

**TEACHER RELATED FACTORS INFLUENCING THE INTEGRATION OF  
AUDIO VISUAL AIDS INSTRUCTION IN GEOGRAPHY ON STUDENTS  
PERFORMANCE IN TRANS-NZOIA WEST DISTRICT,  
RIFT VALLEY KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN  
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A BACHELOR OF EDUCATION OF  
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UNIVERSITY**

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## **DECLARATION**

I Bukelembe Beatrice do hereby declare that this is my own original production and that it has never been submitted to any institution for the award of a degree or any other award.


Signature..... Date.....

**BUKELEMBE BEATRICE**

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## APPROVAL

This report is resulting from the researcher's efforts on **teacher related factors influence the integration of Audio aids in Geography on student's performance in Trans-Nzoia Rift valley Kenya**. It was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor's degree in education of Kampala International University.

Signature ..... 

Date..... 27/10/2009

**Mrs. TALIGOOOLA DEBORAH NABUSETA**

## **DEDICATION**

This research report is dedicated to my lovely daughter Leahbell and sons Bramwell, Enock, Danvick and Jeff-Walusunas for prayers and support, moral, spiritual and financial. My husband Daoudi, sisters and brothers who motivated me. To all my family members and friends who stood by me, a family I owe it all is Mr. and Mrs. Richard Mulongo who prayed to God and their timely support always.

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I wish to thank all the teachers who shaped my academic career right from my primary to the University in particular I have to offer special thanks to all my geography teachers encouraged me to contrite on it after realizing my potential. Also I would like to acknowledge the services of the people who have greatly helped and encouragement in producing this work.

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My lecturers who have enabled me acquire the relevant knowledge to compile this report. I thank every one because without you this work would not have been a success

**May the almighty God bless you all**

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## **ABSTRACT**

This study examined teacher related factors and the integration of audio visual aids in instruction of geography in Trans Nzoia district Rift valley province Kenya. The following objectives guided the study; to examine the availability and usage of Audio visual aids by Geography teachers in selected schools in Trans Nzoia West district, Kenya. To establish the influence of skills/Competence/gender differences on the teachers attitudes towards the use of Audio visual aids in Geography instruction. To determine how Audio visual aids used in instruction affect academic performance in geography subject.

The sample study consisted of 16 secondary schools drawn from study population through the process of purposive random sampling. The instruments used to collect data were the inventory and a questionnaire. The analysis of data was also carried out. The findings showed that the performance level of students in geography was low. The number of teachers in post did not match the approved teacher quota per school. Based on findings, it was recommended that more specialist teachers in geography should be recruited and posted to all secondary schools in the district. The ICTS together with the ministry of education should intensify efforts in monitoring schools to ensure that teachers use the appropriate teaching method that would enhance effective teaching of geography in all schools in the nation.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the study**

The importance of Geography in secondary school curriculum can not be overemphasized. As one of the required subjects in the curriculum of secondary schools in Kenya National Policy, Geography is being taught in the whole school being a compulsory Art subject in lower (form 1 and form 2) but it is optional in Form 3 and 4 that is (8:4:4 system).

The effective teaching of Geography could be managed by integrating Audio-Visual aids which could lead to examining the methods of teaching applied by teachers vis-à-vis the performance of students in school examinations (Adeyemi, 1998). It could also be measured by the level of a teachers subject matter competence which Mullens (1993) regarded as a prime predictor of student's learning. However when a teacher teaches at the limits of his knowledge, he can do nothing better than recite his notes to the students while the students would just be passive receivers. As a result, pupils are often denied the ability to achieve because their teacher does not have enough knowledge to help them to progress (Perry, 1992).

The teaching of geography is being done by secondary school teachers using different methodologies which require use of instructional materials (aids) (Aremu, 2001). Among the many instructional aids are auditory, visual, audio-visual, aids through activity (field study) and model collections (Kochhar, 1997). Audio Visual techniques include; radio, television, films, slides, transparencies, audio tutorial medial activated learning groups, school journeys and other types include dramatization, booklets, newspapers and magazines. Audio visual aids

are not aids to teaching but they aid in learning and improve teaching by enabling comprehension of topics thus encouraging students interest in learning. As teaching aids they enhance discussion, research, problem solving, dramatization as well as the expository method (Ajayi, 2004).

The successful utilization of these audio-visual aids depends upon the nature of the teaching force in geography. As one of the key inputs and the hub of the educational system (Ukeje, 1979), teachers constitute an important aspect in student's learning. Considering this point, scholars argued that the level of performance in any school is intimately related to the quality/skills of its teachers while the quality of any school system is a function of the aggregate of teachers who operate it. Towards this end, Gomwalk (1986) reported that experienced teachers who fumble as they teach tend to frustrate and discourage and scare students away. Thus effective teaching is likely to be absent if it can not be situated within a philosophy of meaning purpose and achievement (McClelland, 1995).

A critical look at the education industry would reveal that school output has not justified the inputs incurred (Adeyemi, 1998). To this he argued that there is the need to develop teaching techniques that would make teaching/teachers more effective. He suggested that the use of multi-media teaching techniques would assist teachers in delivering effective instruction. A solid and comprehensive background of students in Geography knowledge could thus boost their performance and better exam results.

The researcher considered the above views and findings of various researchers; hence this study explored the techniques and learning aid use in teaching of geography in secondary schools of Trans-Nzoia West Kenya in a bid to determine which appropriate method would enhance effective teaching of Geography in secondary schools in our country. The KCSE results show low or poor

performance since 2004-2007 in the selected secondary schools. Low/poor performance in this research means scoring grade C and below. In Trans-Nzoia West district, Rift Valley province of Kenya found in Saboti constituency in all the 26 secondary schools offered Geography as social science amongst others but students registering as Geography candidates are generally lower compared to other Arts/Humanity subjects hence the need for this research.

