

TO INVESTIGATE IF INSTRUCTIONAL MATERIALS HAVE AN IMPACT ON ENGLISH PERFORMANCE

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Abstract: English as a subject is essential in a school set up. It holds a strategic position within the school system due to the fact that nearly all the examinations are set in English and it is used as a medium of instruction right from Standard Four. However, learners' achievement in this subject in school is too low. Therefore, the aim of the study will be to investigate if instructional materials have an impact on English performance. Firstly, there is a background showing that instructional materials have an impact on achievement, but the impact of these factors in rural regions is still unknown. The statement of the problem that justified the study is that local mean scores have persistently fallen below the national mean scores and therefore there is need to discover the reasons behind the declining performance trend in the last three years. The Communicative Language Theory that explains the techniques or goals in language teaching and learning guided the study. The descriptive survey design was used. Questionnaires were administered to the sampled respondents. The information gathered was then presented in frequency distribution tables and analyzed through the use of descriptive statistics. The findings were that, there were inadequate instructional resources which contributed to the poor performance in English. The researcher recommends the government, school administration and parents should provide adequate instructional resources for these learners. The outcomes of the study will be helpful to parents, students, and teachers to realize desirable performance outcomes.

Keywords: Achievement - Something done successfully with effort, skill and courage.

Correlation - Reciprocal relationship between two or more things.

Instruction - Transfer of learning from one person to another or party.

Knowledge - Facts, information, skills, acquired through experience or education.

Policy - A principle of action adopted or proposed by an organization.

Profession - A paid occupation, especially one involving training or formal qualification.

1. INTRODUCTION

English Language is one of the most useful instructional tools in schools. It has emerged as a predominant means of verbal exchange in the entire world. Broughton (1993) notes that English is the language of mass media and technology, courts, local and central regimes and education. It is the official language in Kenya as well as a medium of instruction from Primary Class Four. For one to perform well in this subject therefore, he /she must be exposed to adequate instructional materials.

In Nigeria, Adenuga (2002) attributes the decline in students' achievement to low and declining level of important inputs such as infrastructural materials, libraries, laboratories, teaching materials, manpower etc. Mwamwenda & Mwamwenda (2008) also associates the presence of classrooms, desks and books to notably better overall performance in examinations in Botswana. A baseline study in Uganda, confirmed that there was a relationship between examination results at the end

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of secondary schooling and instructional materials. Oluka & Opolot-Okulut (2008) discovered that performance of secondary learners was adversely affected in contrast to other areas mainly attributed to lack of homework and poor reading culture amongst instructors and learners. Due to the poverty levels in schools, the management fails to buy instructional materials.

Descriptive survey design (method of collecting information by interviewing or administering a questionnaire to a sample of individuals) was used.

2. BODY OF ARTICLE

English was selected in this study because it is the medium of instruction in Kenya from Primary Four, throughout high school, colleges and universities and beyond. Despite the value attached to the language, the dismal performance of secondary school learners in the local and national examinations leaves a number of questions unanswered.

This is mirrored in the concerns of the public, government officials, tutors, lecturers, employers etc (Okwara, 2009).

Mwamwenda & Mwamwenda (2008) associates the presence of classrooms, desks and books to notably better overall performance in examinations in Botswana. This was in support of the fact that instructional resources are crucial to educational achievement. Similarly, a study in secondary schools in 1987 by Vulliamy found out that school instructional materials were associated with high achievement.

A baseline study in Uganda, confirmed that there was a relationship between examination results at the end of secondary schooling and academic materials. In fact, a test about composition writing ability positively correlated with adequacy of educational materials. This means that regarding literacy and numeracy, educational materials played a major role. (Carasco et al. 1996).

Oluka or Opolot-Okulut (2008) discovered that performance of secondary school students was adversely affected in contrast to other areas mainly attributed to instructor factors, vast classes, poor infrastructural facilities, lack of homework, poor reading culture amongst teachers and students, poverty of school state and insufficient time allotted for instruction and learning and instructional materials such as revision materials, set books supplementary materials etc.

