marked out of 20 marks. Table 4.4 below indicates frequency distribution of the English test scored by the 313 form 3 students who took the test.

Table 4.4: Form 3 Students Quality of Learning outcomes in English Language

Test score Range	Frequency	Percent
0-5	41	13%
5-10	117	37%
10-15	140	45%
15-20	15	5%
Total	313	100.0
Average Score: 10.10		

The scores show that the average score for the English test was 10.10 which is slightly above the 50% mark of 10. Most students scored between 10 and 15 marks. Further analysis indicates the only 49.5% (155/313) of the students who took the test scored above average, which means that simple majority scored less than average.

The study also computed the test scores by school category. Findings are presented in Table 4.5 below.

Table 4.5: Form 3 Students Quality of Learning outcomes in English Language by School Category

Test score Range	School Category			Total	%
	Extra county	County	Sub-county		
	Frequency	Frequency	Frequency		
0 – 5	0 (0%)	0 (0%)	41(100%)	41	13%
5 – 10	3(3%)	11(9%)	103(88%)	117	37%
10 – 15	18(13%)	60(43%)	62(44%)	140	45%
15 – 20	5(33%)	7(47%)	3(20%)	15	5%
Total	26	78	209	313	100%

The results show a relatively higher test score for extra county schools with 5/26 students scoring 15-20 while 7/78 and 3/209 students in county and sub-county schools respectively fall under the same range. These scores imply that quality of learning outcomes in English language is higher in extra county schools and lower in the sub-county public secondary schools in Mbooni East sub-county. Most students in extra county and county schools scored 15 marks and above as opposed to sub-county schools where majority of the students scored less than 15 marks. 41% of the students scored 0-5 and the students were solely from sub-county schools. Furthermore, 7.69%, 6.41% and 60.29% from extra county, county and sub-county public secondary schools

respectively scored below average mark. This demonstrates massive failure in the English language test among form three students from sub-county schools.

Furthermore, a cross-tabulation of the test score and sex of the student was computed. Results are presented in Table 4.6 below.

Table 4.6: Form 3 Students Quality of Learning outcomes in English Language by Sex

Test score Range	Gender of students		Total
	Male	Female	
0 – 5	23(64%)	18(36%)	41
5 – 10	63(54%)	54(46%)	117
10 – 15	50(36%)	90(64%)	140
15 - 20	3(20%)	12(80%)	15
Total	139	174	313

The results show that female form three students have a better performance in English than their male counterparts. This was demonstrated by slightly higher average scores. In fact, their mean score (10.81) is slightly above the overall mean score (10.10). The male students average score (9.23) on the other hand is below the overall mean of 10.10. In addition, female students posted higher scores (80%) in the English test than their male counterparts (20%).

In terms of the students who scored below average, slightly more than half of male students interviewed got less than possible 10 marks with 64% of the male students scoring 0-5 compared to 36% by the female students. These findings imply that female students in Mbooni post higher learning outcomes in English language than male students. Having analyzed learning outcomes in English language, the focus now turns to teacher preparedness in the use of instructional media in the next section.

4.5. Teacher Preparedness in Use of Instructional Media in Teaching of English Language

The first objective of the study sought to establish teacher preparedness in the use of instructional media and the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. To establish teachers' preparedness, teachers of English language were asked to rate various statements using a scale of 1-5 where; 1=Never (N), 2=Rarely(R), 3=Sometimes (S), 4=Often (O) and 5=Always (A).

Table 4.7 presents summary statistics.

Table 4.7: Summary statistics on teacher preparedness in the use of instructional media and quality of learning outcomes in English Language

Variable	N	R	S	O	A	Mean	Std.
	%	%	%	%	%		Deviation
I have attended in-service training on how to use instructional media to promote the quality of learning outcomes in English Language;	45.5	36.4	9.1	9.1	0.0	1.82	0.98
I incorporate instructional media when making lesson notes to promote the quality of learning outcomes in English Language;	0.0	36.4	36.4	18.2	9.1	3.00	1.00
I incorporate instructional media when preparing lesson plans to promote the quality of learning outcomes in English Language;	9.1	36.4	27.3	18.2	9.1	2.81	1.17
I select instructional media for use in teaching English language to promote the quality of learning outcomes in English Language;	0.0	27.3	45.5	18.2	9.1	3.09	0.94
Universities/colleges adequately train teachers on how to use instructional media to teach to enhance the quality of learning outcomes in English Language;	0.0	18.2	18.2	36.4	27.3	3.73	1.10
I prepare teaching aids to use in teaching English language to enhance the quality of learning outcomes in English Language;	0.0	36.4	36.4	27.3	0.0	2.91	0.83
I incorporate instructional media when preparing schemes of work to promote the quality of learning outcomes in English Language.	0.0	27.3	54.5	18.2	0.0	2.91	0.70
I know when to use instructional media in teaching of English language to promote the quality of learning outcomes in English Language.	9.1	18.2	36.4	18.2	18.2	3.18	1.25

Mean: Never=1.00-1.80, Rarely=1.81-2.60, Sometimes=2.61-3.40, Often=3.41-4.20, Always=4.21-5.00

The results in table 4.7 show that 45.5% of the teachers have never attended in-service training on the use of instructional media to enhance learning outcomes followed by 36.4% who argued that they rarely attend such training and 9.1% who stated that they sometimes attended the training. None of the teachers interviewed always attends in-

service training. The findings depict that 36.4% of the teachers rarely incorporated instructional media when preparing lesson notes, 36.4% sometimes incorporated the media while only 9.1% of the teachers of English always incorporated instructional media when preparing lesson notes.

In addition, findings indicate that majority of the teachers (36.4%) rarely incorporated instructional media when preparing lesson plans followed by 27.3% who argued that they sometimes incorporated the media. Concerning teaching English, findings indicate that majority of the teachers of English (45.5%) sometimes use instructional media in teaching English language while on the issue of university/college training, the study has established that majority of the teachers (36.4%) argued that universities/college often trained teachers on use of instructional media.