### **1.1 Statement of the problem**

A common observation within the school system shows that many secondary school students regarded Geography as a difficult subject which has a wide scope. The low performance level of students in the subject in KCSE (Kenya certificate of Secondary examination) give evidence to this point. The contention of researchers is that the teaching strategies used in many schools might not have been appropriate enough to allow for effective teaching of the subject. The problem of this study, therefore was to determine what best teaching strategies, and learning aids should be applied in fostering effective teaching of Geography in the classes of secondary schools in Trans-Nzoia west Kenya.

### **1.2 Purpose of the study**

The main purpose of this study was to investigate the teacher related factors influencing the integration of Audio Visual aids in Geography instruction in secondary schools in Trans-Nzoia West district Kenya.

### **1.3 Specific Objectives**

The following objectives guided the study;

- i. To examine the availability and usage of Audio visual aids by Geography teachers in selected schools in Trans Nzoia West district, Kenya.
- ii. To establish the influence of skills/Competence/gender differences on the teachers attitudes towards the use of Audio visual aids in Geography instruction

- iii. To determine how Audio visual aids used in instruction affect academic performance in geography subject.

#### **1.4 Research questions**

How accessible are the audio visual aids to Geography teachers in school and to what extent are they used for geography instruction in the selected school in Trans-Nzoia west district Kenya?

Do the following characteristics affect the teacher's ability to integrate teaching learning resources into the teaching of geography skills, attitude and gender?

What are the impacts of teaching/learning resources on student's performance in geography?

#### **1.5 Scope of the study**

The study was limited to Geography teachers in Trans-Nzoia west district in Rift Valley province Kenya. The study confined itself to teacher related factors influencing integration of Audio Visual aids in teaching and learning geography. These included gender differences vis-à-vis teacher's attitudes towards the use of audio visual aids to instruction, availability and usage of Audio Visual aids to geography teachers. The following schools were studied; Nabunga secondary school, St. Bridgid's Girls secondary school; St. Joseph's Girls secondary school; St. Joseph Boys secondary school; Masaba secondary school, Kabuyefwe boys secondary school; Koi Koi mixed secondary school, Mafutu secondary school and Kiungani secondary school.

#### **1.6 Significance of the study**

The Geography teachers, teacher trainers and students shall benefit from the findings of this study by contributing towards great realization of audio visual

aids as a teacher/learning resource in geography hence improve performance of this subject in the national (KCSE).

The effective use of Audio Visual aids enabled students to recognize real features on landscape other than memorizing hence boost excellent performance in geography exams. This point is some students pass exams through memorization but can not apply or recognize the physical feature features for example glaciers, mountains, wildlife thus when mere verbalization takes preponderance over audio visual instruction; by learning and seeing; grandaunts attained skills and get direct entry into employment.

To the ministry of education officials and entire Geography stakeholders, these findings on Audio-visual aids use in Geography are bound to improve pedagogical practices of promoting teachers creativity/self pacing which improved performance in Geography in Kenyan Secondary schools. Teachers and students attitudes towards Geography was changed. The findings shall provide a guideline base for curriculum developers (KIE) to establish/revise Geography curriculum structured to incorporate more audio visual devices for example computers to facilitate better learning of Geography concepts and new environmental concepts.

The book publishers should find these findings helpful for given guidelines; they included audio visual aids/computer devices in textbooks, VCDs, DVDs on given topics for marketing.

The researcher hopes this report provides a useful source of geographical information to all those in need of it, especially library users who want to enrich their modern scientific information in Geography subject instruction.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

Teaching is changing and in many ways, becoming a more difficult job because of increasingly numerous contradictory expectations including the following;

We are living in an age of information overload with the expectation that students will learn high level skills such as how to access, evaluate, analyze and synthesize vast quantities of information. At the same time, teachers are evaluated by their ability to have students pass tests that often give no value to these abilities.

Teachers are expected to meet the needs of all students to solve complex problems that require knowledge necessary across many subject areas even as they are held accountable for the teaching and learning of isolated skills and information.

Teachers are expected to meet the needs of all students and move then towards fulfillment of their individual potential even as they are pressured to prepare students for maximum performance on high stakes assessment tests are the primary measures of student and school success.

Technology can assist with some of the above expectations, and make geography teachers and their students more successful by preparing for teaching rich future, if educators can infuse appropriate technologies (fore example Audio visual aids) in geography lessons that enable students to solve complex problems for example frequent misuse of the environment, the long overdue concern over resultant consequences and need for careful management, together with the application, where appropriate, a modern scientific approach using statistical



methods in investigations. The researcher considers three factors that affect student's performance in Geography subject at KCSEL level.

The Kenya National conference on education (2003) mandated the ministry of education to develop a new policy framework for the education sector. The policy embraces Education for all (EFA) and the Millennium Goal (MDG). The policy states that;

- The Long-term objectives of the government are to provide every Kenyan with a basic quality education and training. This aims at enhancing the ability of Kenyans to preserve and utilize the environment for productive gain and sustainable livelihood.
- Development of quality human resource is central to the attainment of national goals for industrial development
- The realization of universal access to basic education and training ensures equitable access to education for all children.
- Education is necessary for the development and protection of democratic institution and human rights

The Koech report (2000) recommended total integrated quality education and training (TIQET) which was partially adopted especially curriculum rationalization.

Ndiku (2003) on studies in the literature indicate that there is limited technical expertise for transformation of national curricula to digital education curriculum. This present study strives to fill the gap by establishing the appropriate computer programming skills required to help teachers use computer and audio visual aids in Geography instruction. Studies have reported 'computers in dedicated suites as opposed to classroom based computers. This lack of access to reliable equipment in the specific classes is a barrier common (Hadley and Sheingold, 1993; OTA, 1995; Manouchehri, 1999).

Muriithi (2005) has argued that in Kenya like most developing countries, ICT usage is still limited to computer literacy training. She contents that the present ICT curriculum merely deals with "teaching about computers and not how computers can be used to transform the teaching and learning in our schools. In her thesis, she says that integration should consider learning pedagogy, the pattern of student use of ICT, and the extent of use in teaching and learning programmes. A wide range learning technologies should be selected and incorporated into the teaching and learning progress.

