TEACHING / LEARNING AIDS AND ACADEMIC PERFORMANCE OF PUPILS IN SELECTED PRIMARY SCHOOLS OF SIONGIROI ZONE, SIONGIROI DIVISION, BOMETDISTRICT KENYA

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND PRIMARY EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

NOVEMBER 2009

DECLARATION

I **Chepkemoi Edna Milgo** do hereby declare that this research report is entirely my own original work, except where acknowledged and that it has not been submitted to any other university or institution of higher learning for the award of a degree.

Signed ..... Date 6/12/2009.....

CHEPKEMOI EDNA MILGO

APPROVAL

This research report has been submitted for examination with my approval as a university supervisor.

Signed ..... Date 6th/12/2009

MR. KIBUUKA MUHAMMAD

DEDICATION

This research report is dedicated to my beloved husband Pr. Joel Towett for his moral and financial support. My children Diana, Nathan, Kelvin and Deborah for their patience as I committed most of my time to this research.

ACKNOWLEDGEMENT

During the course of writing this research report, the researcher did not only depend on her personal experience attained in educational system of research but also made use of other people's efforts as well. I therefore wish to sincerely thank my supervisor Mr. Kibuuka Muhammed for the guidance and assistance which enabled me to complete the report successfully.

I also wish to extend my sincere thanks to the library staff of Kaboson Pastors' School and Kampala International University for their valuable assistance to get the relevant reference materials. I am very grateful to all participants of the study from the selected schools in Siongiroi zone, who ensured that they set other things aside and volunteered to participate in the study by allowing the researcher to share their thoughts, feelings and experience which made the study possible.

Foremost, I thank the Almighty God for giving me the strength to carry out this study.

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ABBREVIATIONS

KCPE	Kenya Certificate of Primary Education
QUASO	Quality Assurance Officer
AEO	Area Education Officer
H/T	Head Teacher
Pub. Sch	Public School
Priv. Sch	Private School
TSC	Teachers Service Commission
PTA	Parents Teachers Association
NGO	Non Governmental Organization

DEFINITION OF TERMS

T/L Aids	Materials that assist the teaching / learning process
Manipulative	Materials which are handled skillfully using hands.
Data analysis	Studying of facts, figures and information carefully.
Retention	To remember facts.
Equilibrium	Condition in which opposite weights or forces are in balance.
Instruments	Tools used for some particular kind of work.
Techniques	Methods used in carrying out a task.
Model	A small copy of something.

ABSTRACT

The study set out to investigate the effect of teaching / learning aids on academic performance of pupils in selected primary schools of Siongiroi zone, Siongiroi division, Bomet District – Kenya. Primary schools in this region have not been performing very well in KCPE for a number of years. Random sampling techniques were used to select 72 pupils from public schools and 24 from private schools making a total sample size of 96 pupils. The same technique was used to select 72 teachers from public schools and 24 from private schools making a total sample size of 96 teachers. Purposive sampling was used to select 12 head teachers. One instrument was employed in data collection and this was the researcher made questionnaire. Data was then presented in percentages and frequency distribution tables.

The findings of the study revealed that the most commonly available teaching learning aids in schools are the visual materials 52%) of the respondents views). Also (89% of the pupils view) are motivated to learn when teaching – learning aids are used while (92%) of the teachers support the same fact. The findings also showed that it is difficult to carry out demonstrations using learning aids in situations where classes are large. This was (100% of the head teachers view). It was also found that learning resources have a significant effect on pupil's performance. This was also (100% of the head teachers' view). The researcher concluded that teachers and pupils prefer to teach and learn, touching and manipulating learning resources since they greatly influence learning.

The researcher recommends that the relevance, suitability and applicability of learning resources should be tested before they are applied and that not all stakeholders should strive to provide them since they (learning aids) significantly boost pupil's academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focused on the background, statement of the problem, purpose of the study, objectives, hypothesis, research questions, scope, significance of the study and limitations.

1.1 Background

The foundation of every nation is the education of its youth. The way the youth of any nation are brought up and educated at the family level, pre-school, school and society determines the future of that nation.

There has been a general poor performance in KCPE examinations in the locality and it has become a great concern to various stakeholders.

Currently, no such research has been carried out in the area in relation to availability, effective usage and the competence of teachers in identification, fabrication, selection and presentation of the materials to stimulate the learning process.

