

**IMPACT OF TEACHING/ LEARNING AIDS ON ACADEMIC  
PERFORMANCE OF PUPILS IN GESIMA ZONE, RIGOMA  
DIVISION , MASABA NORTH DISTRICT  
KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR AWARD OF A BACHELOR  
IN EDUCATION (E.C.P.E) OF KAMPALA  
INTERNATIONAL  
UNIVERSITY**

**AUGUST, 2011**

### DECLARATION

I declare that this research project is my original work and has never been submitted to any academic award. Where the works of others have been cited acknowledgment has been made.

Signature.....Reuben.....

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Date.....9/08/2011.....

### APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education in early child hood of Kampala International University.

Supervisor.....

Madam Ssentamu Cissy

Date.....19/08/2011

## **DEDICATION**

I dedicate the writing of this work to my beloved wife Kwamboka Lydiah who played a major role by making sure that I achieve my objectives without fail. I also thank my beloved mother Nyomenda Florence for the work she did by giving full support and not forgetting my sisters Martha, Priscillah, Norah and Harriet. My aunt Mellen, Alice, Kwamboka, Ann and Rose. My children Nellium, Neriah and Ogaro Clifford who gave me humble time in doing this work. They assisted me very much to go through this project.

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## **ABSTRACT**

This study was intended to determine the relationship between teaching aids and academic performance of pupils in selected schools in Gesima Zone, Masaba North District. In the review of related information, all sources viewed relevant were made of use. The study adopted a descriptive design and questionnaires and interview guides were used in the collection of data from the key respondents. Data collected was processed, analyzed and interpreted relating it to the objectives of the study and the guiding research questions.

The outcomes of the study was the confirmation it provided that teaching learning aids were impacting on the learning environment, Another finding was that other factors like socio-economic factors were contributing to the learning environment in general.

Recommendations were made which called for government continuation to invest heavily in providing logistical support in order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other disparities.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993). Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a “low quality” education may be low. This raises the question: What can developing countries do to promote learning in their schools?

#### **1.1.1 Historical background**

In the 1970’s learning teaching aids were the concerns for trained teachers all over the world. Learning and teaching is the concern of the trained teacher. But learning is a complex process. It can however be defined as a change in disposition; a relatively permanent change in behavior overtime and this is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles or new information at hand. Adeyanju (1997). Learning can be reinforced with learning aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process.

Many studies have attempted to estimate the impact of school and teacher characteristics on student performance, yet most have serious estimation problems that cast doubt on their results (Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are “retrospective,” that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables. For example, of 30 studies from developing countries reviewed by Hanushek (1995), 8 found significantly positive impacts of the teacher-pupil ratio on student learning, 8 found significantly negative impacts, and 14 found no significant impact.

### **1.2 Statement of the problem**

One of the eight Millennium Development Goals is that all children in developing countries should complete primary education. Much progress has been made toward this goal, but completing primary school does not ensure that pupils have attained basic literacy and numeracy skills. Indeed, there is ample evidence that many children in developing countries are not learning these skills despite years of school attendance. This raises the question: What can schools and communities do to increase the learning that takes place in schools? In this research we will explore how the several models of teaching and learning can impact on the academic performance of pupils in Masaba North District.

### **1.3 Objective of the study**

#### **1.3.1 General objective**

The general objective of this study was to determine the relationship between teaching aids and academic performance of pupils in selected schools in Gesima Zone, Masaba North District.

#### **1.3.2 Specific objectives**

Through the production and dissemination of this research, the aim was to:

1. Establish the types of teaching aids applied by teachers in the selected schools in Gesima Zone.
2. Show relation between teaching aids and academic performance.
3. Analyze the effect of learning aids on teaching.

### **1.4 Research questions**

1. What are the types of teaching aids applied by teachers in Gesima Zone?
2. What is the relation between teaching aids and academic performance?
3. What are the effects of learning aids on teaching?