Glennan and Melmed (1995) wrote "technology without reform is likely to have little value. Wide spread reform without technology is probably impossible". This implies that successful improvement of technology, science, mathematics and Geography education is of high importance to our future. In 2002, 100 high tech executives met with President Bush to discuss the future of technology. They indicated that improving mathematics and science education ranked next to national security and broadband internet access was one of the most important considerations for improving economic growth in their companies. Basing on this argument therefore from the beginning of the computer age, educational researchers and practitioners have told us that for technology use to be successful in our schools it needed to be closely tied to school reform. Given this vital role of technology in today's world, this critical issue was meant to examine the value of effective technology (the researcher chose on audio visual aids) use in classroom with specific reference to geography instruction programs and curricula.

In considering research on technology, Fulton (1998) in an essay titled "a framework for considering technology effectiveness" noted that the following caveats must be taken into account;

- Technology keeps changing as hardware and software, new educational opportunities appear

- Educational technologies are used in classroom settings, which rarely provide optimal conditions for their use.
- Research findings and results are often inappropriately generalized across grade levels, students, subject matter, types of technologies, and applications
- The teacher is the key variable in technology implementation and effectiveness
- Technology's impact on teachers and their practice should be considered as important as student effects because students move on but teachers remain to influence many generations of students.

The Pew internet and American life project (Levin and Arafeh, 2002) found that teenagers use the internet extensively. About 17 million students ages 12-17 use the internet to finding information for school research that number represents 94% of the youth in that age bracket. According to the study, students are positive about the use of internet to do their school work. Students complete their school work quickly; they are likely to get stymied by material they do not understand; their papers and projects are more likely to draw upon up-to-date sources and state of the Art knowledge, they are better at juggling their school assignments and extra curricular activities when they use internet. The factors students perceive to hamper technology use were insufficient teacher knowledge, the students lack of quality access and presence of excessive filtering systems which prevent them from accessing significant sites, and poor quality internet related assignments from their teachers. This prompts us to enhance/encourage teachers to use audio visual aids in Geography instruction.

Painter (2002) noted that results, measures of success in developing technology evaluation instruments and protocols depends on the teacher quality and philosophy with integration to enable inferring of important information about complex cognitive process from direct observation and the rate of technology development that challenges evaluators abilities to keep pace. Such findings

suggest that the medium of instruction makes a difference in the accuracy and value of assessment in the classroom. Russel and Haney (1997) studied the effects of testing using computer versus pen and discovered that higher cognitive level responses are written on computers than those written by hand; hence suggest the need to not only teach using modern technology but evaluate or test using appropriate technology hence teachers should implement for computerized tests using appropriate keyboarding skills. Cohen, a pioneer in the effective use of technology in social sciences, ascertain that technology use is important to learning expectations and teachers have necessary skills and knowledge to effectively use technology; for this produces favourable results (Kulik, 2002).s

Duffy et al (1993) has identified tools for building a constructivist learning environment. In his Article designing constructivist learning environments, he emphasizes problem/task representation tools as being helpful in developing the learners mental modes of objects, systems or other phenomena that bring about visual/spatial capabilities. Visualization tools help learners to construct those mental images and visualize activities. Status and dynamic knowledge modeling tools for building stimulations of those systems and processes and for testing them. He also advocated for performance support toots to offload cognitive responsibility, information gathering tools to facilitate seeking out/filtering information, and finally conversation/collaboration tools which support reflection of learned knowledge by analyzing the community impact as the learners implement what they learned in class.

### **Audio visual availability, teachers accessibility and usage of computer and audio visual aids**

The Kenya school Net found that almost 40% of the schools had less than 10 computers and therefore inadequate for teaching and learning thus are used for administrative purposes. Only one thirf of the schools surveyed had dedicated

computer laboratories. Also many schools relied on the donation of visual aids as opposed to sourcing locally. In US teacher use of internet or computers was high but intensive use was far less. The NCES study found that computer teachers were largest users, followed by academic subjects like English, Social studies and science and mathematics. Overwhelmingly, high users group were made up of teachers with fewer years of experience, with a ratio of 1:4 secondary students and most schools networked, but lack of access to reliable equipment and technical support is a barrier to integration of computers into learning in secondary schools. In Kenya, studies showed the ratio of computer to students in secondary schools to be 1:150 a high level of poverty hindering access to internet, limited rural electrification and frequent power disruption (power rationings).

In Geography instruction, the use of a multimedia computer, one that allows the user to combine images, sounds, text and graphics (William and Louis, 1994) can enhance learning of students for they can perfect the students lecturers mind by use of full motion pictures. It is a common belief that when a student is told he forgets, when the student sees he remembers, and when the student practically does what he has been told and seen he remembers. Illustrations say cartoons can be drawn and this could be accompanied by voice to emphasize a point (Muyinda, 2001).

Sometimes there can be resistance from employees to use modern IT or from the employers to acquire and adapt new IT (Sallemi, 1997) gives some reasons for this state of affairs as: fear of change, fear of losing jobs, fear of failure, loss of control, lack of understanding or sensitization and others claim computers or new technologies for example audio visual aids, it is important to consider for example audio visual aids, it is important to consider managerial, policy and technical factors (Vernon, 2000) states that development in hardware and communication technologies have led to dramatic rates of development in

technologies for processing, storing and transmitting information that is doubling performance and halving costs as experienced in the North.