In Kenya, as per the Kamunge Report (1988), training and education are an investment in country wide development. It equips and prepares the young people by instilling in them knowledge, competencies and expertise necessary to allow them to fit in the society. That means, for learning to take place there must be materials that will help in instilling this knowledge and skills into the learners.

In my opinion, English is performed poorly due to the fact that there is: lack of adequate infrastructural facilities, inadequate homework, and poor reading culture amongst students and teachers. This may be due to inadequate number of books and other instructional materials which in effect gives them a negative attitude.

3. RESEARCH DESIGN

Kirumbi, B (2018) It is a fixed of methods and techniques used in collecting and analyzing data. A research design is the scheme, outline or plan that is used to generate research issues (Orodho, 2002). This observation deals with quantitative and qualitative record. Descriptive survey design turned into used to gather information from respondents on the factors affecting students' achievements in English in secondary schools. This technique offers the researcher a possibility to collect authentic statistics vital for decision making. Additionally, the researcher identifies the evaluations, emotions and practices of the subjects via discussion Airasian, (2000). This method was chosen since the study was out to looking for views and facts from the targeted population. Descriptive survey is a method of accumulating records with the aid of interviewing or administering a questionnaire to a sample of people. (Orodho: 2002). Survey is vital in studies and has been discovered to be effective in describing characteristics of the population under study. (Fraenkel and Wallen, 2000)

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATION:

Adequacy of Textbooks for English:

Eshiwani (1988) observed a co-relation between the provision of textbooks and achievement. With this in mind, the researcher was to establish whether or not there have been enough English textbooks in schools. Table 1 summarizes the findings.

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Response	Instructors' reactions		Learners' reactions	
	Frequency	%	Frequency	%
Strongly disagree	3	11.54	49	13.10
Disagree	20	76.92	286	76.47
Unsure	1	3.85	9	2.41
Agree	1	3.85	23	6.15
Strongly agree	1	3.85	7	1.19
Total	26	100.0	374	99.32

The table shows that 13.1% of the students strongly disagreed with the view that there had been adequate instructional resources (revision books, supplementary books and so on.) 76.92% disagreed, 2.41% were not sure, 6.15% agreed and 1.19% strongly agreed. The responses are just like the one from the teachers. From the above, there's an agreement that schools have insufficient textbooks. This can be due to the high enrolment costs due FPE programmes, library control practices that are bad or loss because of fires or theft. This scenario impacts negatively on the performance of English.

Presence of Revision Books for English:

The researcher also requested the respondents to state whether or not revision books were available. Table 2 summarizes their responses.

Response	Instructors' responses		Learners' reactions	
	Frequency	%	Frequency	%
Strongly disagree	4	15.38	63	16.84
Disagree	16	61.54	261	69.79
Unsure	1	3.85	34	9.09
Agree	1	3.85	10	2.67
Strongly agree	4	15.38	6	1.60
Total	26	100	374	99.99

From table 4.28, 15.38% of the instructors strongly disagreed that revision books were enough, 61.54% disagreed, 3.85% had been undecided, 3.85% agreed and 15.38% strongly agreed. There's a similarity to the learners' responses. This data shows that learners' lack of revision books significantly, may additionally be because of shortage of budget. The outcome of this is lack of improvement in performance of English.

Availability of English class Readers:

The researcher intended to establish whether or not there were enough English class readers in the schools. Table 3 summarizes the learners and instructors responses to the question.

Response	Instructors' reactions		Learners' reactions	
	Frequency	%	Frequency	%
Strongly disagree	20	76.92	292	78.07
Disagree	2	7.69	48	12.83
Unsure	1	3.85	6	1.60
Agree	2	7.69	19	5.08
Strongly agree	1	3.85	9	2.40
Total	26	100	374	99.98

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From the table, 76.92% of the instructors strongly disagreed with the view that class readers were adequate, 7.69% disagreed, 3.85% became unsure, 7.69% agreed and a couple of 3.85% strongly agreed. This response is much like the responses from the students. Lack of readers in English instructions may be due to ignorance of the parents and administration. Beginners are not exposed to language-in-use, in addition they cannot admire literature early enough and therefore English overall performance may decline.