The study has also established that majority of the teachers of English sometimes (36.4%) and often (36.4%) prepared teaching aids to use in teaching English language to enhance learning outcomes while on the issue on schemes of work, most English teachers stated that they sometimes incorporate instructional media when preparing schemes of work (54%). This was followed by 27.3% of the teachers who argued that they rarely incorporate instructional media in their schemes of work. Finally, most teachers of English (36.4%) sometimes know when to use instructional media in teaching of English language followed by 18.2% who argued that they always know when to use instructional media in teaching of English language to promote learning outcomes.

These findings are in congruent with those of Muvango, Indoshi and Okwara (2019) who divulged that teachers of English did not include media while preparing their yearly/termly plan of work and lesson planning. From their investigation, ten teachers

had termly plan of their work and only five teachers out of those had included instructional media in scheming and lesson planning. These points out those teachers do not assimilate instructional media during scheming and lesson planning. The study also divulged that lessons notes contained lesson objectives and learning activities instructional media to be utilized were not mentioned.

The study concluded that despite the use of instructional media being very important in the teaching of English language, these statistics show that majority of teachers in the sampled schools do not use them frequently as expected. Majority of teachers of English in Mbooni East sub-county do not incorporate instructional media when preparing their schemes of work, lesson plans and lesson notes this is in addition to insufficient in-service training on how to use these media. This is likely to have led to poor performance in the English test administered to the students.

4.5.1. Qualitative Findings on Teacher Preparedness in Use of Instructional Media in Teaching of English Language

The researcher also interviewed heads of languages department to assess teacher preparedness in use of instructional media in teaching of English Language. Qualitative interviews with heads of language departments on English teachers' preparedness reveals that apart from extra county school, teachers of English from both the county and sub-county schools are not well trained to use instructional media. In fact, the response to the question, "Are all teachers of English in your school adequately trained to use instructional media in teaching?" Was no for all the 11 heads of language departments in the county and sub-county public secondary schools. One head of English department argued that;

“Teacher’s preparedness in the use of instructional media depends on various factors like resources, and skills which are limited particularly in sub-county schools like this.” (HOD08).

This imply that most teachers of English in Mbooni East sub-county public secondary schools are not adequately prepared to apply instructional media which are known to improve learning outcomes. Yet, another head of languages department added his voice by stating that;

“Many of our English teachers are not prepared to use instructional media in teaching of English due to workload. A teacher requires more time to plan lessons with instructional media in mind.” (HOD07).

The findings concur with UNESCO (2005) observations that the use of instructional media is influential in shaping and explaining how language skills are transferred and how learners perform in language subjects in assessments and national examinations. Thus, lack of proper preparation among teachers of English in Mbooni East public secondary schools could affect learning outcomes in the subject. Similar observations were made in the United States of America (USA) where Pamela (2016) argued that teachers in the USA who felt that they were inadequately made ready by their pre-service teacher training to teach English learners reported poor performance in learning outcomes. Yet in another study, Wandera (2019) established that teacher preparedness influences learner academic achievement in the KCSE.

In conclusion the findings demonstrate that most teachers in Mbooni East sub-county secondary schools are not well prepared to use instructional media in teaching English language. In addition, the study shows that use of instructional media enhances learning outcomes in English language in Mbooni East sub-county public secondary schools.

4.6. Types of Instructional Media and Quality of Learning Outcomes in English Language

The second objective sought to identify types of instructional media and quality of learning outcomes in English language in public secondary Schools in Mbooni East Sub-County. To begin with, teachers of English language were asked to rate various statements related to type of instructional media using a scale of 1-5 where; 1=Never(N), 2=Rarely(R), 3=Sometimes (S), 4=Often (O) and 5=Always (A). Table 4.8 presents summary statistics.

Table 4.8: Summary statistics on types of instructional media on learning outcome in English language

Variable	N	R	S	O	A	Mean	Std. Deviation
	%	%	%	%	%		
I use print media in teaching of English language to promote academic performance in English Language	0.0	0.0	18.2	9.1	72.7	4.55	0.82
I use models in teaching of English language to enhance the quality of learning outcomes in English Language	18.2	18.2	45.2	18.2	0.0	2.64	1.03
I use realia in teaching of English language to enhance academic achievement in English language	23.7	27.3	18.2	9.1	18.2	2.64	1.50
I use chalkboard/whiteboard in teaching of English language to promote the quality of learning outcomes in English Language	9.1	0.0	9.1	9.1	72.7	4.36	1.29
I use pictures in teaching of English language to enhance the quality of learning outcomes in English Language	0.0	18.2	36.4	36.4	9.1	3.36	0.92
I Use compact discs in teaching of English language to improve academic achievement in English language	27.3	36.4	27.3	9.1	0.0	2.18	0.98
I use liquid crystal display projectors in teaching of English language to promote academic performance in English Language	63.6	0.0	36.4	0.0	0.0	1.73	1.01
I use videos in teaching of English language to promote the quality of learning outcomes in English Language	27.3	36.4	36.4	0.0	0.0	2.09	0.83
Mean: Never=1.00-1.80, Rarely=1.81-2.60, Sometimes=2.61-3.40, Often=3.41-4.20, Always=4.21-5.00							

The percentage responses in Table 4.8 indicate that majority of teachers of English always use both print media (72.7%) in teaching of English language to promote the quality of learning outcomes in English Language in Mbooni East sub-county secondary schools. This was followed by 18.2% of teachers who argued that they sometimes use print media in the teaching of English language. On the use of models, 45.2% teachers of English use them while 18.2% often use them and another 18.2%

rarely use models in teaching English language. The remaining 18.2% argued that they never use models in teaching English language.