Television teaching is difficult and time consuming, faculty members are much more likely to participate if they feel that this activity is valued not only by their colleagues but also by their administrative officials and one evidence of support is reduction in teaching load for television instructors (McKeachie, 1978). Television enables a department to provide instruction that would otherwise be difficult or impossible to provide or where there is a large enrollment plus a staff shortage. Films are of great value if they are shown with comments and discussions. Cutler, McKeachie and McNeil (1958) compared effectiveness of teaching using telephone and radio and both groups showed significant learning and attitude change, but Paul and Ogilvie (1955) experimented and found out that change of attitude favored face to face instruction over radio or printing. For less intelligent students, repeating the film increases learning (McTavish, 1949). However Ash and Carlton (1951) found that note taking during a film was not effective when a test was administered immediately after the film.

### **Teachers attitude and use of audio visual aids**

Confidence in one's ability to use computer and being at ease using them are keys to teachers technology use (Gerald, Slewyn and Furlong, 2004, Spence et al, 2002). As teachers gain confidence, they challenge themselves to develop and apply new skills. Teachers instructional beliefs reflect personal theories of knowledge influencing curriculum decisions for they (beliefs) act as mental models driving teachers practice and processing of new information, hence seen as mediators between curriculum goals and the actual implementation (based on the teachers effective and cognition schemes).

Teachers attitude therefore can be obstacles or conveyances of change (Prawat, 1990). Consequently, prior to any educational innovation teachers instructional

beliefs are explored, identified and dealt with to determine whether they are appropriate or not. In Cuban (1993) the knowledge, beliefs and attitudes that teachers have, shape what they choose to do in their classroom and explain the core of instructional practices that have endured over time.

A number of studies show that the current nature of teachers beliefs is not favorable to adopting technology. Now house (1998) surveyed 60 Australian teachers and found out that even when they had technical skills; teachers were reluctant to implement technology in the classroom. Geography teachers might as well not be convinced about use of computer and audio visual aids in Geography instruction.

Likewise Becker (2000) investigated beliefs and instructional practices of 4083 middle and high school teachers and found that teachers with a higher constructivist's inclination towards teaching and learning were more likely to use technology in the classrooms. Many teachers dislike using technology in instruction because there are not enough computers/audio visual aids in schools and problem of maintenance (Andres, 1995; Erickson, 1993). Bobis and Cusworth (1994) stated that female pre-service teachers are more likely to display negative attitudes to teaching Geography when computers and audio visual aids are involved.

Attitude change in teachers effective use of computer/audio visual aids can be attributed to relevant technology knowledge; skills and at times gender differences (International society for Technology in Education, 2002). In US a third of teacher in 1999 reported feeling "well prepared" to use computers for class instruction with less experienced teachers feeling better prepared, although 80% were trained and had high level of participation but were not willing to report any follow up/further training. Geography teachers training programmes need to enhance use of computers/audio visual aids use to enable understanding

of concepts such as remote sensing (collection of information about earth's surface by means of aerial photography or satellite imagery designed to record data on visible infrared, and microwave sensor system and geographic information systems (GIS integrated computer tools for the handling, processing and analyzing of geographical data)). This scientific/technical approach to the subject geography can encourage teachers to monitor crop production, measure deforestation, survey endangered species, prepare military maps and assist planners to develop land use policies.

Geography as an applied discipline as well as means of understanding the world can use the computer knowledge or teach their students about career in business. Industry and in government which use geographic theories and techniques to understand and solve a wide variety of specific problems for example disease ecology, environmental hazards, urban and regional planning, economic development (Knox and Marston, 1998). The career choices for Geography majors are diverse, challenging and exciting , that can make a positive contribution to the World for example Cartography, GIS, Laboratory analysis, Private consulting, international development, teaching and management in private industry. The internet has become the world's single most important mechanism for the transmission of scientific and academic knowledge.

### **How integration of audio visual aids in instruction affect academic performance.**

Mouw (1993), Figuerg Persand (1986) stated that there are vital processes variables that can affect a child's performance among them are pressure from achievement, activities within the family, language models, intellectual interests, academic guidance, work habits emphasized at home and school. Extreme poverty leads to progressive deterioration in academic ability and vise versa. Geography audio visual aids are the means of modernization of methods of



teaching geography in schools and in the absence of teaching aids Geography lesson becomes dry and ineffective hence need for fieldwork, pictorial illustrations and video presentation can help achieve effective communication and better academic performance in Geography. Teaching aids positively influence academic performance in geography for they help students to understand complicated and difficult concepts, visualize concrete things, conceptualize facts/principles, create interest/attention, develop scientific attitude, train them in scientific method and hence psychologically remove monotony hence grasping of concepts and latter passing exams.

Instruction aids/devices, simple or complex (TV, movie projectors, slides, films, strip projectors, DVDs) enable effective teaching hence can make our Geography lessons more vivid and interesting and once a lesson is well facilitated/simplified enable learners to understand concepts, increase realism (by arousing emotional feelings), leads to development of various senses and skills, new ICT has influenced perception for national development plans by emphasizing practical approaches to problems for example soil erosion, climatic changes.

Results from trial of computers, showed that the use of local courseware improved students academic gains significantly (Wray and Makau, 1987).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter explains the methods that the researcher used to elect the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

#### **3.1 Research Design**

This study followed a descriptive research design because the researcher used Kiminini division in Trans-Nzoia west district as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data.

#### **3.2 Study population**

The study was carried out in the selected primary schools found in Kiminin division, Trans-Nzoia west district Rift Valley province in Kenya. The study involved both pupils and teachers.

#### **3.3 Sample framework**

##### **3.3.1 Sample size**

A total of twenty pupils and teachers were used for this study

##### **3.3.2 Sample technique**

Using a convenient sampling technique, a total of twenty respondents were picked at random to participate in this study.

### **3.3.3 Sample procedure**

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

## **3.4 Methods for data collection**

### **3.4.1 Instruments**

#### **Questionnaires**

These were used to collect information from students as they are the major respondents for this study. Interviews were held with the teachers to get their views on the topic of the study.

### **3.4.2 Sources of data**

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both students and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

## **3.5 Data processing and analysis**

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

### **3.6 Limitations**

#### **Financial constraints**

Production of questionnaires, transport costs and employment of five assistants to collect back questionnaires led to substantial expenditure. The researcher had to seek sponsorship from some financial institutions.