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

The research was carried out between April and August 2011. The study looked at the impact of teaching aids on academic performance. The research was carried out in Gesima Zone, Masaba North district. The respondents to the research were pupils as well as the teachers.

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

The schools in Masaba North district will benefit from the research as it will help the teachers to measure the effect of the teaching aids they apply during teaching.

The research will help the Ministry of Education to know the right teaching/learning aids to be included in the curriculum.

The research will be of great help to other students in the Institute of Open and Distance Learning who might wish to enhance the same later.

### **1.7 Limitations of the study**

In conducting this study, a number of challenges were encountered, including:

Attitudes towards the exercise – Some respondents were unwilling to freely share the information. This was mainly true at the local level because of fear of not knowing whether the information could go to their superiors with repercussions.

Nevertheless, the researcher tried and overcame these limitations to collect sufficient and representative data to reach the conclusions herein.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

Many researchers have tried to put together classroom- or school-based models that describe the teaching-learning process. A model is a visual aid or picture which highlights the main ideas and variables in a process or a system. The major question addressed in educational psychology is, "Why do some students learn more than other students?" Unfortunately, the possible answers to this question are enormous. Oftentimes research findings and theories of teaching and learning seem to contradict one another. This chapter presents the review of related literature on the variable of the study.

#### **2.1 Learning aids**

Learning aids are instructional materials and devices through which teaching and learning are done in schools. Examples of learning aids include visual aids, audio-visual aids, real objects and many others. The visual aids are designed materials that may be locally made or commercially produced. They come in form of wall-charts illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes.

It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with some of the learning aids. They do so consciously because they know that the use have positive effect on learning outcomes as their cognate experiences during teaching practice supervision reveals. In an on-going action research by investigators in Masaba North District, a survey sample of teachers with

several years of teaching experience of between (03) and twenty-five (25) years, claim that learning aids improve methodology. They also claim that learning aids reduce their talk and chalk method.

In the University of Winneba, Ghana, students normally go on teaching practice exercise. They are engaged in the on-campus teaching practice (OCTP) and in the School Attachment Programme (SAP). The objective of the various teaching practices is to involve students in as many teaching programmes that will sufficiently help them develop required teaching skill, expose them to the problems of learners and lead them to qualify as professionals. The programme often last between four (4) weeks to a semester. There is also an element of mini teaching exercises which students experience during their three - and four - year diploma - and B.Ed. programmes. One would like to ask some questions. Is the programme schedule for teaching practice adequate to prepare students for professionalism in teaching? Will students-teachers perception of the use of educational technology devices improve significantly their teaching during their teaching practice programmes? It is perceived that teaching teachers imply the equipping of teachers with all the skills, knowledge pedagogy and rudiments about how instructional materials can help the teacher to make the delivery of the instruction successful with learners.

The operational definition of perception as reflected in this research pulls on the transaction theory of perception by television. The theory focused on variables and contextual factors as having effects on how perception takes place. The individual perceives as a result of variables surrounding the interpretation. This is why the teacher organizes his methods of teachings around the aims and objectives he/she intends to

achieve. In order to attain the objectives, instructional materials are perceived as very important in the teaching.

## **2.2 Teaching and Learning Methods**

Previously learning activities were mainly centered on the teacher but methods have been developed to facilitate participation by the learners with the teacher as a guide. These methods include storytelling, news telling, role-play, discussion, demonstration, project work, individual assignments among others. The government programmes for teacher education aim at providing qualified teachers to ensure the provision, expansion and maintenance of quality and relevant education. These programmes cater for production of teachers for pre-primary, primary and secondary cycles of Education systems, as well as for technical and special education (UNICEF, 2001).

The teacher-training programme ensures that most of the training takes place in the schools while the teachers are working. This makes the training relevant in that it addresses itself to specific needs and problems of the children, trainees learn how to utilize the human and physical environment. The course has a strong practical bias and most of the time during the training is spent on practical work.

Thus, the increased public demand for quality education and training, coupled with the poverty situation in the country, the GOK, communities, parents, NGOs, the private sector and international agencies would have to form strong partnerships and re-strategize to address effective investment in basic education for all.