Concerning realia only 18.2% of the teachers always use them in teaching while the majority, 27.3% rarely uses realia. In addition, findings in Table 4.9 show that 23.7% of teachers of English don't use realia in teaching English language in Mbooni East public secondary schools. Nevertheless, the study has established that majority (72.7%) of teachers of English always use chalk/white boards in teaching English language. The study has established that most teachers of English sometimes use pictures (36.4%) in teaching English language to enhance the quality of learning outcomes in English Language and 36.4% rarely use pictures in teaching English language.

Another key observation from the percentage responses is that most teachers of English rarely use both audio cassettes and videos in teaching of English language to improve academic achievement in English language at 36.4% and 36.4% respectively. The implication here is that there is limited application of audio cassettes and videos in teaching English subject in most public secondary schools within Mbooni East sub-county. When it comes to the use of overhead projectors, 63.6% of teachers of English never use them while 36.4% often use them in teaching English language. This could be due to limited skills in the use of the projector or lack of the projector due to the financial implications.

The findings concur with those of Silvi and Haryudin (2020) who did an inquiry on instructional media used in English language classrooms in Indonesia. The findings indicated that textbooks, blackboards, pictures, were regularly used. Pictures, textbooks and blackboards were used on daily basis but media inform of video was seldom used due to their unavailability. The findings are also in line with Wamalwa

(2016) who sought to investigate the use of instructional media in teaching of English language in secondary schools in Bungoma County. The study established that projected media i.e., overhead projectors, films, audio cassettes, power point, video, slides, television, and real films were extremely unavailable for use by teachers of English in Bungoma County.

In conclusion, findings show that most used instructional media in Mbooni east Sub-County public secondary schools are print media, charts, and pictures. This is due to limited resources to purchase sophisticated instructional media like electronics. Nevertheless, the study established that majority of teachers of English in Mbooni East Sub-county always use chalk/white boards in teaching English language. In addition, the study has shown that the use of instructional media in teaching of English language enhances learning outcomes.

4.6.1. Qualitative Findings on Types of Instructional Media and Quality of Learning Outcomes in English Language

The researcher also interviewed the heads of languages department to identify the types of instructional media and quality of learning outcomes in English language. The responses from the heads of languages department in the schools show that the most used instructional media are textbooks, charts and pictures. This is consistent with findings of Silvi and Haryudin (2020) who indicated that textbooks, blackboards, pictures, were regularly used in schools. This study further reveals that pictures, textbooks and blackboards were used on daily basis, but media inform of video was seldom used due to their unavailability. Few schools particularly county and the extra county schools cited use of DVDs, and projectors in teaching. Majority of the respondents cited several challenges which affect their use of these instructional media. For example, a head of English department argued that;

“Some of the challenges we face in the use of instructional media include: lack of resources to purchase media like DVDs/videos for teaching listening and speaking. We also lack projectors, cassettes, and electricity to power electronic media or devices.” (HOD01).

On the same issue, another head of languages department had this to say:

“These challenges make it almost impossible for most of the public secondary schools in Mbooni East sub-county to apply instructional media with potential of lowering learning outcomes.” (HOD02).

The findings are in line with Wamalwa (2016) who averred that utilization of instructional media helps the learners to understand, retain and recall concepts and hence, better mastery of English language skills. In addition, he also established that projected media i.e., overhead projectors, films, audio cassettes, power point, video, slides, television, and real films were extremely unavailable in Bungoma County.

In conclusion, findings show that most used instructional media are textbooks, charts, and pictures. This is due to limited resources to purchase sophisticated instructional media like electronics. In addition, the study has shown that the use of instructional media in teaching English language enhances learning outcomes.

4.7. Teacher Workload and Quality of Learning Outcomes in English language

The third objective sought to establish the effect of teacher workload on quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. Teachers were therefore asked to rank statements associated with workload on a scale of 1-5 where; 1= Strongly Disagree (SD), Disagree, 3=Not sure

(NS), 4=Agree (A), 5=Strongly Agree (SA). Summary results are presented in Table 4.9.

Table 4.9: Summary statistics on workload and learning outcome in English language.

Variable	SD	D	NS	A	SA	Mean	Std. Deviation
	%	%	%	%	%		
Teachers' workload affects the effectiveness in teaching of English language using instructional media.	0.0	0.0	0.0	36.4	63.6	4.64	0.50
Teachers' workload of more than 25 lessons per week affects the quality of learning in English Language using instructional media	0.0	0.0	0.0	18.2	81.8	4.82	0.40
Teachers of English extra responsibilities in the school increase their workload	0.0	0.0	0.0	54.5	45.4	4.45	0.52
Teachers of English workload need to be reduced in order to teach using instructional media to enhance learning	0.0	0.0	18.2	54.5	27.3	4.09	0.70
Teachers of English workload affects their acceptance in using instructional media in teaching	0.0	0.0	9.1	45.5	45.5	4.36	0.67
Teachers of English with high workload will avoid using instructional media	0.0	0.0	9.1	36.4	54.5	4.45	0.69
Teachers with less workload have time to select and prepare instructional media for use in teaching of English language	0.0	0.0	0.0	18.2	81.8	4.82	0.40
Teachers with less workload use instructional media in teaching of English language	0.0	0.0	18.2	45.5	36.4	4.18	0.75

Mean: Strongly Disagree =1.00-1.80, Disagree =1.81-2.60, Not Sure=2.61-3.40, Agreed =3.41-4-20, Strongly Agree =4.21-5.00

The percentage responses in Table 4.9 on workload show that teachers of English strongly agreed (63.6%) to the argument that teachers workload affects effectiveness in teaching English language, while 36.4% agreed with this statement. Similarly, teachers strongly agreed with the assertion that teachers with less workload (81.8%) use instructional media in teaching of English language. This implies that less workload

enables teachers to have sufficient time to utilize instructional media which enhances learning outcomes.

