

**THE EFFECT OF LEARNING MATERIALS ON PERFORMANCE OF CHILDREN
IN SCHOOL: A CASE STUDY OF SUNEKA ZONE KISII SOUTH**

BY

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DECLARATION

I Keragia Ontiri Peter, affirm that the work contained in this proposal is by my hard work, it has never been submitted for any award here in or any other institution of higher education.


Signature: 

Keragia Ontiri Peter
(Student)

Date: 19-08-2011

APPROVAL

This is to certify that this research work was supervised and is now ready for submission to the academic board for consideration and approval.

Signature: .....
Mr. Oketcho Pius Supervisor
(Supervisor)

Date: 19/08/2011.....

DEDICATION

This piece of my work is dedicated to my beloved wife Askah Kerubi, and my children Purity, Racheal and Bravine for their love and support.

ACKNOWLEDGMENTS

I would like to acknowledge my supervisor Mr. Oketcho Pius for the guidance, time spared to me during the carrying out of this research.

May God reward you abundantly.

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ACRONYMS

UNESCO : United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The study investigated the effects of learning materials on performance in schools. The study was guided by specific objectives that included; to determine different kinds of learning materials, to identify the effects of learning materials on performance and to assess the relationship between learning materials and performance in schools.

The research consists of five chapters. Chapter one with introduction, chapter two consists of the related literature, chapter three consists of the methodology, chapter four consists of data presentation and analysis and chapter five consists of summary of findings, conclusions and recommendations.

The study was descriptive and analytical in nature where purposive sampling was used to select population. It employed 60 respondents. Data was obtained from primary using stratified sampling, analyzed and presented using frequencies and percentages and were tabulated. Data was entered in EPIInfo and analysed using SPSS computer package.

The major findings of the study were; the study revealed that majority of the respondents were females who were in primary and below 25 years. Among the different kinds of learning materials included Animations, exercises, study guides and tours, website achieves. Among effects were academic performance, improved communication and interaction.

Among the recommendations include, the government should give loans to school to enable them buy learning materials, sensitization workshops among others.

CHAPTER ONE

1.0 Introduction

The aim of this research is to investigate the effects of learning materials on performance of children in primary schools in Suneka division, Kisii South, Kenya. Learning materials have been largely used after government intervention in providing them to schools.

A learning material is a tool used by teachers, facilitators, or tutors to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom, since many teaching aids are like games.

Examples of learning materials include:- alphabet book, alphabet chart, a calendar, flash card, word slide.

1.1 Background to the Study

Learning materials are materials that are used to aid in the transference of information from one person to another. For example, a teacher may use learning materials to aid in the learning of subject matter for a class. These learning materials could include: Power Point presentations (visual aids), Books, Articles and Materials for project development. The list can go on and on. Some call them instructional materials, while others may call them learning or teaching aids.

Poor learning outcomes have been experienced in Suneka division over the last decade. It is against this background that this research study will be set to determine the effect of learning materials on learners with hearing impairment by focusing on

adequacy of teachers, learners and teachers' attitudes, physical facilities and parents' role in filling the gaps.

UNESCO (2005), shortages of teachers, who are skilled in teaching learners with hearing problems, in most public schools it could also be a major impact of learning materials to hearing impairment. This is majorly due to mass influx of learners into schools as a result of free and compulsory primary education. This can make teachers unable to cope with the workload which is experienced in classrooms. Teachers' Vs individual pupil's interaction is quite minimal. Due to this, poor performance has been experienced in most schools and failure to acquire elementary skills such as reading and writing. Therefore, the government ought to increase the number of teachers into classrooms to ensure quality instruction in the inclusive setting.

1.2 Statement of the Problem

According to the World Bank, there has been tremendous growth in the provision of free primary education in Sub-Saharan Africa. Enrolment in primary schools in the region has increased greatly (Heneveid & Hellen, 1996). This expansion has put pressure on the quality of primary education as the number of learners continues to rock high levels. Due to this, it has reduced government's ability to support schools in terms of teachers, teaching/learning/learning materials and physical infrastructure.

Poor learning outcomes have been experienced in Yei over the last one decade. It is against this background that this research study was set to determine the relationship between learning materials and academic performance in Yei County.

1.3 Objectives of the Study

This research is guided by two sets of objectives

1.3.1 General Objectives

The main objective of the study is to determine the effects of learning materials
Suneka, Kisii South district.