Therefore, the desire to revitalize education and training made the government to see the need to produce a National EFA Handbook for 2000 and beyond to be used by various players and stakeholders as a reference for restructuring and transforming basic education as human right and as a mean for social economic and political development as well as for tackling challenging problems, like poverty and HIV/AIDS pandemic. The Hand book, which is a reference document, attempts to spell out the direction which should be taken to meet EFA targets in the 21<sup>st</sup> Century (Kamunge, 1988)

Also, as Kenya is currently faced with challenges in the sector which have had adverse effects on access, equity, quality and relevance, it is therefore within this context that a National forum on Education is being convened for the first time to discuss these challenges, develop a shared vision on education for the future and to renew commitment to mobilization of the necessary resources. The forum discussed issues and challenges and offer guidance on the policies, strategies and investment priorities in the sector (GOK, 2000).

The priorities agreed upon will be used in the development of the education sector Strategic plan.

### **2.3 Effects of learning aids on learning**

Studies on teacher education and use of instructional materials have been carried out and reported by several investigators including those of Lynne (1982) Agun and Okunrotifa (1977), Agun (1986) Akanbi and Imogie (1988), Adeyanju (1986; 1988 and 1999) Agun (1986) pointed out the need for development of skills by teachers undergoing their training

so that they could be able to use a wide variety of instructional materials sufficiently well.

Akinola (1988) on use of Modern Teaching Aids/new technologies to aid teaching.

The various researchers found that teachers, who are trained and untrained, use some form of materials to teach their lessons. However, the relevance of the choice of instructional material types that were used and the quality of the instructional material types that teachers use have not been investigated. This is what the present survey hopes to investigate.

Some investigators claim that whenever they taught with some of the learning aids, their students get more stimulated because the learning aids help them (students) to become more attentive. In addition, students positive attitude generate more interest for the lesson they teach. As a result, students participate better in class activity.

In recent years researchers have turned to natural experiments and randomized trials. Natural experiment studies use “natural” variation in a school characteristic that is unlikely to be correlated with all other factors that determine learning. An (admittedly rare) example is allocating students to different schools based on a lottery. Two recent natural experiments suggest that: 1. Increases in school resources (measured by student-teacher ratios) raise scores on reading (but not math) tests among black South African students (Case and Deaton, 1999); and 2. Vouchers that provide funds for Colombian secondary students to attend private schools raise reading test scores (Angrist et al, 2002). Studies in Israel suggest that reducing class size raises reading scores and perhaps math scores, but providing computers has no effect (Angrist and Lavy, 1999; 2002).

Randomized trials have provided evidence from several developing countries. In Nicaragua, workbooks and radio instruction raised pupils' math scores (Jamison et al., 1981). Textbooks raised test scores in the Philippines (Heyneman et al., 1984), but in Kenya textbooks had effects only among the best students, perhaps because the textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). Evidence from Kenya also suggests little impact on test scores from flip charts (Glewwe et al, 2004).

Recent research shows that children's health can affect their schooling outcomes. Such research faces similar econometric challenges, yet a few recent papers have used credible methods to quantify the impact of early childhood health and nutrition on schooling outcomes. Height for age, a cumulative indicator of children's health status, increases school enrollment (Glewwe and Jacoby 1995, Alderman et al. 2001). Glewwe, Jacoby and King (2001) used panel data from the Philippines to show that well nourished children perform better in school because they enroll earlier and learn more per year of school. Miguel and Kremer (2004), using a randomized trial, find that deworming drugs increased school attendance, but not test scores, among Kenyan primary school students.

Another problem with studies on developing countries is that it is unclear whether the findings on one country apply to others, especially those with very different histories, cultures and education systems. Thus the best policy advice for Kenya requires Kenyan data.