These arguments are consistent with previous literature. For instance, Abdo and Semeli (2010) argue that the workload that a teacher has dictates how they will prepare for the lesson and the instructional activities they will employ in their classroom. In addition, the researchers opine that workload may also direct a teacher's effective usage media in teaching. Thus, effective application of instructional media entails planning and hence, requires reasonable workload.

Teachers of English language strongly agreed that workload of more than 25 lessons per week affects the quality of learning (81.8%) and the remaining 18.2% agreed on the same argument. On additional responsibilities, 54.5% of the teachers agreed that teachers' extra responsibilities increase their workload while 45.5% of the English teachers strongly agreed to the argument that teachers added responsibilities increase their workload.

Further findings show that English teachers agreed (54.3%) with the assertion that teachers workload should be reduced in order to promote use of instructional media in teaching of English language while only 18.2% of the interviewed teachers were not sure of whether the workload should be reduced or not. Teachers strongly agreed (45.5%) and agreed (45.5%) that English workload affects their acceptance in using instructional media in teaching. Similarly, majority of teachers of English (54.5%) strongly agreed that teachers of English with high workload will avoid using instructional media.

High workload can therefore have negative results on learning outcomes. Indeed, the findings are supported by Muia, Kimiti and Ndivo (2022) who established that teachers

who have less workload have adequate time to prepare for their lessons than teachers who have a larger workload. One of the reasons that could probably explain low application of instructional media in teaching and the subsequent lower learning among the public secondary schools in Mbooni East sub-county is teacher workload as also observed by Okiridu, Obulord and Yiraodi (2021) in Nigeria.

The study concluded that more workload can therefore have negative results on learning outcomes. This means that teachers with less workload have time to select and prepare instructional media for use in teaching of English language and teachers of English with high workload will avoid using instructional media. Thus, effective application of instructional media entails planning and hence, requires reasonable workload.

4.7.1. Qualitative Findings on Teacher Workload and Quality of Learning Outcomes in English language

The researcher also interviewed heads of languages department to establish teacher workload and quality of learning outcomes. In fact, in their responses, most heads of languages department argued that teachers of English language are overworked and therefore, they have very limited time to plan and incorporate instructional media in teaching.

An interview with heads of language departments shows that in almost 95% of the schools surveyed, teachers have a high workload which means limited time to prepare and plan for instructional media. In fact, one head of English department argued that;

“The workload in my school is too high, so our teachers lack enough time to prepare for classes thus they are not able to prepare teaching aids.” (HOD05).

This was the response in nearly all interviews conducted with the heads of English department except one school where the head argued that;

“Teachers have time to prepare adequately in application of instructional media in teaching of English language.” (HOD11).

These findings are in consistent with those of Abdo and Semeli (2010) who indicated that the workload that a teacher has dictates how they will prepare for the lesson and the instructional activities they will employ in their classroom. Workload may also direct a teacher’s effective usage media in teaching the findings are also in line with those of Kinyua (2009) who established that effective application of instructional media entails planning. This planning requires time and when a teacher has a high workload, chances are high that they will not have time for selection of instructional media and thus will avoid using it in teaching.

The study concludes that teachers’ workload has an influence on the application of instructional media in teaching and hence, the learning outcomes. Teachers who have a high number of lessons per week and school responsibilities lack time to implement instructional media in their lessons. High workload assigned to them results to less time for lesson preparation and hence lack of time for effective utilization of teaching aids.

4.8. Instructional Media Use and Quality of learning Outcomes in English Language

The fourth objective aimed at assessing instructional media use and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. To answer to this objective, teachers of English were asked to rank statements related to their use of instructional media on a scale of 1-5 where; 1= Strongly Disagree (SD), Disagree, 3=Not sure (NS), 4=Agree (A), 5=Strongly Agree (SA). Summary results are presented in Table 4.10.

Table 4.10: Summary statistics on instructional Media use and learning outcome in English language.

Variable	SD	D	NS	A	SA	Mean	Std.
	%	%	%	%	%		Deviation
Use of instructional media improves performance in English language	0.0	0.0	0.0	45.5	54.5	4.55	0.52
Use of instructional media motivates learners in learning English language	0.0	0.0	0.0	54.5	45.5	4.45	0.52
Use of instructional media enhances learners understanding in English language	0.0	0.0	9.1	45.5	45.5	4.36	0.67
Use of instructional media improves learners listening skills in English language	0.0	0.0	9.1	36.4	54.5	4.45	0.69
Use of instructional media improves learners reading skills in English language	0.0	9.1	9.9	54.5	27.3	4.00	0.89
Use of instructional media improves learners writing skills in English language	0.0	0.0	9.1	36.4	54.5	4.45	0.69
Use of instructional media improves learners speaking skills in English language	0.0	0.0	9.1	36.4	54.5	4.36	0.92
Use of instructional media improves learners' competence in grammar in English language	0.0	0.0	18.2	45.5	36.4	4.18	0.75

Mean: Strongly Disagree =1.00-1.80, Disagree =1.81-2.60, Not Sure=2.61-3.40, Agreed =3.41-4-20, Strongly Agree =4.21-5.00

Findings in Table 4.11 indicate that 54.5% and 45.5% of the teachers of English strongly agreed and agreed respectively that the use of instructional media improves learners reading skills as well as their competence in grammar in English language. In addition, majority of the teachers (54.5%) agreed with the statement that use of instructional media motivates learners in learning English language while 45.5% of the respondents strongly agreed. The study has also revealed that 45.5% of teachers of English strongly agreed with the assertion that use of instructional media enhances learners understanding in English language while another 45.5% agreed with this

statement. These findings imply that teachers of English in Mbooni East sub-county public secondary schools had held the view that application of instructional media is very critical when it comes to learning outcomes in English language.