1.3.2 Specific Objectives

- i. To establish different kinds of learning materials
- ii. To identify the effects of learning materials on performance of children in schools.
- iii. To establish relationship between learning materials and academic performance

1.4 Research Questions

- i. What are the different kinds of learning materials?
- ii. What are the effects of learning materials on performance of children in schools?
- iii. What is the relationship between learning materials and academic performance?

1.5 Scope of the Study

1.5.1 Time Scope

The study was carried out between June and July 2011.

1.5.2 Geographical Scope

The research was conducted in Suneka, Kisii South district, Kenya.

1.5.3 Subject scope

The study is about the effects of learning materials on performance of children in schools.

1.6 Significance of the Study

- i. Be a guide to the government in establishing strategies for monitoring quality education in inclusive setting in public primary schools.
- ii. Make recommendation that would stimulate the government effort to find solutions to problems facing inclusive education.
- iii. Serves as a reference guide among other divisions within the district in terms of provision of learning materials in our inclusive education setting in primary schools.
- iv. The teachers would be in-serviced on proper methods of handling children with disabilities. Teachers would be encouraged to develop positive attitudes towards learners. Apart from being a role model, teachers would also find joy in their teaching career and accept any learner as unique individual with varied abilities.
- v. Raise issues that will require further research by other scholars of the curriculum implementation.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives reference to what other scholars have written concerning learning materials and their effects on the performance of children. The literature review in my study concerns the learning materials with an emphasis on schools Kenya. The literature review will help the researcher to document what other researchers have done and to identify the knowledge gap. The material used in the review includes magazines and journals on learning materials and related websites over the internet.

2.1 Kinds of Learning Materials

Animations: Animation or motion pictures created by recording a series of still images or drawings, objects, or people in various positions of incremental movement that when played back no longer appear individually as static images but combine to produce the illusion of unbroken motion.

Previous studies revealed that animation had facilitated the learner encoding process than static visuals (Lin, 2001). Rieber, Boyce and Assad (1990) suggested that animation helped decrease the time to retrieve information from long-term memory and then subsequently reconstruct it in short-term memory.

Exercises: Learning is more enjoyable with interactive exercises for early childhood education covering language arts, mathematics, and science. The exercises have been carefully developed to coincide with educational objectives, and are best used

to reinforce concepts taught in the classroom. Pupils can work independently to complete the exercises, giving them valuable extra practice in basic skills. Topics include: basic mathematical functions, fractions and decimals, grammar, reading comprehension, and introductory concepts in earth, life, and physical sciences.

Study Guides and tours: Britannica's study guides are designed to supplement school instruction. The instructional material is intended to strengthen a student's understanding of the major concepts and ideas related to a topic.

The study guides enable revision and practice, and provide an extension of classroom learning. The carefully designed activities test knowledge and understanding of what has been taught in the study guide panels. The additional Web links and resources further enhance and stimulate learning and motivation.

Website Activities: Children and teachers use the Internet as a research tool with these guided Web Site Activities that cover topics in language arts, science, and social studies. While every teacher will have his or her own approach to using the activities, it will be helpful for the teacher to introduce the topic, providing any background information the student might need.

Students can work independently at the computer, following the activity and using the Internet as instructed -- either on their own or in small groups, depending on the scope of the activity and the availability of Internet access. Teachers and pupils can share and compare the information they found can be helpful. This is especially true

of the longer, more in-depth activities, which ask students to prepare a presentation with the information they've collected.

2.2 Effects of learning Materials on Performance

Academic: Learners from families of high socioeconomic status tend to experience fewer academic difficulties than learners from families of low socioeconomic status or those parents whose hearing are impaired. (Luetke Stahlman & Luckner, 1991).

Captioning: In some cases where captioning or other information is not readily available on audiovisual works or other types of media, it is necessary for the college to add captioning to make the information accessible to deaf or hearing impaired learners.

Communication: As stated earlier, communication problems can seriously interfere with interpersonal relationships for learners who receive all or part of their education in general education classrooms. Their inability to communicate with other learners can delay their language development. Moreover, the deaf communicate in ways that are different from those around them can inhibit their social interaction and development.

Interaction is essential to language development and much of language development and communication skills come from the interactions of young children and their parents or other caregivers. The hearing parents of children who are deaf interact differently with their children than the hearing parents of children who are hard of hearing. Children who are deaf are often passive participants in

communication, as their parents or caregivers bombard them with language stimulation and dominate the communication process. As a result, the vocabulary and syntax of children who are deaf grow slowly.