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methods include storytelling, news telling, role-play, discussion, demonstration, project work, individual assignments among others. The government programmes for teacher education aim at providing qualified teachers to ensure the provision, expansion and maintenance of quality and relevant education. These programmes cater for production of teachers for pre-primary, primary and secondary cycles of Education systems, as well as for technical and special education (UNICEF, 2001).

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Thus, the increased public demand for quality education and training, coupled with the poverty situation in the country, the Government of Kenya, communities, parents, NGOs, the private sector and international agencies would have to form strong partnerships and re-strategize to address effective investment in basic education for all.

Therefore, the desire to revitalize education and training made the government to see the need to produce a National EFA Handbook for 2000 and beyond to be used by various players and stakeholders as a reference for restructuring and transforming basic education as human right and as a mean for social economic and political development as well as for tackling challenging problems, like poverty and HIV/AIDS pandemic. The Hand book,

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## **2.5 Evidence on the impact of teaching aids on pupil academic performance**

There is very little evidence on the impact of teaching aids on student outcomes, in fact there are only papers by Ladd (1999), Clotfelter and Ladd (1996) and Cooper and Cohn (1997).

Ladd (1999) describes the teaching methods for schools in Dallas, and uses panel data on schools to test for effects on test scores and student drop-out rates. The scheme, introduced in 1991/2, is school-based rather than individual teacher-based and provides monetary rewards to all pupils in successful schools.

Ladd's study uses a panel of school-level student test score gains across six large Texas cities, over the period 1991-1995 (availability of comparable data prevents any "before/after" comparison). The output measure used is the pass rate on mathematics and reading tests, thus emphasizing the bottom end of the ability distribution.

The panel regressions control for common time effects and for city fixed effects rather than school fixed effects. There are also a number of school characteristics, such as racial mix and percent disadvantaged. The results are generally positive, in that pass rates appeared to increase faster in Dallas than in other cities.

However, the results are somewhat complicated by the fact that a positive Dallas effect is also found for the year before the scheme was introduced. Effects differ by sub-groups, being most positive for Hispanics and whites, and insignificant for blacks.

The study does not investigate how these improvements came about, but interestingly Ladd notes a substantial increase in turnover of school principals once the scheme was in place.

Cooper and Cohn (1997) estimate both OLS and frontier production functions for South Carolina. The variables of interest for our purposes are the participation by teachers in two teaching plans. One is a purely individual scheme whereby teachers who are able to demonstrate superior levels of teaching methods in student academic performance, as well as self-improvement, are awarded a bonus of around \$2000.

The second scheme includes a collective element (a campus component) alongside an individual teacher bonus as above. Each school district participating in the scheme used a

fraction of its incentive funds for this, which is allocated to schools with high student achievement.

Boozer (1999) sets out the details of the scheme and the context in some depth. The major problem - from the point of view of evaluating incentives - is that teachers are free to apply any teaching method.

## **2.6 Summary**

Education and training can reduce social and economic disparities. Kenya is characterized by large inequalities with respect to income distribution and this has constrained economic growth. Investment in education and training will be an important strategy to address such differences, which in turn result in faster economic growth. The involvement in education and training is justified on the basis that human capital investments have large social returns.

For the country to achieve the desired economic growth and social development, due attention needs to be placed on the development of the human resource capital. Growth of the education and training sector contributes to economic growth and social returns, and also increases demand for more equitable education and training attainments.

This is an important human welfare indicator by itself. Investment in education and training will ensure wealth creation, achievement of the desired economic growth, more employment creation and guarantee sustainable development for the Kenyan people

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This section entails the methods used to collect the data necessary to answer the research.

It is divided into;

#### **3.1 Research design**

The study used a descriptive research design. This enhanced the researcher to obtain a better understanding of the effects of teaching aids on academic performance of pupils.

The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on why teaching aids being employed had not produced the desired results.

#### **3.2 Population of study**

The population of study was teachers and pupils from Gesima Zone in Masaba North District.

#### **3.3 Sampling techniques**

A sample of 250 pupils and 50 teachers was selected for the study using stratified random sampling.

