

Influence of Media Use on Students Learning of Christian Religious Education

Zadock Obuchere Murundu*, Habwenje Henry Murundu

Jaramogi Oginga Odinga University of Science and Technology, Box 210, Bondo, Kenya

***Corresponding author**

Zadock Obuchere Murundu

Article History

Received: 18.01.2018

Accepted: 27.01.2018

Published: 15.02.2018



Abstract: Media has a crucial influence on the teaching and learning of Christian Religious Education (CRE) in Schools as it makes the entire process of curriculum implementation to be effective. Despite its importance, the subject has been taught with minimal use of media. This is because schools are faced with inadequate provision of instructional media which hampers efficient teaching and learning of the subject. The purpose of this study was to determine the influence of media use on students learning of Christian Religious Education in Secondary Schools. The study was based on Descriptive Survey Design. The study population consisted of 112 Head teachers, 160 teachers of CRE and 4000 form two students. Random Sampling Technique was used to select 25 Head Teachers. Simple Random Sampling was used to select 53 teachers of CRE and 1333 students. Data was collected using Questionnaires, Teachers' Interview Schedule, Lesson Observation Schedule and Document Analysis Guide. The study found out that; use of media during teaching and learning assists teachers in realizing lesson objectives, CRE concepts are well understood when teachers use media in teaching. The study also revealed that students preferred electronic media as compared to textbooks and chalk walls. The study recommends that; head teachers should provide adequate electronic media in schools to enhance the teaching and learning of CRE.

Keywords: Influence, Use, Students Learning.

INTRODUCTION

The purpose of use of instructional media is to facilitate communication and to enhance teaching and learning. Brown, Oke and Brown [1] classify instructional media resources into three main groups namely visual or three dimensional materials such as objects and models, printed materials such as textbooks and finally instructional materials such as posters, diagrams and audio-aids such as record players, radio among others. Jones [2] on the other hand classifies media into non textual and textual media resources. Non textual media resources include audio and audio visual aids, study trips, resource person among others. Textual media on the other hand refers to the use of textbooks in the teaching and learning.

The power of media in enhancing learning may best be captured in the Chinese saying 'if we hear we forget; if we see we remember and if we do we understand' [3]. Ogonda [4] also supports this view by stating that most individuals are "eye minded" than "ear minded". This means that the student will learn more by seeing and doing and not merely by listening. This could also be reflected in teaching and learning of CRE. If students are merely told concepts verbally, they may easily forget. If they are given an opportunity to see the relationship they will remember, if they practice what they are told and shown, they internalize it. What bridges the gap between theory and practice is media.

Media plays a very crucial role in the instructional process. Walaba [5] summarizes the significance of media and stipulates that the use of media during instructional process: Motivates the learners by capturing their attention and stimulates interests in the subject; integrates learners vicariously and meaningfully in the teaching and learning experiences; contributes to the formation of attitudes and the development of appreciations; explains and illustrates subject content and performance skills and provides opportunities for self – analysis of individual performance and behavior.

The use of media in teaching and learning of CRE enables students to understand and retain the content learned because students are able to hear and see what is taught. Fuller [6] suggests that all that we hear and see, we learn only about 10% through our sense of hearing, and 80% or more through the sense of sight; we retain 20% of all that we hear and 80% of both that we see and hear. From this point of view, it would appear that the use of a variety of media resources in teaching and learning can greatly benefit students. This is so because the chances of greater perception, understanding, reinforcement and retention of the subject matter may be improved. In this consideration, it would appear likely that the inadequacy of instructional media would affect the quality of education and subsequently students' performance [7].

According to Akmajian [8], wall sheets including pictures, charts, diagrams and posters started manifesting themselves in instructional process when educators realized from experiments to determine the effectiveness of lecturing as compared to teaching involving visual presentations, that the latter proved superior with respect to the amount the students remembered, the depth of understanding that results and the enjoyment experienced. Mwiria [9] in relation to instructional media also attributes good performance in private schools (academies) to the availability of adequate instructional media resources as opposed to their public counterparts. Fuller [6] also confirmed the role of media resources in determining student achievement by arguing that use of media in teaching and learning increases the rate of retention of content taught in learners. Dahama and Dhatnagar [10] also support the value of using media. They suggested that people learn 25% to 30% more when visual aids are used in teaching and learning, because they; hold attention, motivate to take an action, increase permanence of learning, make the job of teaching and learning easier and create interest.