1.2 Statement of the Problem

There is remarkably high dropout by pupils after primary education in the areas of study due to poor performance in KCPE examinations sat after eight years of primary education.

Most of the dropouts engage in low paying manual work and hence to supplement their little income, some of the youth resort to anti-social activities such as prostitution, thuggery and drug abuse among others. Even those who pass with low grades and manage to proceed to secondary schools, they enrol in non-competitive schools and end up performing poorly in secondary level examinations.

The high dropout could be due to lack of interest in some subjects, poor motivation and little retention of subject matter and hence it is assumed that usage of teaching aids will arouse and sustain pupils' interest in learning.

1.3 Purpose of the Study

The purpose of the study was to predict the effect of teaching – learning on the academic performance of pupils in selected primary schools of Siongina zone, Siongiri division, Bomet district, Kenya.

1.4 Research Objectives

The objectives of the study were to;

1. Find out the available teaching – learning aids in schools.
2. Determine the extent of use of teaching - learning aids in schools.
3. Determine the effect of teaching learning aids on pupils' academic performance.

1.5 Hypothesis

There is no significant relationship between teaching / learning aids and pupils' academic performance.

1.6 Research questions

1. What teaching / learning aids are available in schools?
2. To what extent are the available teaching / learning aids used in schools?
3. What is the effect of teaching / learning aids on pupils' academic performance?

1.7 Scope

This study covered some private and public primary schools within the administrative boundaries of Siongiori zone, Siongiroi division in Bomet district, Rift valley province in Kenya. The expected respondents were the head teachers of the selected schools, class teachers and pupils.

The study focused on studying the available teaching learning aids in schools, how they are used in school and the effect of those teaching / learning aids on pupil's academic performance. The study was carried out from May to August 2009.

1.8 Significance of the Study

The findings of the study can help the children in learning institutions to learn better and improve on their academic performance through the use of learning resources related to their experiences.

Teachers in the zone will benefit from this study as they are the immediate implementers of the curriculum. Therefore through this study they shall be in serviced through in-sets and seminars about learning resources. This may motivate them to use the locally available materials which in turn will make them improve their teaching approaches as well as improving the performance of the pupils in various subjects at school.

The policy makers will also benefit from the study where they shall advise the government accordingly on the system of education, they will also see the importance of curriculum review. They will also advise on the importance of using materials in children teaching.

The government through the Ministry of Education (MOE) will benefit by realizing the need of increasing teachers' seminars on learning resources so that the performance is improved.

The NGOs will also benefit from the study, they will see the importance of play materials for children learning and therefore they can see how to go about with the schools they sponsor. Also when assisting the needy schools

they will focus on the learning resources and donate them other than money.

Other stakeholders for example parents and community can benefit as their children excel in academic work. Therefore, they need to understand and be informed on the importance of learning materials.

The study will also pave way for future researchers on the same. Last but not least it will lead to the award of Bachelor's Degree of Education to the researcher at the end of the assignments.

1.9 Limitations

The researcher encountered a number of challenges in the course of carrying out the research.

Siongiroi division is a vast area and schools are located far a part. This presented a difficult task to the researcher as some of the schools were situated in areas not served by public transport, forcing the researcher to trek long distances in order to reach schools.

Time was inadequate as the collection of data was done at a time when term lessons are on. This affected the study because term's work consumed most of the available time, leaving very little for research work. The researcher therefore worked extra hours, even late into the night in order to accomplish this task fairly well.

The researcher carried out research between the months of May and July. The stated period of the year is known to be wet, the soil in the area is clay which proved to be tough to travel on during wet seasons. The bad weather posed a threat of tainting the research information of the researcher.

Some administrators did not find time to attend to the researcher which hindered the pace of carrying out research. This influenced the outcome of the research findings in a negative way.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section deals with review of related literature. It shows the theoretical framework, the available teaching / learning aids in schools, the extent of use of teaching / learning aids in schools and the effect of teaching / learning aids on pupil's academic performance.

This study relates to Piaget's theory of learning. Piaget's research has undoubtedly more often been used to determine the sequence in which concepts should be presented to children than to determine the nature of the classroom experience the children should have.