#### **3.4 Scope of the study**

The study was carried out in Masaba North district and it specifically looked at the relationship between learning aids and academic performance in the zone. The selected schools were located in Gesima Zone of the district. The research was carried out between April 2010 and April 2011.

### **3.5 Research instruments**

#### **➤ Questionnaire**

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on the effect of teaching aids on academic performance.

These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

#### **➤ Interview method**

This took face-to-face interactions with the representative of the management of the school. Secondary data was obtained from the Ministry of Education, magazines, annual report records, books and other researches done. This gave the other information required in the research.

### **3.6 Data analysis and interpretation**

The information collected was analyzed and edited to create consistency and completeness.

After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using tables.

### **3.7 Research procedure**

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data begun immediately.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION FINDINGS**

#### **4.0 Introduction**

In this chapter an attempt is made to interpret and explain the findings. Also key information enables to relate to the specific objectives and give a clear picture of the results.

#### **4.1 Background information**

##### **4.1.1 Response rate**

**4.1 Table 1. Showing the estimated number of response**

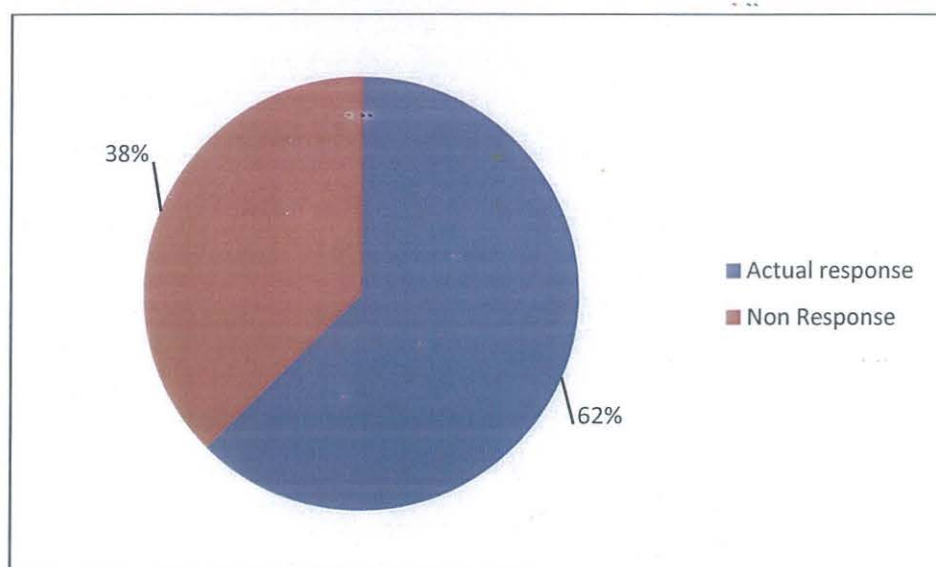
Planned no of response	40	100%
Actual response	25	62.5%
Non Response	15	37.5%

**Source; primary data (2011)**

$$\text{Response Rate} = \frac{\text{Actual response}}{\text{Planned No of response}} \times 100$$

Planned No of response

$$25/40 \times 100 = 62.5 \%$$



A breakdown of the above is shown in the table below:-

#### 4.1.2 Frequency of response

Table 2 showing frequency of response

Type of response	Planned Response	Actual Response	Non- Response
Teachers	24	15	9
Pupils	16	10	6
<b>Total</b>	<b>40</b>	<b>25</b>	<b>15</b>

Source: primary data (2011)

#### 4.1.3 Teachers bio-data

##### Age of teachers

**Table 3 showing distributions of staff by age**

Categories	Number	Percentage
Below 30 years	1	14%
Between 31-35 years	3	43%
Between 36-45 years	2	29%
Above 46 years	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

**Source: primary data (2011)**

According to study, 14% of the teachers who responded are below 30 years of age. This implies that they form the minority within the teaching staff. 43% of the respondents are between 31-35 years of age. 29% of the respondents are between 36-45 years. 14% also of the respondents are above 46 years. This shows that the respondents cut across all the age groups.