Similarly, 54.5% of the teachers of English strongly agreed with the argument that use of instructional media improves learners listening skills in English language while 36.4% of them agreed with the statement. In addition, majority (54.5%) of the teachers agreed with the statement that use of instructional media improves learners reading skills in English language while 54.5% of the teachers of English strongly agreed that use of instructional media improves learners writing skills in English language. Findings also indicate that majority of teachers of English (54.5%) strongly agreed with the argument that use of instructional media improves learners speaking skills in English language while most English teachers agreed (45.5%) with the statement that use of instructional media improves learners' competence in grammar in English language.

The findings are in line with the assertions of Fidanboyly (2014) who averred that, application of teaching aids in teaching can create learners' interest, arrest learners' attention during the learning process and improve comprehension of what has been taught. The findings are also concurred with Wamalwa (2016) who underscored that the use of instructional media aids in the development of the cardinal skills in the English language which are listening, speaking, reading and writing.

The study concluded that Use of media also makes the learners form a positive attitude towards learning the English subject and this leads to improvement in their performance. Instructional media further helps the learner to understand easily, retain and be able to apply what is learned in English language to other subjects. Thus, lack

of media or inadequacy during English lessons poses a challenge to acquiring quality learning outcomes.

4.8.1. Qualitative Findings on Instructional Media Use and Quality of Learning Outcomes in English Language

The researcher also interviewed the heads of languages department to assess media use and the quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. The responses from all heads of languages department indicated that they concurred that use of instructional media enhances performance in English language. For example, when asked whether the use of instructional media influences learning outcomes in English language, one head of department had to say this:

“I strongly agree that the use of instructional media has a positive influence on learning outcomes. Instructional media creates more interest in the learners and motivates the learners, this improves their performance.”

(HOD03).

Similarly, another head of languages department argued that;

“Use of instructional media encourages students’ participation in the learning process. This motivates them too and as such, good performance is realized.” (HOD10).

The heads of languages department attributed the influence of instructional media on learning outcomes to various reasons like; instructional media increases learners’ interest, enhances their understanding, breaks the monotony, motivates learners, and also encourages participation and active learning. These views are supported by other scholars. For example, Henrich (1990) explains that visual aids make learning more

interactive and helps learners take part in the process of learning. Instructional media is vital to teaching of any subject. Similarly, Obeka (2020) asserts that application of teaching aids in the instruction of English language is very important for the improvement of learners' learning outcomes.

In conclusion the findings show that use of instructional media enhances learning outcomes in English language by motivating learners, increasing their interest in the learning, and encouraging active participation in class. This has been demonstrated by both teachers of English and the heads of language departments.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

After presenting findings, interpretation and discussion in the previous chapter, this chapter focuses on summary of those findings and conclusions. In addition, policy recommendations, limitations and areas of further research are discussed in this chapter.

5.2. Summary

This study set out to establish the use of instructional media and the quality of learning outcomes in English language in public secondary schools in Mbooni East sub-county, Kenya. To achieve this purpose, the study investigated four specific objectives. These included:

1. Establish teachers' preparedness in the use of instructional media and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County.
2. Identify types of instructional media and quality of learning outcomes in English language in public secondary Schools in Mbooni East Sub-County.
3. Establish teachers' workload and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County.
4. Assess media use and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County.

The study employed mixed approach with descriptive survey design. Data was collected from Extra County, county and sub-county public secondary schools using questionnaires, interview schedules and tests for the students where 97.23% response

rate was achieved. Two approaches were used in analyzing the data, that is, descriptive and thematic approaches for quantitative and qualitative respectively. This section presents a summary of the findings beginning with demographic characteristics.

Statistics on demographic characteristics show that there are slightly more female teachers of English language than men. Nevertheless, for the heads of languages department, the study has established equality in terms of sex distribution. Concerning sex of the form three students tested, the results show that there are more female than male students in Mbooni- East subcounty public secondary schools. Regarding the age, the study finds that most teachers of English in Mbooni East Sub-County public secondary schools are aged between 36-46 years and educationally, all of them have bachelor's degrees as their highest level of education. This means that they all meet TSC requirement on education.

Turning to learning outcomes in English language, the study has established that slight majority of the form three students reported a below average score. In addition, findings show that learning outcomes in English is relatively lower among the male students. Furthermore, the results show that sub-county public secondary schools perform poorer in terms of mastery of English language followed by county and then, extra county schools.

The next sub-section presents summary findings based on the study objectives.

5.2.1. Teacher Preparedness in the Use of Instructional Media and Quality of Learning Outcomes in English Language

The first objective investigated teachers' preparedness in the use of instructional media and quality of learning outcomes in English language. Findings show that teachers of English in public secondary schools in Mbooni East sub-county are not adequately prepared to use instructional media in teaching English language. This has been

attributed to insufficient in-service training on how to use these media as well as lack of time to prepare or select instructional media. Findings further reveal that insufficient utilization of instructional media has impacted quality of learning outcomes in English negatively.

5.2.2. Types of Instructional Media and Quality of Learning Outcomes in English Language

The second objective sought to identify types of instructional media and quality of learning outcomes in English language in public secondary Schools in Mbooni East Sub-County. The study has established that in most public secondary schools, the instructional media used are chalk boards, textbooks, pictures, and other forms of print media. Models, realia, electronic media like projector, DVDs, videos, and audio cassettes are rarely used. The unavailability of most instructional media in these schools was attributed to financial constraints and skill limitations. Thus, teaching methodologies are very limited and therefore, poor learning outcomes in English language are reported.

5.2.3. Teacher Workload and Quality of Learning Outcomes in English Language

The third objective investigated teacher workload and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. The study has revealed that in almost all the schools surveyed (95%), teachers' of English workload is very high and such as, they lack sufficient time to plan and incorporate instructional media in teaching English. In addition, the study has established that teachers' of English workload affects their acceptance in using instructional media in teaching and hence, teachers with less workload have time to select and prepare instructional media for use in teaching of English language. Thus, teachers' workload

has an influence on the application of instructional media in teaching and hence, the learning outcomes.