2.1 Theoretical Framework

According to the theory of Jerome Brunner, Adults make Scaffolding. By helping children to find their way to the top of the problem, they provide elements of a problem; maintain children's interest and pointing out information or giving support that will allow them to increase their knowledge and reasoning. This can only be achieved best by use of teaching / learning materials.

Children get the opportunity to manipulate, explore and interact with materials from the environment freely in order to construct knowledge (Rensick 1998). Concrete materials, pictures and photographs should be

used in learning and teaching experiences as they help in retaining the concept learnt and act as a motivating factor in learning.

2.2 The Available Teaching / Learning Aids in Schools

Piaget identified four factors that contribute to growth maturation, maturation, action on the physical environment, social interaction and the process of equilibration (self-regulation).

Development of skills aimed at achieving a desired effect can be started in Pre School through manipulation and consensus selection of materials. A prospective teacher is cognizant of the child's need to learn through physical interaction with his environment, and the types of materials available in that environment (Piaget and Inhelder 1967).

Learning occurs when behaviour changes as a result of experience. Behaviour includes inner process as well as actions. Memory means the storing of experience in such a way that it can be retrieved and used. The process includes perspective, attention, coding and enriching with meaning. Memory performance varies with age, input and various environmental aspects. Learning is an active process, not something that can be done to a person. When academic learning is measured in terms of time, focused aid can help slow learners to achieve more and to increase their self esteem and motivation. Through socialization, children learn to think, feel and behave as members of a social group.

To an adult, space resembles a customer into which objects can be placed. To a young child, space is the arrangement of the objects themselves; they here no concepts of space apart from objects. The relationship young children undertakes first arc topological (that is they think about one object's relationship to another in approximate terms but not an object's relationship to an external frame of reference or the exact relationship of one object to another. Topological relationship includes proximity, separation, order, enhancement and continuity. The child gradually constructs a nation of space. Separation from objects can be oriented in one or two ways; in terms of either a point of view – perspective space or straight lines, angles or coordinate cylinder space (Piaget and Inhelder 1967).

This study will consider pupils from Pre School though lower and upper primary. It implies that considerations will e given to various teaching – learning aids as these age groups vary.

The materials available to teachers ranges from chalk board, sees, sticky clay, sticks, blocks, ropes, buttons, models, textbooks, diagrams to overhead projectors, tape recorders and realia. The subjects can range from mathematical to agriculture.

2.3 The Extent of Use of Teaching / Learning Aids in Schools

Nowadays, the use of manipulatives as a teaching tool is widespread. Most early childhood settings have building bricks, pattern blocks, digi-blocks among others. These manipulatives not only can be used as teaching aids,

but also as materials for fostering creativity. They enable the pupils to build, design, experiment and to solve problems. Digital manipulative are now supplementing the traditional manipulative because they also afford pupils the opportunity to explore ideas and concepts beyond what the traditional manipulative can provide, for example dynamic concepts such as feedback (Rensick, (1998).

Robotic manipulative extend to potential of digital manipulative to enabling children to use their hands and develop fine motor skills as well as eye-hand coordination. But even more important, they provide a concrete and tangible way of understanding abstract ideas.

The fact that maturation is one factor influencing the way the child's knowledge develops does not imply that Pieaget espouse an emerging curriculum dictated only by the current interests and capabilities of children. It does suggest however that certain kinds of curricula activities are more appropriate for certain ages than for others. As Piaget noted "there is need to recognize the existence of a process of mental development, that all intellectual material is not invariably assimilable at all ages and should take into account the particular interests and needs of each stage. It also means that environment can play a decisive role in the development of the mind, the taught content of the ages of which they occur, are not immutably fixed that sound method can therefore increase the learner's efficiency an even accelerate their spiritual growth without making any less sound". (Piaget (1966).

The components of modelling are attention, symbolic presentations in memory, new integration, or motor acts and control of selection through incentive or motivational process.

Early childhood is when and where children begin to discover that math is all around them. Thy use, enjoy and think about math and don't even realize it. Math activities are embedded in real life activities and help children develop language as they ask questions develop fine motor skills as they touch and move objects and improve social skills and they work with parents and others on a problem (Fromboluti & Rinch, (1999). All children develop at different rates. Visually impaired students may need extra time to develop and learn, so it is extremely important that they are given opportunities to participate and learn at an early age. There is a great wealth of information on teaching mathematics in early childhood that is not specific to visual impairment. Nevertheless, many of these activities either need no adaptation or can be easily adapted.