#### 4.1.4 Gender of teachers

##### Distribution of teachers by gender

Table 4: Showing distributions of staff by gender

Category	Number	Percentage
Male	4	56%
Female	3	44%
<b>Total</b>	<b>7</b>	<b>100%</b>

Source: primary data (2011)

Majority of respondents represented by males with 56% this shows more than half of the respondents are men while female respondents were 44%.

#### 4.1.5 Teachers experience

Table 5 Length of staff experience

Categories	Number	Percentage
0-2 years	1	14%
3-5 years	3	43%
6-10 years	2	29%
11-15 years	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

Source: primary data (2011)

From the research findings we can establish that 14% of the teachers have been teachers for less than 2 years, 43% of the teachers have been in the profession for 3-5 years, and 29% have worked for 6-10 years. 14% have been in the profession for 11-15 years.

This shows that most of the teachers in school can boost the morale of the students in mathematics learning as they are young. Hence the information obtained was highly credible.

#### 4.2.0 Learners bio-data

Out of the 30 target pupils, only 24 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

#### 4.2.1 Category

**Table 6: Category of Respondents**

Category	Frequency	Frequency (%)
Class five	2	12.5
Class six	3	21
Class seven	3	29
Class eight	2	37.5
<b>Total</b>	<b>10</b>	<b>100</b>

Source; primary data (2011)

From the table above it can be seen that most of the respondents were from the upper classes.

#### 4.2.3 Gender of learners

**Table 7: Gender of learners**

<b>GENDER</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Female	13	58
Male	11	42

**Source: Primary data (2011)**

From the field of study we realized that male pupils alike their female counterparts are aware of teaching learning aids. As shown in the table one can notice clearly that teaching learning aids is a common issue to both male and female pupils.

#### 4.2.4 Age of Respondents

**Table 8: The table below shows % age distribution in years**

<b>Age bracket</b>	<b>Frequency</b>	<b>% Age</b>	<b>Cumulative % age</b>
10-11	5	22	22
12-13	9	39	39
14-above	9	39	39
<b>TOTAL</b>	<b>24</b>	<b>100</b>	<b>100</b>

**Source; Primary data (2011)**

The results of the field study on age respondent from the selected school where 24 pupils responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%.

#### 4.2 Quality of teaching learning aids.

Table 9: Quality of teaching learning aids

RESPONSE	FREQUENCY	PERCENTAGE
Yes	11	71
No	4	29
<b>Total</b>	<b>15</b>	<b>100</b>

Source; primary data (2011)

Out of 15 pupils 60 percent said that teaching learning aids was impacting on the learning environment, while 40 percent said it was not.

#### 4.3 The impact of teaching learning aids on academic performance.

Table 10: on the impact learning aid on academic performance

RESPONSE	FREQUENCY	PERCENTAGE
YES	13	86
NO	2	14
<b>Total</b>	<b>15</b>	<b>100</b>

Source: primary data (2011)

Majority of response represented by 86 percent indicated that learning aid had a great impact on academic performance of pupils, While 14% did not notice any impact at all. Some respondents cited the issue of overcrowding in class which was compromising the

quality of education. However others were of the view that learning aid had made most pupils understand better and thus improve their performance.

#### 4.4 Other factors were impacting on the learning environment

Table 11: on other factors were impacting on the learning environment

RESPONSE	FREQUENCY	PERCENTAGE
YES	15	100
NO	0	0
Total	15	100

Source: primary data (2011)

All the respondents said that other factors impacted on the learning environment as well, the respondents cited socio-economic factors as the other major challenge on learning environment.

### Whether learning aid had impact on the learning environment

**Table 12: Response on whether learning aid has impacted on learning environment**

RESPONSE	FREQUENCY	PERCENTAGE
NO	8	78
YES	2	22
<b>Total</b>	<b>20</b>	<b>100</b>

Source: primary data (2011)

Majority of response represented by 78 percent indicated that learning aid had largely impacted on the learning environment, while 22 percent indicated that they did not see any impact.