5.2.4. Instructional Media Use and Quality of Learning Outcomes in English Language

The fourth objective assessed media use and quality of learning outcomes in English language in public secondary schools in Mbooni East Sub-County. The study has established that use of instructional media improves learners reading skills as well as their competence in grammar in English language. In addition, teachers strongly agreed with the statements that use of instructional media improves learners' performance in English, motivates learners in class, enhances learners understanding and improves learners listening and speaking skills in English language. This means that use of instructional media is very critical when it comes to learning outcomes in English language. Furthermore, the results show that instructional media increases learners' interest, enhances their understanding, breaks the monotony, motivates learners, and encourages participation and active learning.

5.3. Conclusion

This study draws several conclusions based on summary of the findings. The study concludes that quality of learning outcomes in English language in public secondary schools within Mbooni East sub-county is slightly below average and sub-county schools perform poorly than county or extra county secondary schools. Secondly, female students outshine their male counterparts in the performance of English language.

Thirdly, teachers of English in public secondary schools in Mbooni East sub-county are not adequately prepared in incorporating instructional media in the teaching of English

language. As a result, there is poor quality learning outcomes in English language in the sub-county.

Fourth, public secondary schools in Mbooni East sub-county have limited instructional media in their teaching due to financial constraints and insufficient skills. In addition, it is concluded that teachers of English in public schools in Mbooni East sub-county have high workload which is a hindrance to their application of instructional media. Less workload enables teachers to have sufficient time to utilize instructional media which enhances learning outcomes.

Finally, the study concludes that instructional media increases learners' interest, enhances their understanding, breaks the monotony, motivates learners, and also encourages participation and active learning which ultimately leads to quality learning outcomes in English language.

5.4. Policy Recommendations

Following the conclusions, the study makes the following recommendations:

1. First, the Ministry of Education needs to allocate more financial resources to public schools to equip them and purchase all the necessary instructional resources. This will enhance learning in schools which translates into quality learning outcomes.
2. Both in-service and refresher courses for teachers should be emphasized and more resources should be directed at this noble course by the Ministry of Education. It is underscored that teachers should be updated on the modern teaching methodologies which are more efficient and effective.

3. The Teachers Service Commission should employ more teachers to reduce the workload burden. This will promote effective learning and hence, better learning outcomes.
4. Quality Assurance and Standards Officers (QASOs) and school principals should emphasize on the application of instructional media in teaching by teachers to enhance teacher effectiveness.
5. Parents and other stakeholders in schools through the Board of Management should come up with strategies on how to provide instructional media for use by teachers to enhance learners' quality of learning outcomes.

5.5. Suggestion for Further study

This study suggests further investigation into the effect of instructional media on learning outcomes in secondary schools. This study should utilize a bigger sample size from both public and private secondary schools. In addition, apart from merely testing students, the study should also incorporate their opinion or perception.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO RESPONDENTS

ROSALIA MINOO MUSAU

MACHAKOS UNIVERSITY

Dear sir/madam,

RE: PARTICIPATION IN DATA COLLECTION FOR RESEARCH PURPOSE

I am a post-graduate student at the Machakos University, pursuing Master's Degree in Education. I am undertaking research on the **Utilization of Instructional Media in Teaching of English language in secondary schools in Mbooni East Sub-County.**

To achieve this, your school is among the ones that have been chosen for the research. You have also been identified to take part in this research. I am therefore seeking your permission and assistance to collect data from you by filling in/responding to the accompanying questionnaire/interview schedule.

I reassure you that the details you give will be utilized only for educational purpose for which it is intended and will be treated with confidentiality.

Thank you in advance,

Yours faithfully,

ROSALIA MINOO MUSAU

MOBILE NO. 0728445205

APPENDIX II: QUESTIONNAIRE FOR TEACHERS OF ENGLISH

Dear sir/madam,

This questionnaire is intended to gather information for exclusively educational purposes. You have been selected to participate in a research on the Utilization of Instructional Media and the Quality of Learning Outcomes in English Language in Public Secondary schools. Confidentiality will be upheld on all the information given. Do not indicate your name on this questionnaire. Please answer all the questions as per the instructions.

SECTION A: Demographic information.

1) Indicate your gender. (**Please tick**)

Male []

Female []

2) Indicate your age. (**Please tick**)

i. Below 24 years []

ii. 25-35 years []

iii. 36-46 years []

iv. 47-57years []

v. Above 58 years []

3) Highest level of education. (**Please tick**)

Diploma []

Degree []

Masters []

4) School Category (**Please Tick**) Extra-county [] County [] Sub-county []

SECTION B: Teachers Preparedness in Utilization of Instructional Media and the Quality of Learning Outcomes in English Language

This section of the questionnaire aims at establishing your preparedness in the application of instructional media to teach English language. Please put a tick (✓) in the box provided against the statement.

Key: (A) - Always, (O) - Often, (S) - Sometimes, (R) - Rarely, (N) - Never

S/N	Questionnaire items	A	O	S	R	N
1	I have attended in-service training on how to use instructional media to promote the quality of learning outcomes in English Language					
2	I incorporate instructional media when making lesson notes to promote the quality of learning outcomes in English Language					
3	I incorporate instructional media when preparing lesson plans to promote the quality of learning outcomes in English Language					
4	I select instructional media for use in teaching English language to promote the quality of learning outcomes in English Language					
5	Universities/colleges adequately train teachers on how to use instructional media to teach to enhance the quality of learning outcomes in English Language					
6	I prepare teaching aids to use in teaching English language to enhance the quality of learning outcomes in English Language					
7	I incorporate instructional media when preparing schemes of work to promote the quality of learning outcomes in English Language					
8	I know when to use instructional media in teaching of English language to promote the quality of learning outcomes in English Language					

SECTION C: Types of Instructional Media and the Quality of Learning

Outcomes in English Language

This section of the questionnaire aims at finding out the types of instructional media that you use in teaching English language. Kindly respond by ticking (✓) in the appropriate box provided against the statement.