2.3 Relationship between Learning Materials and Academic Performance

American Association of University Women, Washington, DC, 1992, shows that pupils' self esteem, confidence in abilities, expectations for life, interest in challenging courses and rewarding careers, and pursuits in math and science decline as they get older. Teachers may contribute to pupils' problems by giving them less attention or a lower quality of attention during class; therefore, teachers must be careful not to limit learners' potential in science by using gender-biased practices and learning materials.

Gill Judith (1994), indicates that middle school and high school pupils have positive attitudes toward learning materials. Students tend to improve on their performance as a result of using learning materials in science subjects.

Chuang (1999) in his study found that student with difference of gender and learning styles (field dependence/ field independence) perform on the ability to solve learning problems.

Mayer (1994) in his study shows that computer based animations can be used to promote scientific understanding. Findings also reveal that students performed better on recall and problem solving test when both the verbal and visual systems were utilized.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This section focuses on the methods and ways that the researcher used in carrying out the study. It includes the research design, target population, sample technique and size, research produced and data analysis techniques.

3.1 Research design

The research entails an event study. This used both qualitative and quantitative research designs. Qualitative design was used to obtain detailed information from the respondents using questionnaires and interviews. Quantitative design on the other hand was used to come up with information in tabular form.

The study was carried out in Suneka division, Kisii South district. Respondents were got from Itiero, Suneka, Riamaoncha and Itibo primary schools and from the residences of Suneka division.

3.2 The area and population of study.

The study was carried out in Suneka division, Kisii South district. The study concentrated in Itiero, Suneka, Riamaoncha and Itibo primary schools. The pupils, teachers, headteachers and residences gave an overview of the effects of learning materials on performance.

3.3 Sample Framework

3.3.1 Sample Size

Considering time and other constraints of the study, the researcher selected 60 people systematically. These were considered a representation of the study population consistent with the research questions in chapter one. These were as follows: 5 Headteachers, 10 teachers, 40 learners and 5 parents.

3.3.2 Sampling Technique and Procedure

Systematic sampling was used to select respondents from each school by the use of class registers depending on the number of learners in the class register.

3.4 Methods

3.4.1 Instruments Used for Data Collection

In order to achieve the objective of this study, the researcher used the following methods of data collection to get information on learning materials and academic performance. The methods enabled the researcher to generate enough information so as to make conclusions and draw conclusion appropriately to these issues.

Questionnaire

The questionnaires were administered on some children, parents and teachers in the rural and urban areas so that the researcher could compare and contrast data given on learning materials and academic performance in the two regions. Questionnaires were given to local government and local leaders.

Interview

The researcher conducted face-to-face interviews with some women, girls both illiterates and literates on issues pertaining to the respondents background, the

school enrollment, use of instructional materials. Local government leaders and education officer were interviewed.

3.4.2 Sources of Data

Primary source of data

This was got through the use of self administered questionnaires and interviews.

Secondary data

Text books and other related works of outstanding scholars whether Published, Magazines, Written data sources included published and unpublished documents, agency reports, newspaper articles, internet sources and so forth was referred to so as to give more light on issues of the effects of learning materials on pupils' performance.

3.5 Data Analysis

Data was analysed qualitatively and quantitatively. Different data sets were used in analyzing data collected, i.e. where necessary SPSS package was used. Bar graphs were used to give a clearer outlook about learning materials and academic performance and they were done in Microsoft Excel. Recommendations were made using the outcome of the result of the analysis.

3.6 Ethical Consideration

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration, procedures followed, and the researcher was in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

3.7 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance; undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to find himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the three years while also the researcher was required to attend to his academic work.

3.8 Delimitations

This research which was facilitated by the following favorable factors;

Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident of Suneka zone was familiar to the people from whom he obtained information. The researcher did not find problems in transport because the infrastructure is good.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analysed. The discussion is presented in accordance with research questions and objectives of the study.