2.4 The Effect of Teaching – Learning Aids on Pupil's Academic Performance

Joan Tamburrini (1999) emphasized that effective teaching strategies in early childhood years are vital and that "direct" teaching is only one form of teaching. "Indirect" methods, less obvious, less tangible, but properly organized are an important part of work with young children.

Through play and play things, the learning process develops. The play things by themselves do not teach but help to develop specific skills,

concepts and ideas. These may be college materials, water, etc. Learning occurs in areas of language and vocabulary development, numbers and measurement ideas thinking skills, symbolic thought and perceptual motor skills. Perception, attention and curiosity represent the thought process of obtaining information from environment. Recent interest in the process of attention and curiosity has led to research on measures of attention that have provided relatively passive indices of perception.

The various techniques of applying external stimulants to the learning process are variable as the learners go through different stages from nursery to upper primary. To put piagetian concept into action therefore, above all else, requires a thinking teacher. He / she should be beyond the child's verbalization and manipulations and tries to understand what thy mean to the child. This way of looking at and thinking about children is far from easy. It adds, however, a new and satisfying dimension to teaching.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on research design, area of the study, study population, sample size and sampling techniques, procedure, data analysis.

3.1 Research Design

This study employed a descriptive research design. The descriptive case study has an advantage of being fairly exhaustive. This is because it permitted the researcher to gather comprehensive, systematic and in-depth information about each case of interest, Patton (1990)). Young (1956) pointed out that exhaustive studies describe accurately the relationships of variables and processes and recommend the qualitative and nature of the descriptive case study in terms of being exhaustive.

Through this method, the researcher got two sets of data. These are retrospective (learners' poor performance) and independent variables (pupils, teachers and learning aids). From these, the researcher was able to determine the relationships between them.

3.2 Area of Study

This study was carried out in Siongiroi zone, Siongiroi division, Bomet district, Rift Valley province in Kenya. The zone had twenty (20) primary schools. There were fifteen (15) public schools and five (5) private schools

out of the twenty. The study targeted twelve schools (60%). The private and public schools were purposively selected. The study area was highly populated and more than 60% of the population were illiterate. The researcher expected the selected respondents to air their views concerning the high dropout and poor performance in their schools.

3.3 Study population

The respondents of this study were the head teachers of private and public schools, teachers and pupils. These respondents were required to give information on the available teaching / learning aids in their schools, the extent of use of teaching / learning aids and the effect of teaching / learning aids on pupil's academic performance.

3.4 Sample Size and Techniques

The expected size of 204 respondents was made up of twelve (12) head teachers, ninety six (96) teachers and ninety six (96) pupils. The head teachers were purposively selected but simple random technique was used to select both the teachers and the pupils. This type was useful in that it ensured all schools and respondents stand an equal chance of being picked. The fifteen public schools were listed and given numbers. Small papers were then printed 1 – 5 and the papers wrapped and put in a box, they were shaken and nine (9) were picked. The five private schools were also numbered 1 – 5 and printed papers wrapped and put in a box, shaken and the three 3) were picked.

The twelve schools represented by the randomly picked numbers according to the list were sampled representing schools.

From the selected schools, the teachers and pupils were stratified into upper and lower classes. The lower classes were from class 1 – 3 and upper were class 4 – 8. The teachers in charge of the classes was purposively selected and each class representative (prefect) was purposively selected to present pupils, hence there were eight teachers and eight pupils from each school.

The identified respondents participated in filling the questionnaires. In case the purposive method of selecting teachers and pupils indicated gender biasness, random method was used.

3.5 Instruments

The researcher used questionnaires to collect data for the study. Three sets of questionnaires were used; for the administrators, the class teachers and pupils. The questionnaires were closed-ended questions where the respondents were required to tick all that applied. They were reliable since the information or data collected was kept for analysis.

3.6 Procedure

Once the proposal was approved, the researcher got an introductory letter from the Head of Department, Faculty of Education Kampala International University. The researcher then took the letter to the AEO Siongiroi Division who recommended for further assistance in the sampled schools. Due to

short time schedule, the research did not send the questionnaire by post but delivered them personally from the first week of May 2009.