Availability of Oral Literature Books:

In accordance with KNEC (2006) oral literature is an essential part of the English language. The combination of English language and literature includes oral literature. The researcher therefore desired to establish whether or not schools had sufficient oral literature books. Table 4 reports on the students' and teachers' responses to the query whether or not the advocated oral literature books were available for each individual.

Response	Instructors' responses		Learners' reactions	
	Frequency	%	Frequency	%
Strongly disagree	20	76.92	268	71.66
Disagree	2	7.69	56	14.97
Unsure	1	3.85	8	2.14
Agree	1	3.85	18	4.81
Strongly agree	2	7.69	24	6.41
Total	26	100	374	99.99

From table, 84.61% of the tutors disagreed that oral literature books have been enough, 11.54% agreed and 3.85% weren't sure. The findings had been just like those from the teachers. This shows that learners are significantly deprived in Paper 1 in which oral literature abilities are examined.

Adequacy of set books:

FPE doesn't cater for the purchase of set books. This duty is left to the parents and the schools aren't obligated to provide set books to the learners. The researcher therefore desired to find out whether or not there are adequate set books in schools for the learners. Table 5 summarizes the instructors and learners' responses to the question.

Response	Instructors' responses		Learners' reactions	
	Frequency	%	Frequency	%
Strongly disagree	22	84.62	278	74.33
Disagree	1	3.85	26	6.95
Unsure	0	0	8	2.13
Agree	2	7.69	12	3.21
Strongly agree	1	3.85	50	13.37
Total	26	100.0	374	100

From table, 84.62% of the instructors strongly disagreed with the view that set books had been enough, 3.85% disagreed, 7.69% agreed and 3.85%, strongly agreed. The outcomes are just like the ones of the learners to reveal that parents are to offer the specified set books.

5. CONCLUSIONS

The objective was to establish the extent to which the availability of instructional materials influence the performance of English in public secondary schools.

Focusing on the adequacy of English textbooks, the observation exhibits that 89.57% of the learners disagreed that there were enough textbooks, 7.34% agreed that there have been enough textbooks and 6.15% have been not sure. This indicates that a majority of the schools lack textbooks and therefore the newcomers aren't appropriately exposed to content found in course books and supplementary books. Insufficient textbooks in schools can also have resulted from bad library practices that inspire theft. The impact of this is a decline in the performance of English.

Focusing on the availability of revision books, 86.63% of the learners disagreed that revision books had been available, 4.27% agreed and 9.09 % had been unsure. This scenario may additionally had been because of the tight budgets, theft or an inflow of many learners in secondary schools due to the free day secondary school programs. The lack of revision books means that learners aren't exposed appropriately to the examination rules, exam strategies and diverse examinations from various places, a component that can erode their confidence and effect negatively on the performance of English.

Focusing on the availability of class readers, the observation shows that 90.9% of the tutors disagreed that readers were adequate, 7.5% agreed and 1.6% were unsure. This suggests that beginners aren't exposed early to language use found in novels or plays, another component which may also affect negatively the performance of English in schools.

Focusing on the adequacy of oral literature books, the findings show 85.63% of the learners disagreed that oral literature books had been adequate, 11.22% agreed and about 3.91% hadn't been sure. This suggests that the learners are not at all exposed to the syllabus requirements of appropriate analysis of oral literature. This negatively affects performance in English.

Focusing on adequacy of set books, the study discovered that 88.47% of instructors disagreed that set books had been enough and 11.54% agreed. Despite the fact that set-books are not procured through the FPE programs, it's assumed that parents could be accountable for providing their children with those books. If learners lack set-books, they'll not appreciate literature, neither will they attempt literature questions in Paper 2 and Paper 3 in English which demand for intensive knowledge and mastery of literary skills from the approved set-books. The effect is a decline in the overall performance of the English language.

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