Odera [11] says that the radio is an important media for teaching English. She argues that the radio is viewed in schools as a useful tool for teaching languages like English, French and Kiswahili at all levels of education. Language programmes on radio help to increase the students' mastery of vocabulary and pronunciation as students learn to imitate radio presenters. She further notes that if this learning resource is carefully selected and used then learning becomes more interesting, effective and meaningful.

Gardner and Miller [13] in their study entitled "*Language Materials for Language Teachers*" emphasize why authentic materials like newspapers, magazines, charts, pictures, novels, off-air recordings and films should be availed for language learning since such materials motivate learners, promote language acquisition, contribute to language immersion and provide learners with specific or other particular interests. In addition, they argue that such materials are also useful for putting together topic based multiple media collections. The print media can be kept in files and stored together with associated video and audio recordings to serve as source materials for projects or task based activities [12]. Odera [11], Lori [11] and Gardner and Miller [13] have focused on how the use of instructional media influences students' learning of English and not Religious education which the current study addresses.

According to research done by Ouma [14], the significant factors contributing to poor performance of students in examination was inadequate supply of instructional media. This is because good performance demands that every school be equipped with a variety of media resources. He also argues that instructional media

play an important role in explaining the wide variation in academic performance among students enrolled in different types of secondary schools. The current study differs from Oumas study because it sought to determine the factors that affect selection and use of media in teaching and learning of CRE. Oumas study on the other hand was focused on performance of students in examinations which is beyond the scope of this study.

Lazer [15] also underscores the importance of media resources in teaching by stating that media materials whether commercially developed or teacher produced are an important element within the curriculum because they make learning interesting by keeping learners alert throughout the lesson, they enable the teachers cater for individual differences of the learners, they also enable the learners retain the content taught because they are able to see and hear the message and they make real life events to be brought in the classroom. The current study differs from Lazars study because it sought to find out how use of Media resources influences students' learning of CRE. However, Lazars study focused on how media influences students' learning of language.

Instructional media materials employed during C.R.E teaching and learning form a major component of classroom interaction. Aidan [7] names two major uses of media in C.R.E teaching as: Helping students understand abstract ideas and that they are instruments of motivation if they are used in such a way as to stimulate learning. Ogolla [16] in his study observed that the main learning resources used by teachers to teach various religious concepts are the chalkboard and the course book. He further asserts that the occurrence of the desired learning can best be achieved through mobilization of instructional materials such as presentations and use of various electronic and printed media.

Musamas [17] carried out a study to investigate the extent to which audio, visual and audio visual materials and resources are used in instruction in Chebisaas High School in Uasin Gishu County, Kenya. The study revealed shocking results that no such media was used during CRE teaching and Learning as compared to other subjects despite the fact that the school was moderately endowed with some of the materials and resources. Although his study was specific to a given school, the current study covers a whole county with 112 secondary schools.

According to Oneni [18], the assertion that media can increase interest and retention is based on the hypothesis that the more abstract the content of a message the more difficult it is to comprehend. This explains why there is need to employ a variety of instructional media so as to improve the learning outcomes. The current study differs from Onenis study

because the researcher involved learners in the study by giving them questionnaires to explain how instructional media influences their learning of CRE. This was done for triangulation purposes. Onen's study on the other hand only involved teachers and not learners.

Walaba [5] also supports the view that instructional media influences students' learning of CRE. This is because media enables learners to understand abstract ideas which lack human experience for example the concepts of heaven and hell. He also supports the idea that media captures and holds interest through making learners pay attention and it enables the learners to understand new ideas and retain the knowledge acquired since it is a learner-centered way of teaching. The same view is also held by Luvisa [19] that some concepts in Kiswahili are quite abstract thus making the teaching and learning situation challenging. For instance, a learner who has never had any experience with an air conditioner may be vicariously incorporated in a learning experience to visualize such a concept if a picture, photograph, drawing or the real object of the said item is shown to him or her. This is further supported by Wardsworth [20] who calls upon teachers to use among other things various instructional materials to enable learners make meaning of the concepts they learn.

Nyaoga [21] argues that some useful instructional resources which increase the rate of retention of content are the chalkboard/chalk walls, excursions, study trips, drama and models. This is because they enable the teacher to develop critical thinking in the learners; it promotes participatory learning and interaction. The current study differs from Nyaoga's study because it sought to find out how media influences students' learning of CRE in secondary schools. Nyaoga's study was carried out in public primary schools. In addition, the current study focused on both textual and non-textual instructional media including the electronic media resources which were left out in his study.