#### **Lack of computer facilities**

Lack of computer facilities for typing the report was a big challenge. The researcher needed a laptop or desktop machine to have her work reviewed on time before traveling back to Kampala International University for final work.

Most of the Geography teachers in selected schools were busy teaching or with heavy workload. This made them not to concentrate on the questionnaire but this was overcome by setting appointments with some or delivering questionnaires, to be filled at short break then they may be collected later. Observation became a major tool of data collection.

## **CHAPTER FOUR**

### **PRESENTATION OF DATA, ANALYSIS, DISCUSSION AND INTERPRETATION**

#### **4.0 Introduction**

The study set out to investigate the teacher related factors influencing the integration of Audio visual aids in Geography. The following objectives guided the study; to establish the availability and usage of teaching aids by geography teachers; to establish the influence of gender and competence on teacher's attitude towards the use of Audio visual aids in Geography and to determine how the audio visual aids used in instruction affect the student's performance in geography.

Descriptive statistics was used to analyze data collected. To facilitate the analysis, the raw data from the attitudes, audio visual skills and accessibility and usage of audio-visual aids in geography will be coded.

#### **4.1 Background characteristics of respondents**

The background characteristics of teachers in Geography had to be examined as follows;

##### **4.1.1 Gender of teachers**

**Table 1: Showing Gender of teachers**

<b>Gender of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Male	08	40
Female	12	60
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

Findings in the table indicate that 8 were males and 12 were females who teach Geography as a subject.

#### 4.1.2 Qualification of teachers

Research analyzed the qualification of Geography teachers and discovered great variance such as untrained, Diploma in Education, degree holders and none with masters in Geography in the 10 schools.

**Table 2: Presents academic qualification of teachers**

Qualification	Frequency	Percentage
2 <sup>nd</sup> degree		
1 <sup>st</sup> degree	7	35
Diploma	13	65
Certificate		
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

Findings in this table show that seven out of the teachers were graduates with the first degree and the remaining thirteen had diploma.

Only qualified teachers should be allowed to teach geography subject who use adequate teaching aids such as maps and models.

#### 4.1.3 Teachers age

Teacher's perception of nature of technology and its role in teachers pedagogical belief is another hindrance to integration. A standard Newspaper reporter in Kenya (Friday, May 29, 2009) reported an analysis on challenges of an ageing workforce (pg.38). He argued that Kenyans working beyond 55 years of age will

need to be more motivated and trained, challenging managers. He alleged that service sectors will need to devote more resources to information technology training and especially upgrading of skills to their older workers. Some old workers might avoid audio visual aid integration in geography instruction and some old timers may not take orders.

**Table 3: Presents teachers age**

<b>Age groups of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
35 and above	8	40
26-30	10	50
20-25	2	10
Below 20 years		
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: field data 2009**

The above table revealed that 40% of the Geography teachers were 35 years and above; 50% of them were aged between 30-36, and only 10% were between 20-25 years. No teacher was below 20 years.

Findings above showed that fifty percent of the geography teachers were not being challenged by age and should therefore be able to teach with confidence and competency.

#### **4.1.4 Teaching experience**

The mere use of materials does not guarantee effective communication or effective teaching; it's the teacher's careful selection and skillful handling of materials that renders them useful in facilitating teaching. One's teaching experience of a particular teaching aid might not assure a teacher/student of proper success; the need for teachers to keep changing skills, handling of

teaching aids and proper use. It is thus important for geography teachers to have a working knowledge of the criteria to be used in selecting and evaluating them and the principles underlying their effective views. Mere teaching experience can not produce the desired results. Audio visual aids if well implemented can thus produce the very best results/performance in geography unlike old time models, bulletin boards and others. Hence the need to establish the experience of Geography teachers

**Table 4: Presents teachers experience**

<b>Experience in the field</b>	<b>Frequency</b>	<b>Percentage</b>
10 and above	6	30
2-9 years	12	60
Below 2 years	2	10
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

The findings above show that 30% of the teachers had taught for more than ten years implying that they are capable of utilizing the available teaching learning aids to make the students internalize the geographical facts and concepts.

It was further established that 60% of the remaining geography teaches had taught for over two years. The interpretation is that indeed the most geography teachers are experienced enough to use the available educational technology including computers.

Several research findings about perception are experience with integration and knowledge of integration. Teachers who grew up learning geography in traditional methods tend to question the role of technology. They feel insecure in the integration from of teaching (Hazzan, 2000). Teachers with positive experience in using technology tend to teach their students with technology



(Slogh and Chamblee, 2000). Many teachers did not grow up learning technology and have no experience thus this becomes a barrier to integrating technology when teaching geography.

The experience in both learning and teaching with technology greatly affects teachers confidence in integrating audio visual aids in geography lessons. The researcher therefore recommends training in order to increase use of technology from teachers. Training of technology increases use of modern audio visual aids in geography classes. Lack of pre-service and lack of in service support are two reasons why teachers do not integrate technology. Systematic training increases teacher confidence and actual use of technology.

#### 4.2 Availability of Audio visual aids

Most of the boarding or well established schools are well endowed with Audio visual aids unlike small schools where these audio visual aids were lacking or very few. The researcher wanted to establish the quantity and quality of teaching learning aids that are available in schools.

**Table 5: Presents geography teaching learning aids available in schools**

School	Teaching/learning aids available
A	<u><b>Visual</b></u> Camera Chalkboard Maps modes
B	<u><b>Audio</b></u> Radio TV Visual maps
C	<u><b>Audio</b></u> Radio Visual VCD, Bulleting TV

**Source: Field data 2009**

Findings in table 5 indicate that in School A the geography teachers utilized visual aids, while School B had both visual and audio.

#### **4.2.1 Usage of teaching aids**

When used appropriately, technology for example audio visual aids acts as a great catalyst for learning in the classroom says Eric Drejer, science coordinator and school principle at Transverse City area public school in Michigan. He notes that technology may often offer better and more accurate tools for students to search for solutions than regular probes and manipulative.