Meanwhile, a pre-test of the questionnaire was made at the school where the researcher was teaching. Comments and suggestions made by respondents were considered and incorporated. Pre-testing helped in enhancing the reliability of the instrument.

3.7 Data analysis

Descriptive statistical techniques were used to analyze the data. Data analysis was done manually using a coding scheme where all variables and responses were assigned numerical values to ease tabulation and analysis. Descriptive techniques like frequency distribution tables were used to present the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter shows data description, the available teaching / learning aids in schools, the extent of use of teaching / learning aids in school and the effect of teaching / learning aids on pupils' academic performance.

4.1 Data Description

The study was based on data collected from questionnaires answered by 11 head teachers, 96 teachers, pupils of three private and nine public schools in the zone. Table 4.1 shows the response rate in percentage of the sample planned and the actual response.

Table 4.1: Response rate

Respondents	Sample planned	Actual response	Response rate
Pupils	96	79	82%
Teachers	96	79	82%
Head teachers	12	11	82%
Total	204	169	83%

Table 4.1 shows that the response rate for both pupils and teachers was equal 79 (82%) each. The response rate for the head teachers was 11 (82%) which was very good. The total response rate according to the table was 83%. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented more than 80%.

4.1.1 Description of Respondents by Gender

The researcher used both male and female among teachers and pupils. A summary of the data description according to gender is as per table 4.2.

Table 4.2: Description of respondents by gender

Gender	Frequency	Percentage
Male	88	52%
Female	81	48%
Total	169	100%

Table 4.2 shows that 88 (52%) of the respondents were male and 81 (48%) were female. This indicated that the study was dominated by male respondents.

4.1.2 Description of Data According to the Nature of Schools

In this case the researcher administered questionnaires to both private and public primary schools in the zone. Table 4.3 shows the number of private and public schools in Siongiroi zone.

Table 4.3: Description of data by nature of school

Nature of school	Frequency	Percentage
Private	3	27%
Public	8	73%
Total	11	100%

It is clear in table 4.3 that the majority of the schools in the zone nine (73%) are public schools only three (27%) are private schools. This implies that the study was dominated by respondents from public schools.

4.2 The Available Teaching / Learning Aids in Schools

There are many teaching / learning aids used in schools for example audio, visual and audio visuals. The available teaching / learning aids in schools visited were obtained when the researcher administered questionnaires to pupils, teachers and head teachers. The findings are summarized in table 4.4.

Table 4.4: Available teaching / learning aids in schools

Type of teaching/learning aid	**Frequency**	**Percentage**
Visual	97	52%
Audio	50	27%
Audio visual	40	21%
Total	187	100%

It is clear in table 4.4 that majority of the available learning aids in school (52%) are visual (non – verbal), 27% are audio and only 21% are audio visual. This indicates that most of the schools especially the public schools have only visual aids but audio and audio visual aids are rarely found in most schools.

4.3 The Extent of Use of Teaching / Learning Aids in Schools

To investigate on this issue, the researcher used questionnaires answered by the learners, teachers and head teachers.

4.3.1 Questionnaires were administered to pupils to gather data on whether they get motivated when teachers use teaching / learning aids. Their response was as per table 4.5.

Table 4.5: Learners response on learning aids and motivation

Response	**Frequency**	**Percentage**
Strongly disagree	3	3%
Disagree	5	6%
Uncertain	5	6%
Agree	12	15%
Strongly agree	55	70%
Total	**79**	**100%**

From table 4.5, the majority of the learners represented by 85% agreed to the statement that usage of teaching – learning aids motivate learning. Those who strongly agreed were 55 (70%). Only seven (9%) disagreed. This indicated that most of the pupils would prefer that teachers use teaching – learning aids more often.

4.3.2 Teachers' Response on Teaching / Learning Aids and Motivation

The researcher wanted to get the teachers' view on whether pupils get motivated when teachers us teaching – learning aids. The teachers' responses are as summarized in table 4.6.

Table 4.6: Teachers response about the influence of teaching / learning aids on motivation

Response	Frequency	Percentage
Strongly disagree	0	0%
Disagree	3	4%
Uncertain	1	1%
Agree	55	70%
Strongly agree	20	25%
Total	79	100%

The results of the study clearly show in table 4.6 that the majority of the teachers, 95% agreed to the statement that usage of teaching – learning aids motivate learners. Those who strongly agreed were 25%. Only 4% disagreed. This indicated that most of the teachers agree that actually teaching aids motivate learners.