### 4.5 Whether learning aid was affecting academic performance of pupils

**Table 13: Responses as to whether learning aid was affecting academic**

**performance of pupils**

8 RESPONSE	FREQUENCY	PERCENTAGE
Yes	9	61
No	6	39
<b>Total</b>	<b>18</b>	<b>100</b>

Source: primary data (2011)

Out of the 18 respondents 61 percent said that learning aid had affected academic performance in their schools. While, 39percent said that it had not.

One pupil in a focus group discussion lamented that she was now scoring lower marks than before since the teachers had to attend to many pupils and thus the attention accorded before was not there anymore.

#### 4.6 Whether other factors had impact on the pupils performance.

**Table14: on whether other factors had impacted on pupil performance**

RESPONSE	FREQUENCY	PERCENTAGE
NO	15	83
YES	3	17
<b>Total</b>	<b>18</b>	<b>100</b>

**Source; primary data (2011)**

Majority of response represented by 83 percent indicated that other factors had impact on the pupil performance other than learning aids. While 17 percent did not.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations on impact of teaching learning aids on academic performance of pupils in the area of study

#### **5.1 Summary of findings and discussion**

One of the main outcomes of the study is the confirmation it has provided that teaching learning aids were impacting on the learning environment. These findings correspond with the findings of Kimuyu, P., Wagacha M., and Okwach, O. (2004) that the learning environment had dramatically changed on introduction of free primary education.

Another finding has been to the effect that other factors like socio-economic factors were contributing to the learning environment in general. One of these factors adversely affecting school attendance of children is poverty. Poverty may be due to low wages, unemployment, large family or the loss of family breadwinner. There are many ways in which extreme poverty might be expected to exert an influence on school attendance.

According to Kinyanjui, (2003), malnutrition and poor living conditions are bound to have an influence on the health of the child, and so directly or indirectly affect his ability to learn. Pre-natal damage may occur in the child as a result of inadequate pre- natal care limited incomes among lower class families have been found to restrict the provision of

school books, building funds, and other necessary materials to ensure good performance and attendance at school.

On the other hand, lower class families have been found to have lower aspiration for their children than upper class families due to opportunity cost of the child according to Michael Todaro (1977). Some of the studies have concluded that, the intellectual stimulation that reinforces the schooling experience is less likely to be present in lower income families; and that socio-economic background contributes to absenteeism and dropout rates

Rural studies in United States of America provided valuable insight that appeared to provide a most important factor governing the school attendance. McIntire, 1918 in effects of Agricultural Employment upon school attendance; and Folks (1920) reported a strong influence of seasonal farm demands on pupils' attendance.

From the findings of the study, the roles of boys and girls before and after school during harvests do influence their attendance at schools. Over 80% of the people in Kenya live in the rural areas, and derive their income from farming. It has therefore been observed by Raju B (1973). that poor families who cannot afford to employ casual labourers during land preparations, ploughing and harvesting draw their children from school to work on the family farm or look after cattle.

Studies in Tanzania by Mbilunji (1999) and others on the school community and class found that regional and locational effects are less important than the set up of the child's

family background, traditional social structure, and stratification among peasant and traders in rural areas.

Sharma and Sapra (1971) in their Indian study, found dropouts and non dropouts to differ in their attendance rates. Pupils with less than 60% attendance rate were seen to be potential dropouts. Jamison and Mc Nally (1975) found attendance to fluctuate with the farming calendar in rural areas.

According to researches done by Dentler (1965) the attributes that are considered as a disadvantage leading to dropout are only aspects of a general pattern of stratification but are circular statements of what is involved in school withdrawal. They pointed out that socio- economic disadvantage is the equivalent of an educational disadvantage which in turn is productive of poor school performance , repetition, disinterest and even withdrawal.

## **5.2 conclusions**

The concept of social class is useful because it refers to more than just the effect of parental education, occupation, incomes or any of a number of correlated variables that are used to measure socio- economic status.