4.1 Demographic background of the Respondents

4.1.1 Sex

Table 1: Sex of the Respondents

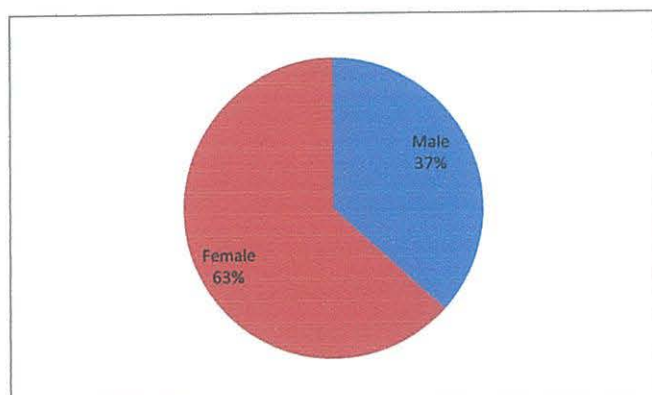
Sex	Frequency	Percentage
Male	22	36.67
Female	38	63.33
Total	60	100.00

Source: Fieldwork 2011

From the study it was found out that most of the respondents were females with 63.33% and the rest were males with 36.67%.

It appeared like that since the area has more females than males and the study involved more females than males.

Figure 1: Sex of the Respondents



Source: Fieldwork 2011

4.1.2 Age

Table 2: Age of the Respondents

Age	Frequency	Percentage
Below 25	32	53.33
25 - 34	11	18.33
35 - 44	15	25.00
45+	2	3.33
Total	60	100.00

Source: Fieldwork 2011

From the table above it was established that most of the respondents were below 25 years of the age with 53.33% followed by 35-44, 25-34 and 45+ with 25.00%, 18.33% and 3.33% respectively.

Below 24 were the most since it comprised of the young children who are pupils from the four primary schools under study.

4.1.3 Education Level

Table 3: Education level of the Respondents

Level	Frequency	Percentage
Primary	35	58.33
Secondary	8	13.33
Tertiary	12	20.00
University	5	8.33
Total	60	100.00

Source: Fieldwork 2011

From the study it was found out that most of respondents were in primary and primary drop outs with 58.33% followed by tertiary, secondary and university with 20.00%, 13.33% and 8.33% respectively.

Those who were at a university level included the headteachers and those at tertiary were most especially teachers. Primary included some of the parents who dropped out of school due to failure to raise money for school fees and in primary school children.

4.2 Different kinds of Learning Materials

Table 4: Different kinds of Learning Materials

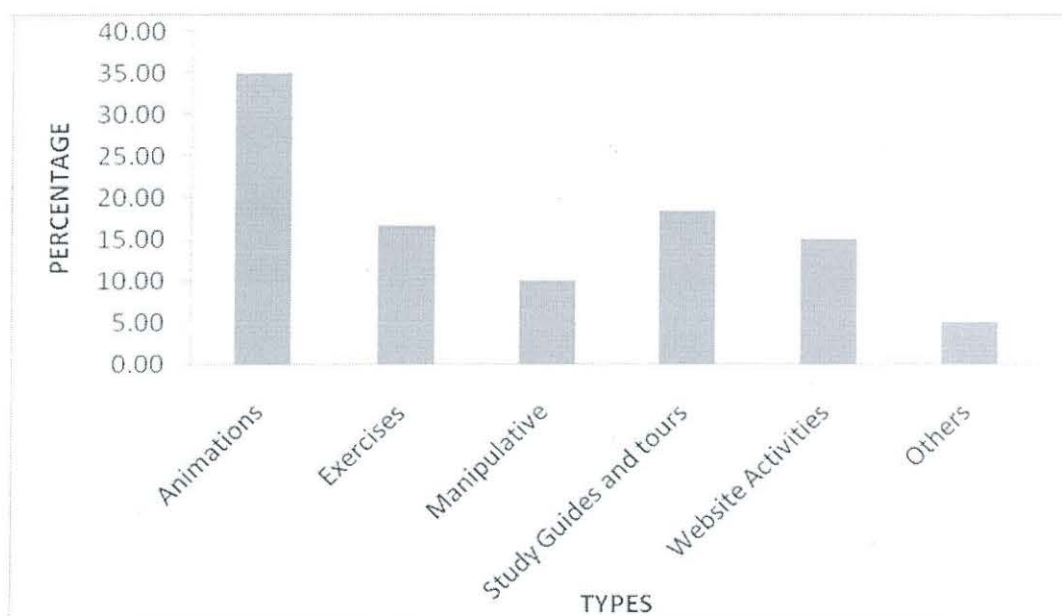
Types	Frequency	Percentage
Animations	21	35.00
Exercises	10	16.67
Manipulative	6	10.00
Study Guides and tours	11	18.33
Website Activities	9	15.00
Others	3	5.00
Total	60	100.00

Source: Fieldwork 2011

From the study, it was found out that most of the respondents were familiar with animations with 35.00% followed by study guides and tours, exercises, website activities and others with 18.33%, 16.67%, 15.00%, and 5.00% respectively.