Key: (A) - Always, (O) - Often, (S) - Sometimes, (R) - Rarely, (N) – Never

S/N	Questionnaire items	A	O	S	R	N
1	I use print media in teaching of English language to promote academic performance in English Language					
2	I use models in teaching of English language to enhance the quality of learning outcomes in English Language					
3	I use realia in teaching of English language to enhance academic achievement in English language					
4	I use chalkboard/whiteboard in teaching of English language to promote the quality of learning outcomes in English Language					
5	I use pictures in teaching of English language to enhance the quality of learning outcomes in English Language					
6	I use compact discs in teaching of English language to improve academic achievement in English language					
7	I use liquid crystal display projector in teaching of English language to promote academic performance in English Language					
8	I use videos in teaching of English language to promote the quality of learning outcomes in English Language					

SECTION D: Teacher Workload in Utilization of Instructional media and the Quality of Learning Outcomes in English Language

Indicate the level to which you agree with the following statements about teacher workload and utilization of instructional media teaching English language. Please put a tick (✓) in the box provided against statement.

Key: (SA)-Strongly Agree, (A)- Agree, (NS)- Not sure, (D)- Disagree, (SD)- Strongly Disagree

S/No	Questionnaire item	SA	A	NS	D	SD
1	Teachers' workload affects the effectiveness in teaching of English language using instructional media.					
2	Teachers workload of more than 25 lessons per week affects the quality of learning in English Language using instructional media					
3	Teachers of English extra responsibilities in the school increase their workload					
4	Teachers of English workload need to be reduced in order to teach using instructional media to enhance learning					
5	Teachers of English workload affects their acceptance in using instructional media in teaching					
6	Teachers of English with high workload will avoid using instructional media					
7	Teachers with less workload have time to select and prepare instructional media for use in teaching of English language					
8	Teachers with less workload use instructional media in teaching of English language					

SECTION E: Instructional Media Use and Quality of Learning Outcomes in English Language

Specify the level to which you agree with the following statements about the impact of use of instructional media in teaching of English language on quality of learning outcome. Please put a tick (✓) in the box provided against statement.

Key: (SA)-Strongly Agree, (A)- Agree, (NS)- Not sure, (D)- Disagree, (SD)- Strongly Disagree

S/N	Questionnaire items	SA	A	NS	D	SD
1	Use of instructional media improves performance in English language					
2	Use of instructional media motivates learners in learning English language					
3	Use of instructional media enhances learners understanding in English language					
4	Use of instructional media improves learners listening skills in English language					
5	Use of instructional media improves learners reading skills in English language					
6	Use of instructional media improves learners writing skills in English language					
7	Use of instructional media improves learners speaking skills in English language					
8	Use of instructional media improves learners' competence in grammar in English language					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX III: INTERVIEW SCHEDULE FOR HEADS OF LANGUAGES DEPARTMENT.

This research is meant for academic purposes and seeks to gather information on the utilization of instructional media and the quality of learning outcomes in English language. Kindly answer these questions frankly and correctly. Confidentiality on the details given will be exercised.

SECTION A: Demographic information.

1. What is your gender?

Male []

Female []

2. Indicate your school category.....

SECTIONB: Teacher Preparedness in Use of Instructional Media and Quality of Learning Outcomes in English Language

1. Are all teachers of English in your school adequately trained to use instructional media in teaching?

.....

.....

...

2. Do teachers of English incorporate instructional media when preparing schemes of work and lesson plan?

.....

...

SECTION C: Types of Instructional media and Quality of Learning Outcomes in English Language

1. What types of instructional media are accessible to teachers of English language in your school?

.....
.....
.....
.....

Do you encounter any challenges in the use of instructional in the teaching of English language in your institution?

.....
.....

If any please explain

.....
.....
.....
.....

SECTION D: Teacher Workload in Utilization of Instructional media and Quality of Learning Outcomes in English Language

1. What is the state of the teachers of English workload in your school?

.....
.....

Explain how this workload affects the teachers of English application of instructional media in teaching of English language?

.....
.....
.....

SECTION E: Use of Instructional Media and Quality of Learning Outcomes

1. In your opinion, do you think use of instructional media in teaching of English language improves the quality of learning outcomes in English language?

.....
.....

Give reason(s)

.....
.....

2. From your experience, does use of instructional media in teaching improve learners' performance?

.....
.....

THANK YOU FOR YOUR PARTICIPATION

APPENDIX IV: ENGLISH LANGUAGE TEST

Name of student _____

School Category (**Please Tick**) Extra-county [] County [] Sub-county []

Gender (**Please tick**) Male [] Female []

Time 30 Minutes

SECTION A: ORAL SKILLS (6 marks)

Read the following poem and then attempt the questions below the poem

SUNSET

He moved and swayed
And looked at the azure sky,
The concoction made him high,
On the road he scampered.
And his eyes were hampered
What was he going to do?

(Rosa Blessed)

Questions

- a) Identify two pairs of rhyming words from the poem (2 marks)
.....
.....
- b) How do you say the last line of this poem when reciting it? (2 marks)
.....
.....
.....
- c) Give a word that is pronounced the same for each of the words below. (2 marks)
- i) Blue
- ii) Flour

SECTION B: READING COMPREHENSION (8 Marks)

Read the comprehension below and answer the questions set on it.

Barriers To Fast Reading

There are numerous barriers to fast reading. Movement of the head slows down the reading and makes the reader tired, pointing at words or following the print with a finger or pen slows down your reading speed to the pace of your finger moving from word to word. You should therefore only move your eyes when reading.