4.3.3 Head Teachers Response about the use of Teacher / Learning Aids to Motivate Learning

In this case, questionnaires were administered to the head teachers to gather data on whether pupils get motivated when teachers use teaching / learning aids. The findings were summarized in table 4.7.

Table 4.7: Head teacher response about the influence of teaching / learning aids on motivation

Response	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Uncertain	1	9%
Agree	4	36%
Strongly agree	6	55%
Total	11	100%

Table 4.7 shows that the majority of the head teachers, 91% agreed to the statement that usage of teaching / learning aids motivate learning. Those who strongly agreed were 55%. None disagreed. This indicated that most of the head teachers would prefer their teachers use teaching / learning aids to improve performance.

4.3.4 Teaching Learning Aids and Retention of Facts

The researcher wanted to get pupils' teachers and head teachers view regarding whether the pupils retain the taught subject matter when

teaching – learning aids are used. The findings are as summarised in table 4.8.

Table 4.8: Pupils, Teachers and Head Teachers' Response about the Influence of Teaching Aids on Retention

Response	Frequency	Percentage	Heat teachers
Strongly disagree	0	0	0%
Disagree	2	3	0%
Uncertain	2	3	0%
Agree	21	23	4%
Strongly agree	54	50	7%
Total	**79 (100%)**	**79 (100%)**	**11 (100%)**

Table 4.8 clearly shows that the majority of the pupils 95% agreed that they tend to retain more of the taught subject matter when the teachers use teaching / learning aids. Only 3% disagreed. This indicated that more of the pupils appreciated the use of teaching aids as they tend to learn more.

At the same time, it is clear from the teachers' response that the majority of teacher, 92% equally agrees that pupils tend to retain more of the taught subject matter when they use learning aids. Only 4% disagreed indicating that more of these teachers appreciated the use of teaching aids as they tend to achieve more.

The same table shows that all the head teachers 11 (100%) agreed that pupils tend to retain more of the taught subject matter when the teachers use teaching / learning aids. This indicated that they all recommend the use of teaching aids as pupils tend to learn more.

4.3.5 Teaching Learning Aids and Class Population

Questionnaires were administered to teachers to gather data on whether class population has affected the usage of teaching / learning aids. The findings are as summarized in table 4.9.

Table 4.9: Effect of class population on usage of teaching / learning aids

Response	Frequency	Percentage
Strongly disagree	0	0%
Disagree	2	3%
Uncertain	4	5%
Agree	30	38%
Strongly agree	43	54%
Total	79	100%

The results of the study as per table 4.9 clearly shows that the majority of the teachers 92% agreed with the statement that class population affect the usage of teaching / learning aids. Only 3% disagreed. This indicated that more teachers would prefer a medium size class for effective use of teaching / learning aids to benefit the learner.

4.4 The Effect of Teaching / Learning Aids on Academic Performance

For this case the researcher administered questionnaires to head teachers to collect the data on whether the availability of teaching / learning pupils. Their responses are as indicated in table 4.10.

Table 4.10: Learning aids and academic performance of pupils

Response	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Uncertain	0	0%
Agree	3	27%
Strongly agree	8	73%
Total	11	100%

According to table 4.10, all the head teachers agreed that availability of teaching / learning aids enhances good academic performance. This indicated that they all agree on the importance of teaching / learning aids.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDAITONS

5.0 Introduction

This chapter shows the summary of major findings, conclusion and recommendations. The area for further research is also indicated here.

5.1 Summary of Major Findings

The main objectives of this study were to find out the available teaching – learning aids in schools, to determine the extent of use of teaching learning aids in schools and to determine the effect of teaching – learning aids on pupil's academic performance.

One of the findings of this study was that there were no enough facilities and equipment in most schools. Only 21% of the respondents had audio visual aids in their schools. Those who had audio aids were 27% and the majority (52%) had only visual (non – verbal) materials.