Through the informal interview with the respondents, it was identified that those who always use animations their pupils/learners always pass well in all subjects especially science.

Figure 2: Different kinds of Learning Materials



Source: Fieldwork 2011

4.3 Effects of Learning Materials on Academic Performance

Table 5: Impacts of learning materials on academic performance

Effects	Frequency	Percentage
Exposure	12	20.00
Better Performance	39	65.00
Communication	5	8.33
Interaction	3	5.00
Others	1	1.67
Total	60	100.00

Source: Fieldwork 2011

From the table 5 above, it can be identified that better academic performance is the commonest impact of learning materials on academic performance with 65.00% of the respondents followed by exposure, communication, interaction and others with 20.00%, 8.33%, 5.00% and 1.67% respectively.

Through the informal interview with the respondents, it was mentioned that when children use learning materials they are likely to pass well as considered to those who do not use and they get exposed to many new things.

4.4 Relationship between Learning Materials and Academic Performance

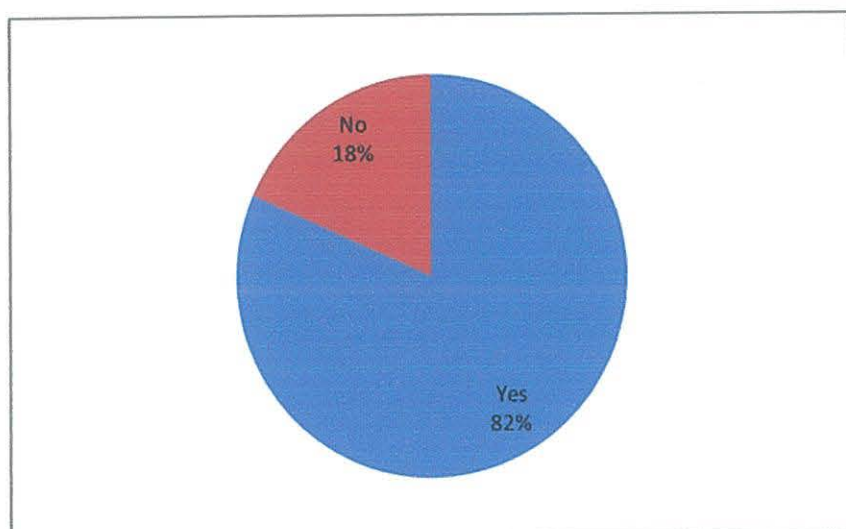
Table 6: Is there Relationship between Learning Materials and Academic Performance

Response	Frequency	Percentage
Yes	49	81.67
No	11	18.33
Total	60	100.00

Source: Fieldwork 2011

From the study it was found out that 81.67% of the respondents said that there is a positive relationship between learning materials and academic performance and the rest (18.33%) said that there is no relationship between the two variables.

Figure 3: Is there Relationship between Learning Materials and Academic Performance



Source: Fieldwork 2011

Table 7: Relationship between learning materials and academic performance

Relationship	Frequency	Percentage
Positive	41	68.33
negative	8	13.33
Total	49	81.67

Source: Fieldwork 2011

From the study it was found that 68.33% of the responses said that there is a positive relationship between the two variables.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter includes the general summary, recommendations and conclusions to the study. They are derived from the study findings that are based on the objectives of the study.

5.1 Summary

From the study it was found out that most of the respondents were females with 63.33% and the rest were males with 36.67%, since the area has more females than males.

From the study it was established that most of the respondents were below 25 years of the age with 53.33% followed by 35 - 44, 25 - 34 and 45+ with 25.00%, 18.33% and 3.33% respectively.

From the study it was found out that most of respondents were in primary and primary drop outs with 58.33% followed by tertiary, secondary and university with 20.00%, 13.33% and 8.33% respectively.

5.1.1 Different Kinds of Learning Materials

From the study, it was found out that most of the respondents were familiar with animations with 35.00% followed by study guides and tours, exercises, website activities and others with 18.33%, 16.67%, 15.00%, and 5.00% respectively.