**Table 6: Presents usage of teaching learning aids**

<b>How often teachers use teaching learning aids</b>	<b>Frequency</b>	<b>Percentage</b>
Very often	15	75
Once in a while	5	25
Not at all		
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

Findings above indicate that most of the geography teachers used teaching learning aids during their lessons they conducted although not often as confessed by some five teachers.

By doing this they are allowing a chance to search for solutions than regular pubes as cited by Coppola (2004).

#### **4.2.2 Teaching skills and usage of teaching learning aids**

Research clearly indicates that the single most important factor in the effective use of technology in the effective use of technology is the quality of the teacher's

knowledge of effective technology used in instruction. Coppola (2004) noted that the effect of technology on student access to knowledge is determined by the pedagogical knowledge and skill of teachers thus "without strong teacher knowledge of ways to use educational technology, a lot of precious instruction time can be wasted" Coppola stated.

The researcher therefore investigated the skills which teachers had in terms of their professional qualification.

**Table 7: Presents the professional qualification of geography teachers**

<b>Whether teachers have specialized in Geography</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	17	85
No	3	15
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

The above table revealed that 85% of the teachers had specialized as Geography teachers. By being specialists in this area, it is anticipated that they have the required skills to effectively use the appropriate teaching learning methods. 15% of the teacher however were not specialists in the area. These represent those teachers who do not have those ideal skills to teach the subject and could be the very ones who can not use the appropriate teaching learning aids to teach geography

#### **4.2.3 Resources commonly used by teachers to teach geography**

The researcher once again attempted to establish which particular teachers often used when teaching the subject. This was because of effective learning of geography will be possible only if the resources used are appropriate to enforce what is being taught at that time.

**Table 8: Presents the resources used to teach geography**

Resources	Used often	Not often	Never used
Chalkboard	✓		
Textbooks	✓		
Calculators		✓	
Models			✓
Charts	✓	✓	
TV, Radio, films, camera, DVD/VCD		✓	

**Source: Field data 2009**

Research analysis indicates that most teaching learning aids often used included chalkboards, charts and books. The resources which were not always used include calculators and Televisions, VCD in other words electronic teaching aids. Yet the above are effective in reinforcement of geographical facts and concepts.

#### **4.2.4 Ability of teachers to use computers in geography lessons**

Using of computers in learning of geography encourages discovery of ideas and concepts, though majority of teachers instruct for correct answers (Murithi, 2005). Teacher's perception of technology has been observed to be closely related to how she/he uses it (Ertmer et al, 1999).

**Table 9: Presents whether teachers can use computers**

Teachers use of computers	Frequency	Percentage
Yes because they are available	2	10
Not always because they are few	7	35
Not at all because they are not available	3	15
Not at all because I can not use it yet they are available	6	30
<b>Total</b>	<b>18</b>	<b>100</b>

**Source: Field data 2009**

From the foregoing analysis it was established that it was two teachers had computer skills, and the computers were readily available in the schools. Therefore they used them regularly to teach geography. Seven teachers however said that they did not use computers regularly because they were few in school. This showed that they had skills but did not apply the skills because the computers were not available. Three teachers said they did not use computers at all because were not available to them in schools much as they had the skills. Six teachers shared that they did not use them at all because they had no skills at all much as the computers in schools.

The interpretation here is that most teachers in secondary schools can not use computers because they are not enough in schools and can not be accessed on daily basis. Secondary some teachers lacked skills to use the computers as a teaching aid for Geography.

#### **4.2.5 Teachers attitude towards the usage of teaching learning aids in Geography**

It begun on a note that the attitude had a strong influence on the use of audio visual aids in Geography instructions. Teachers no longer had to rely on textbooks to make their meaning clear because there is a great variety of materials that can be used to make meaning vivid. This however is greatly affected by the attitude they hold about the subject and this in turn influences their ability to use visual aids. This had to be investigated.

**Table 10: Presents teachers attitude towards teaching subject**

<b>Whether teachers find pleasure in teaching geography</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	16	80
No	4	20
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

Findings revealed that sixteen teachers enjoyed teaching their subject, while four teachers did not enjoy teaching the subject. The latter category of respondents represent those whose attitude is poor towards their job, for reasons they know. This greatly affects their ability to impart knowledge and skills as well as their interest in supporting their instruction with teaching aids.

#### **4.2.6 Teachers attitude towards the use of teaching learning aids**

Teachers attitude towards handling topics concerning their local environment on areas of soils, agriculture, vegetation, rocks in topics like field work or map interpretation calls for the right attitude. Use of audio visual aids when answering the rubric as this leads to loss of marks in KCSE exams. This depends greatly on how the teachers have often guided these students to use the learning aids which depend on their attitude. The researcher therefore assessed the teacher's attitude towards the use of teaching learning aids as follows;

**Table 11: shows teachers attitude towards the use of teaching learning aids**

<b>Interest in the using teaching aids</b>	<b>Frequency</b>	<b>Percentage</b>
Very much	14	70.0
Not very much	3	15.0
Not at all	3	15.0
<b>Total</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009**

Findings in the foregoing analysis show that majority of geography teachers (70%) enjoy using teaching/learning aids. Three teachers however said they did not enjoy using the teaching learning aids and another three teachers did not enjoy using the resources. This finding shows that some teachers are not using

the resources because they did not enjoy using the teaching learning aids, implying therefore that they were not using them to teach.

Audio visuals are a pre-requisite for geography teachers to embrace new global issues, skills in interpreting information and guidance on understanding concepts. Findings indicate that twelve students said male teachers were better in instruction while the remaining eighteen said the female teachers were better.

The above findings gave a higher recommendations to female teachers that they were better in geography. This however was not enough and had to be further investigated further.