It was also found that majority of the pupils (89%) are motivated to learn a particular topic when teaching – learning aids are used. Only 11% were uncertain about the same. About 92% of the teachers agreed that pupils retain facts when teaching – learning aids are used and only 4% disagreed. The biggest number of head teachers (89%) viewed that pupils recall more of what they see, touch and manipulate than when they are just told.

It was also discovered in this study that situations where classes are large, it is difficult to carry out demonstration using learning aids. All the head teacher (100%) agreed that this was a major problem in their schools especially with the recent introduction of Free Primary Education (FPE) in Kenya.

The study also found that usage of teaching – learning aids improves the academic performance of pupils. All the head teachers (100%) both from public and private schools agreed to the statement that the academic performance of pupils is greatly influenced by the use of learning materials.

5.2 Conclusions

Basing on the findings of this study, it is concluded that among the three types of learning aids; visual, audio and audio visual, the ones which are mostly found in schools are visuals (non-verbal).

The researcher concludes that pupils are motivated to learn a particular topic when teaching – learning aids are used. It is implied in this study that teachers and pupils prefer to teach and learn with resources since touching and manipulating them make the lesson interesting.

It is further concluded that in situations where classes are large, it is difficult to carry out demonstrations using learning aids. All the head teachers termed this as a major problem in their schools.

It is finally concluded that learning resources have a significant effect on pupils' academic performance.

5.3 Recommendations

Basing on the above findings and conclusion of the study, the researcher recommends that learning resources should be provided to pupils by either parents or education officials like school administrators and ministry of education, but their validity should be tested. They have to ensure that these aids are suitable for a particular topic or context. This is to say that teaching – learning aids should not only be interesting but should also be relevant and applicable.

Also, learning should be made interesting by teachers and others so as to boost learner's readiness and willingness to learn. Teachers and pupils should be motivated properly, for example through good rewards to good performers and problem solving techniques in class, which make pupils more participative in class and hence they will develop interest and willingness to learn.

The government, Non – Governmental Organizations (NGOs) and other stake holders should strive to construct more classrooms so as to have manageable class populations for effective use of teaching – learning aids.

There is need for pupils learning to be boosted by teaching resources, especially those that affect their attitude and psychological tendencies.

5.4 Areas for Further Research

Further studies should be conducted in the following areas:-

Suitability of learning resources to particular content and topic, Reasons why teachers are not using teaching – learning aids often, a similar study may be conducted using a more suitable method than the one used in this study.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

TO WHOM IT MAY CONCERN:

Dear Sir/Madam.

RE: INTRODUCTION LETTER FOR MS/MRS/MR. CHEPKEMOI EDNA MILGO

REG. # BED/15077/62/DF

The above named is our student in the Institute of Open and Distance Learning (IODL) pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

TEACHING - LEARNING AIDS AND ACADEMIC PERFOMANCE OF PUPILS IN SELECTED PRIMARY SCHOOLS OF SIONGIROI ZONE, SIONGIROI DIVISION, BOMET DISTRICT - KENYA

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

APPENDIX II: INSTRUMENTS

QUESTIONNAIRES

The following questions were designed to find out the effects of teaching-learning aids on academic performance of pupils in primary schools like yours.

Please read each statement carefully and respond accordingly.

- If you strongly agree with the whole statement, tick the "SA"
- If you only agree with the statement to some extent, tick the "A"
- If your view regarding the statement is uncertain, tick "U"
- If you disagree with the statement then tick "D"
- If your point of view strongly disagrees with the whole statement, then tick "SD".

1. What is the nature of your school?

   Public ☐

   Private ☐

2. Gender

   Male ☐

   Female ☐

3. What t is your position in school?

   Pupil ☐

   Teacher ☐

   Head teacher ☐

4. What are the available teaching – learning aids in your school?

   Visual(non-verbal) ☐

Audio ☐

Audio visual ☐

5. Usage of teaching – learning aids help learners retain the given information (subject matter)

SA	A	U	D	SD

6. Non-usage of teaching – learning aids negatively affects learning

SA	A	U	D	SD

7. Use of learning aids tends to motivate learners

SA	A	U	D	SD

8. Availability of learning aids tends to improve academic performance in our school.

SA	A	U	D	SD

9. High class population reduces the effectiveness of using teaching aids

SA	A	U	D	SD

10. Do teachers in your school mostly use learning aids?

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11. How has been the academic performance in your school?

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