Some poor readers whisper to themselves when reading. Such activity slows down their reading speed to a speaking pace. You should therefore avoid the habit of reading aloud to yourself or making visible articulatory movements. Another barrier to fast reading is the tendency by some readers to move back or regress their eyes to what they have already read because they feel that they may have read a line too fast to understand it fully. Regression is only necessary if you are reading difficult and /or unfamiliar material. Too much regression is a pointer that the material being read is too difficult or the reader is either tired or has lost interest. Regression with easy reading material is a symptom of poor reading. A good reader does not need to look back frequently but reads confidently.

a). according to the passage why is pointing at words when reading a barrier to fast reading?.....
.....
..... (2 marks)

b). When should regression be used in reading?
.....
..... (2 marks)

c). Make notes on the barriers to fast reading
.....
..... (4 marks)

SECTION C: GRAMMAR (6 Marks)

a) Fill in the blank spaces below with the correct form of the word in brackets. (2 marks)

- i) His behavior was quite _____(become)
- ii) She did her work with a lot of _____(diligent).

b). Fill in the blank spaces with the correct form of a compound noun formed using the word in brackets. (2mks)

- i) There was a _____(stand)
- ii) The house needed an extreme _____(make)

c). Fill the blanks with the appropriate prepositions. (2mks).

- i) He was seated _____ his mother throughout the ceremony.
- ii) They will travel to Kisumu _____ bus.

TOTAL 20 MARKS

APPENDIX V: MARKING SCHEME- ENGLISH LANGUAGE TEST

ORAL SKILLS (6 Marks)

- a. Sky/high
Scampered/hampered (Two pairs each 1 mark)
- b. Use falling intonation because it is a WH question (Identification 1 mark)
(Illustration 1 mark)
- c. Blew
Flower (Each 1 mark)

READING COMPREHENSION (8 Marks)

a).Pointing at words or following the print with a finger or pen slows down your reading speed to the pace of your finger moving from word to word.

(2 marks)

b). Regression is only necessary if you are reading difficult and /or unfamiliar material.

(2 marks)

- c). - Pointing at words or following the print with a finger or pen
- Regressing
-reading aloud to yourself and making visible articulatory movements
-moving the head.

(Must be in point form. If not deny the mark)

(4 points each 1 mark)

GRAMMAR (6 Marks)

- a). i unbecoming
ii. diligence
- b) i. stand off
ii. make over
- c) i. beside
ii. by

TOTAL 20 MARKS

APPENDIX VI: RESEARCH LETTER: MACHAKOS UNIVERSITY



MACHAKOS UNIVERSITY
OFFICE OF THE DEAN GRADUATE SCHOOL

Telephone: 254-(0)735247939, (0)723805929
Email: graduateschool@mksu.ac.ke
Website: www.machakosuniversity.ac.ke

P.O Box 136-90100
Machakos
KENYA

REF. MksU/GS/N/036/VOL.1

4th November, 2022

The Director,
National Commission for Science, Technology and Innovation
P.O Box 30623,
NAIROBI

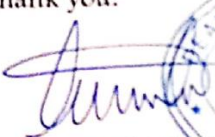

Dear Sir

RE: ROSALIA MINOO MUSAU (E55/2816/2019)

The above named is a Masters student in the second year of study and has cleared course work. The University has cleared her to conduct a research entitled: **“Utilization of Instructional Media and Quality of Learning Outcomes in English Language in Public Secondary Schools in Mbooni East Sub-County, Kenya”**

Kindly assist her with a Research Permit in order to undertake the research.

Thank you.



PROF. KIMITI RICHARD FLIER, PhD
DEAN GRADUATE SCHOOL

KRP/cm

APPENDIX VII: RESEARCH PERMIT



REPUBLIC OF KENYA



**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **269766**

Date of Issue: **16/November/2022**

RESEARCH LICENSE



This is to Certify that Ms.. Rosalia Minoo Musau of Machakos University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Makueni on the topic: UTILIZATION OF INSTRUCTIONAL MEDIA AND QUALITY OF LEARNING OUTCOMES IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN MBOONI EAST SUB-COUNTY, KENYA for the period ending : 16/November/2023.

License No: **NACOSTI/P/22/21917**

269766

Applicant Identification Number

Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

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APPENDIX VII: LETTER FROM EDUCATION MINISTRY



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams:
Telephone:
Fax:
E-mail: deombooneast@gmail.com
When replying please quote:

SUB COUNTY EDUCATION OFFICE
MBOONI EAST,
P O BOX 01,
MBUMBUNI.
21st November, 2022

Ref: DEO/ME/39/Vol1./61

TO WHOM IT MAY CONCERN

REF: **RESEARCH AUTHORIZATION**

ROSALIA MINOO MUSAU -MACHAKOS UNIVERSITY E55/28/6/2019

The above named is currently a student at Machakos University Pursuing her Masters degree,

Rosalia Minoo Musau has been licensed to conduct research as per the provision of Science, Technology and Innovations Act 2013 (Rev 2014) on the topic "UTILIZATION OF INSTRUCTIONAL MEDIA AND QUALITY OF LEARNING OUTCOMES IN ENGLISH LANGUAGE IN PUBLIC SECONDARY SCHOOLS IN MBOONI EAST SUB COUNTY -KENYA".

The purpose of this letter is to request that you accord her the necessary co-operation to complete her research.


SUB-COUNTY
DIRECTOR OF EDUCATION
MBOONI EAST
P. O. Box 21. 00127,
MBUMBUNI

JOSHUA M. MURIIRA,
SUB COUNTY DIRECTOR OF EDUCATION,
MBOONI EAST.

APPENDIX VIII: MAP OF MBOONI EAST SUB-COUNTY