#### **4.3 Reasons for gender related differences in teaching Geography**

Ngaroga (1996) clearly explained that the society has created differentiations in terms of what values, aspirations and expectations that male and female should have in any given society. The gender expected behavior is then reinforced through the socializing agents. As the individual strive to conform to the societal norms of upbringing, gender disparities arise and that is reflected in what they do and think. This however is not possible because some geography teachers are not using the resources because they find it not important.

##### **4.3.1 Teachers gender and ability to integrate audio visual aids in instruction of Geography**

Gender plays a significant role in determining ways in which men and women in social, economic and political activities. In educational context the interest of teachers is pre determined by gender, meaning that certain genders enjoy teaching some subjects while others may not. This greatly affects their competency and ability to use teaching learning resources.

The researcher had to find out this from students

**Table 12: Presents teachers ability to teach the subject by gender**

Who teaches better	Frequency	Percentage
Male teachers	12	40
Female teachers	18	60
<b>Total</b>	<b>30</b>	<b>100</b>

**Source: Field data 2009**

<b>Learning resources with instruction of geography</b>
<b>A) Why students preferred male teachers for geography?</b>
They are concept oriented
They are syllabus oriented
<b>B) Why students preferred female teachers for geography?</b>
They are detailed while teaching
Give clear explanations
Keen at illustrating using diagrams
Improvising
Apply aesthetic value to the subject

**Source: Field data 2009**

The above findings above A and B indicated that female teachers employed more creativity to make the students understand the subject as compared to men who were just more knowledgeable about the subject at the expense of creativity. Geography is a subject which is dynamic and therefore requires one to understand other subject such as mathematics, science and history. It requires teachers to be well informed especially on emerging issues. This has to be accompanied by the teacher's creativity, a quality which female teachers have and not the male ones.



#### 4.4 Impact of the use of teaching/learning resources in the instruction of geography

The teaching learning resources are a necessarily in any teaching and learning situation. That is why educational technology has grown tremendously in several ways. It attracts students interest in learning geography content. It stimulates the student's imagination as well as giving accurate impression of the concepts and illustrating geographical relationships.

Chickering and Ehrmann (1996) considered research findings of good innovative technology enhanced and technology delivered and pointed out seven facts that resulted from good technology. These were used as benchmarks to assess the academic progress of students in the schools studied as follows;

**Table 13: Presents the results of using teaching learning aids used to teach geography**

<b>Good technology results in the following</b>	<b>agree</b>	<b>Disagree</b>	<b>Do not know</b>	<b>Total</b>
Encouraged contacts between students and faculty hence group work and unity	13	3	4	20
Develops reciprocity and cooperation among the students allowing peer learning	13	2	5	20
Makes students active in a lesson	17	1	2	20
Gives prompt feed back	8	6	6	20
Emphasizes time on task	16	3	1	20
Communicated high expectations	11	2	7	20
Respects diverse talents and ways of learning	15	2	3	20
<b>Frequency</b>	<b>78</b>	<b>19</b>	<b>28</b>	<b>140</b>

**Source: Field data 2009**

Analysis above revealed that thirteen teachers were in agreement that the teaching learning aids used encourage contact between the students and

faculty hence group work and unity. This can enhance better performance in the subject because these youths learn from one another and can be able to perform better. However some three teachers disagreed and four more did not know. These represent those teachers without skills who have a negative attitude towards the use of teaching learning aids, and can not effectively use them because they do not know their value.

Secondly thirteen out of the twenty geography teachers interviewed, agreed to the item that teaching learning aids in Geography develops reciprocity and cooperation among the students allowing peer learning. Peer learning once again improves the internalizes concepts and facts, since geography is a science and therefore can be difficult to study. Further more two teachers disagreed and the five had no idea.

Seventeen teachers shared that teaching learning aids in geography made students active throughout the lesson. By students being made active throughout the lesson they gain interest and this promotes their desire to learn. One teacher however disagreed to the item and two more did not know.

Only eight teachers agreed that the use of teaching learning aids gave prompt feedback, and the remaining twelve either did not know, or disagreed to the item. This shows that most geography teachers are not fully aware that teaching learning aids had a provision for giving timely feedback.

More so by using teaching and learning aids, sixteen geography teachers were in agreement that time was saved, although three teachers disagreed and one did not know. Once again this highlights the lack of skills by teachers.

Eleven teachers agreed that good technology communicated high expectations. This can be compared with what Ngaroga (1996) referred to as stimulating of

students imagination. However focus was put on the high number of respondents who did not know whether this item was valid or not. This throws light on the relevancy of the skills and knowledge which these teachers have about the use of teaching learning aids when teaching geography.

Fifteen teachers were in agreement that the use of teaching learning resources respected the students diverse talents and ways of learning. Timely, according to a number of scholars, the individual learners in a classroom situation are catered for because teaching learning aids can be varied to cater for their diverse needs. These teaching learning aids act as a focal point and attracts attention. It is true also that the teachers at time involve learners in the making of teaching/learning aids, by doing this they give an opportunity to students to discover their talents hence encouraging them to work hard..

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter summarized the findings in chapter four, concluded and made recommendations. Research questions used was the following;

How accessible are the teaching learning resources to geography teachers in school and to what extent are they used during instruction of the subject?

Does the following teachers characteristics affect their ability to integrate teaching learning resources in the instruction of geography, Skills, attitude and gender?

What is the impact of teaching and learning resources on student's performance in geography?

The above questions formed a basis on which the summary of findings was made.

#### **Accessibility of teaching learning aids to geography teachers**

Findings showed that most schools investigated had chalkboard, cameras, models, radios, Television sets VCDS, DVDs and charts. The above resources were readily available in schools to support learning of the subject. This was a significant finding.

Any time the institutional media is used by the teacher, it increases the effectiveness of the teaching methods for example using audio visual aids to back up a lecture methods. The instructional media can constitute a vital part of the method itself fore example a field trip, and a video presentation. Integrating audio visual aids into teaching geography will enable the learner to acquire knowledge, skills and right attitude to exams.