5.1.2 Effects of the Learning Materials on Performance

From the study, it can be identified that better academic performance is the commonest impact of learning materials on academic performance with 65.00% of the respondents followed by exposure, communication, interaction and others with 20.00%, 8.33%, 5.00% and 1.67% respectively.

5.1.3 Relationship between Learning Materials and Performance

From the study it was found out that 81.67% of the respondents said that there is a positive relationship between learning materials and academic performance and the rest (18.33%) said that there is no relationship between the two variables and 68.33% of those who said that there is a relationship mentioned that there is a positive relationship between the two variables.

5.2 Conclusion

This study attempted to examine the effects of learning materials towards student's academic performance. The study showed that pupils with lower prior knowledge performed equally well as those with high prior knowledge through use of learning materials.

Based on dual coding theory, students with low prior knowledge are helped more when verbal and visual information learning materials are presented or used simultaneously since it helps them build referential connections (Mayer & Anderson, 1992).

By rearranging the layout of the instructional text and static visuals, the animations were put side by side instead of static graphic on the top and instructional text at the

bottom. This layout would encourage the learners to read the instructional text as well as build connections with the static graphic or animations. The differences between pupils with low prior knowledge and with high prior were obviously reduced to insignificant differences in the achievement tests after they went through the computer animation based-learning.

5.3 Recommendations

The government should give out credits to the natives and promote financial institutions giving out small loans to people enabling them to develop the quality of education.

They should develop a positive lovely attitude towards the people in Suneka by identifying them as having equal rights and freedom like any other community member and that is their natural right to enjoy them freely so as to eliminate income inequalities.

Enhance sensitization of parents and communities, through public awareness campaigns and other communication strategies on the value of education, with a view to minimizing the impact of the practices that militate against it.

Professional interpreters should be made available and used on a regular basis for ethnic minority during the peace process.

Private proprietors should ensure that conducive study environment is catered for learners to perceive whatever has been taught to them. This will be realized when the best structures (classrooms) have been constructed.

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APPENDICES

APPENDIX A: WORKPLAN

June	1 st week	Development of proposal
	2 nd week	approval
	3 rd & 4 th week	Collection of data
August	1 st & 2 nd week	Presentation, analysis of data collected
	3 rd week	Submission

APPENDIX B: BUDGET

ITEMS	COSTS IN KShs.
Stationary	3,000
Printing /Binding	2,500
Facilitation /Meals	1,000
Transport	7,000
Miscellaneous	1,000
Total	14,500

APPENDIX C: QUESTIONNAIRE TO THE RESPONDENTS

Am a student at KIU carrying out a research on the effects of learning materials on performance in Suneka division, Kisii district.

SECTION A: DEMOGRAPHIC BACKGROUND

1. Sex of the respondents

(a) Male ☐

(b) Females ☐

2. Age of the Respondents

(a) Below 25 ☐

(b) 25 – 34 ☐

(c) 35 – 44 ☐

(d) 45+ ☐

3. Education level of the respondents

(a) Primary ☐

(b) Secondary ☐

(c) Tertiary ☐

(d) University ☐

SECTION B: KINDS OF LEARNING MATERIALS

4. What are learning materials?

.....

.....

.....

5. What are the different kinds of learning materials do you know?

.....

.....

SECTION C: EFFECTS OF LEARNING MATERIALS ON PERFROMANCE

6. (i) Are there effects of learning materials on academic performance?

Yes ☐

No. ☐

(ii) If yes, What are the impacts of Learning materials on academic performance?

.....

.....

SECTION D: RELATIONSHIP BETWEEN LEARNING MATERIALS AND ACADEMIC PERFORMANCE

7. (i) Is there any relationship between learning materials and academic performance?

Yes ☐

No. ☐

(ii) If yes, what the relationship between learning materials and academic performance?

.....

.....

8. What are your recommendations to government as far as the issue of learning materials is concerned?

.....

.....

THANK YOU FOR YOUR COOPERATION

APPENDIX D: INTERVIEW GUIDE

1. How long have you worked for this school?
2. Which department do you belong to?
3. What factors does your school face when teaching children?
4. What do you understand from the term learning materials?
5. Is your school operations hampered by learning materials?
6. What is the relationship between learning materials and performance?
7. What are your recommendations to the government in improving provision of learning materials?

THANK YOU FOR YOUR COOPERATION