Kohu, Melum, 1963 in his contribution on "Social class and Parental-child Relationship has pointed out that, "members of different social classes, by virtue of enjoying (or suffering) different conditions of life, come to see the world differently and to develop different

conceptions of social reality, different aspirations, hopes and fears and different conceptions of the desirable”.

The definition of social reality and its concomitant aspirations may be the root to explaining the barriers which operate to reduce educational participation of children from lower class origins relative to those from higher ones. Levin, H.M., 1976 concluded that there are those barriers that are within the school structure. Levin pointed out that the external barriers may include family expectation, limited incomes.

From the responses obtained, most of the teachers interviewed felt that FPE was a good idea, as it has given a chance to many pupils who would, otherwise, have been out of school. It has also allowed some adults who did not have a chance at their young age to go to school to be enrolled.

### **5.3 Recommendations**

The government must therefore continue to invest heavily in providing logistical support in order to provide an all inclusive education and training to all Kenyans irrespective of their region of origin, income status, gender, religion and any other disparities. It must invest in people by expanding access to schooling, targeting the neediest and providing safety nets for the working poor, those unable to work and special vulnerable and marginalized groups.

According to Araujo Caridad, Francisco Ferreira, and Norbert Schady (2004), it must invest in people by expanding access to schooling, targeting the neediest and providing

safety nets for the working poor, those unable to work and special vulnerable and marginalized groups.

#### **5.4 Areas of further research**

Further research on the impact of socio-economic factors on academic performance needs to be carried out. A research on the impact of teacher's performance would certainly highlight the quality of education offered.

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## APPENDICES

### APPENDIX I

#### BUDGET

NO.	ACTIVITY	COSTS	
		KSHs	USHs
1.	STATIONERY	3,500	90,000
2.	TYPING AND PRINTING	4,500	110,500
3.	TRANSPORT	2,500	55,000
4.	MEALS	2,000	70,000
5.	PHOTOCOPY	1,500	37,000
6.	INTERNET AND AIRTIME	1,000	25,000
7.	MISCELLANEOUS	5,000	125,000
TOTAL		20,000	512,500

## **APPENDIX 11**

### **TIME FRAME**

<b>ACTIVITY</b>	<b>PERIOD</b>	<b>OUTPUT</b>
Proposal writing	DEC 2010	Proposal submission for approval
Field customization	JAN 2011	Initial information collection
Developing instruments	MARCH 2011	Developing of instruments
Data collection	APRIL 2011	Coding and entering of data
Data analysis	JUNE 2011	Analyzing and interpretation of data
Preparation of report	AUGUST 2011	Submission of dissertation

## APPENDIX 111

### QUESTIONNAIRE FOR THE RESPONDENTS

Dear Respondent,

My name is, OGARO REUBEN, a student from Kampala International University,  
Institute of Open and Distance Learning.

I am collecting data in relation to teaching aids employed by teachers in Kenya, I request  
for your cooperation and I promise not to take much of your time.

Please note that we do not mention people's names to ensure privacy and confidentiality.

#### **TICK WHERE APPROPRIATE**

1) SEX: MALE ( ) FEMALE ( )

2) MARITAL STATUS:

MARRIED ( )

SINGLE ( )

EDUCATIONAL LEVEL:

- SECONDARY LEVEL ( )
- UNIVERSITY LEVEL ( )
- PRIMARY LEVEL ( )

#### **PART TWO: IMPACT OF TEACHING AIDS ON PUPILS ACADEMIC PERFORMANCE**

i) Does your school emphasize use of teaching aids by its teachers?

YES ☐ NO ☐

ii) Do you think teaching aids play any role in pupil's academic performance? Give reasons.

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iii) How best can teaching aids be employed by teachers for their contribution to academic performance?

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iv) Is the Ministry of Education doing enough to provide relevant learning aids for use by the teachers? Give reasons.

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v) Do you believe that teaching aids are impacting on academic performance at your school? Give reasons.

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