Finding further highlighted that most of the teachers used teaching aids very often while some few used them once in a while. Research further established that majority of the teachers had specialized in the subject and were therefore expected to effectively use the available teaching learning resources as advise. More still it was discovered that the most resource used included the chalkboard, textbooks and charts. The television, VCDs, calculators and other electronics were not always used in the teaching of the subject.

Findings about the use of computer technology to teach geography showed that very few teachers used computers because of two reasons; one being not available while another was lack of relevant computer skills. It was discovered that few schools were fully stocked with enough computers to cover the students and this posed a problem to those geography teachers, who had the skills and new the value of using them to teach.

### **Teachers skills, attitude and gender and their ability to integrate teaching/learning aids in the instruction of geography**

Indeed teachers knowledge about the visual/audio aids affects their ability to use them. As established in the study some teachers had computers in school but could not use them.

This finding is consistent with Ertmers (1999) citation that lack of computer knowledge and software is a common barrier in their teachers use of geography instruction and the teachers perception of the role of technology is closely related to how she or he uses technology.

The finding also concurs with what Adhola 2004 and Sanya 2001 cited that in kenya the limitations to use of computers is poor infrastructure, provision of telephone facilities and TVs remain far below current demand. True the teachers

are not using computers to teach the subject because they do not exist and if ever they did they are in dysfunctional condition.

Findings further established that majority of teachers interviewed found the teaching of Geography interesting although some few did not. Attitude was correlated therefore the teachers specialized skills, thus in turn was thought to influence their attitude and ability to integrate the use of teaching learning resources with the instruction of geography. Research further established that some teachers were not using the teaching learning aids because they did not find satisfaction in teaching the subject, hence did not take it seriously to use teaching learning aids.

Geography as an applied discipline as well as a science and therefore a means to understand the world must use computer knowledge because according to Knox and Martsm (1998), the computer knowledge is needed by citizens in order to apply the geographic theories and techniques to understand and solve a wide variety of specific problems such as disease ecology environmental hazards, urban and regional planning, economic development among others. The career choices for geography are diverse, challenging and exciting and make a positive contribution to the world hence the need for teachers to acquire computer skills in order to effectively teach the skills to geography students they teach.

### **Teacher's gender and the integration of teaching learning aids in the teaching of geography**

Students interviewed preferred female teachers than males and gave the following reasons, that female teachers were more active, artistic and gave clear explanations and illustrations compared to the males. Males however were preferred by some students because they consistently followed the syllabus and accurate in content.

The creative act more portrayed by female teachers is a mystery more associated with divine inspiration. However with the advent of modern contemporary cognitive psychology has come closer to appreciating the mental processes in both male and female that must participate in creative arts. As a tool for change gender does not play a significant role but audio visual aids help students understand abstract ideas. Findings here indicate that female teachers are better in using visual/audio aids in the teaching of geography.

### **Impact of integration of teaching learning aids on the performance of students in geography**

Majority of teachers agreed that when they use teaching learning aids, student's contacts was encouraged; this in turn resulted into unity. And that this developed reciprocity and cooperation among the students allowing peer learning. It made students active in the lesson, emphasized time on task and communicated high expectations as well as respecting diverse talents and ways of learning. However fewer teachers were aware that the integration of teaching could give feed back. This was attributed to their inadequate knowledge and skills taught to them in form of educational technology.

Further more when the general performance in geography students from different schools was compared and it was established that performance of schools with an a variety of teaching learning resources performed better than those with a limited variety. The finding are in agreement with Kadris (1999), Ijaalya's (2000), Omiris (2000) and Odirende's (2003) findings that many students perform poorly in KCSE examinations in topics where teachers find it difficult to teach as a result of poor teaching methodology and the lack of teaching learning aids.

## **5.2 Conclusion**

Allowing change, thus implementing technology in teaching geography can help students visual understand abstracts making creative thinkers but if technology causes discomfort to the initiator, change wont be effected. A teachers experience in use of teaching learning aids can determine the student's performance in geography. This is because he teaches learners how to use the teaching aids.

Cradler and Bridforth (1996) maintained that technology is directly related to performance. Here in this finding we observe that in most schools of Kenya, poor facilitation together with teachers skills limit the use of teaching learning aids when teaching and learning geography.

## **5.3 Recommendations**

The following were recommended;

The government of Kenya should recruit more specialist in geography and post them to all schools in this district. This will ease the workload, enhance teamwork, team spirit and enable use of computer and other technology.

Educators and curriculum developers at KIE should go back to the drawing board to reexamine the national goals and objectives of education especially geography syllabus.

Teachers attitude towards ICT use is already being tackled by the educators/education implementers.



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## APPENDICES

### Appendix A: Questionnaires for teachers

Dear Teachers

I am a students of Kampala International University carrying out a research on teachers related factors influencing the integration of audio aids in geography. Any information given is highly appreciated and kept for academic purposes.

**Please tick where applicable for fill in the spaces provided**

Your highest level of qualification

1<sup>st</sup> degree

2<sup>nd</sup> degree

Diploma

Certificate

Your age .....years

Year teaching experience .....years

#### **Availability of teaching/learning resources**

What geography teaching and learning resources are commonly used?

.....

.....

.....

Do you often use the available teaching and learning aids?

Very often

Once in a while

Not at all

Did you specialize in geography as your teaching subject?

Yes

No

### **Knowledge of computer skills**

Do you often use computer to teach geography? And give reasons

.....  
.....

Do you think it is important to use teaching and learning aids when carrying out instruction?

Yes

No

### **Good technology results in the following;**

	<b>Agree</b>	<b>Disagree</b>	<b>Not sure</b>
Encourages contacts between students and faculty hence group work and unity			
Develops reciprocity and cooperation among the students allowing peer learning			
Makes students active in a lesson			
Emphasize time on task			
Communicates high expectations			
Respects diverse talents and ways of learning			

**Thanks very much**