Kizerbo [22] argues that in Kenya, the 8-4-4 system of education requires a lot of input resources in teaching and learning process including instructional media. However, schools are under-resourced with instructional media, particularly in CRE. Hence the benefits of using media are not achieved by both teachers and students. This could also be a contributing factor to relatively low performance of students in CRE in Vihiga County, Kenya. These benefits of using media in teaching and learning should translate into improvement of learners' academic performance yet Vihiga County has posted relatively low results in CRE at Kenya Certificate of Secondary Examination in the last five years. This is because the percentage mean score for each of the five years is less than 50% as follows: 2010 (54.0%), 2011 (48.4%), 2012 (47.2%), 2013

(49.0%), 2014 (48.3%) and 2015 (48.2%). This generally indicates low performance in the subject.

Research Objective

The study therefore sought to establish the influence of media use on students' learning of Christian Religious Education in Secondary School which could be a factor that contributes to the relatively low performance of students in CRE in schools.

MATERIALS AND METHODS

Research Design

This study explored teachers' selection and use of diverse media in the teaching and learning of CRE. Descriptive survey design was therefore suitable in conducting this study. This design enabled the researcher to collect data that helped in the answering of the research questions concerning the current status of the subject of study [23]. Descriptive survey design was also used because it yields a great deal of information which is accurate [24]. The design also enabled the researcher to gather data at a particular point in time and used it to describe the nature of the existing conditions [25]. The research aimed at gathering accurate information and characteristics that were observable on factors that influenced selection and use of media in teaching and learning of CRE in Secondary schools in Vihiga County.

METHODOLOGY

Sample and Sampling Techniques

A number of sampling techniques were used so that a more representative sample could be arrived at. Krathwohl [26] supports the view that where a study population is large, a combination of sampling methods is most preferred so as to enable the researcher to get a more representative sample. Out of 112 secondary schools in Vihiga County, five secondary schools were randomly sampled from each sub-county within Vihiga County (i.e. five in Luanda, five in Emuhaya, five in Vihiga, five in Sabatia and five in Hamisi). Random sampling technique was used to select the schools because it enabled all members of the group or population to have an equal and independent chance of being selected [23].

Simple random sampling technique was used to select a sample of 1333 students from the total of 4000 students representing 33% of the study population. This is according to Orodho and Kombo [27] who state that a third of the study population will provide an equal opportunity of selection of each element of the population and will help yield data that will be generalized to the larger student population.

Simple random sampling was also used to select 53 teachers of CRE from a total of 160 representing 33% of the study population. This is according to Kalai [28] who supports that a third of the study population enables the researcher to get opinion

from selected respondents who represent the population of interest.

Saturated sampling method was used to select the head teachers of the 25 secondary schools and this is according to Borg and Gall [29] who state that saturated sampling is a non-probability sampling technique in which all members of the target population are selected because they are too few to make a sample out of them.

Reliability of the Instruments

Reliability authorities such as Farrel, Issac and Trucano [30] subscribe to the view that, researchers originate from a variety of backgrounds and have different interests and inclinations. Fairchid [12] argues that, reliability could be viewed in terms of comprehensiveness of data and what actually occurred in the setting under study. Farrel *et al.* [30] people in the same setting. This particular study compared questionnaire results from teachers and students from the same schools and environments respectively, thereby enhancing the reliability of the results through triangulation.

To establish reliability of research instruments, a pilot study was carried out involving 400 students, 16 teachers of CRE and 3 head teachers. This was 10% of the entire population Nichmas and Chava [31]. Reliability was also done using test re- test technique to the same respondents at an interval of two weeks. For quantitative data, Pearson's (r) was used to determine correlation of the instruments judged reliable at 0.7. The formulae that was used to calculate reliability was:

$$r = \frac{\sum (x - \bar{x})(y - \bar{y})}{\sqrt{(\sum (x - \bar{x})^2 \sum (y - \bar{y})^2)}}$$

For qualitative data, the pilot study was carried out to find out whether the terms used in the instruments resonated with the terms which were familiar to teachers, head teachers and students. The researcher also verified the instruments content for accuracy, consistency and ensured that ambiguous information was removed while deficiencies were noted and corrected in the instruments which were used in the final study [32]. Respondents who participated in the pilot study did not participate in the main study.

Validity of the Instruments

Validity is the ability of instruments to measure what it is intended to measure [13]. According to Mugenda and Mugenda [23], validity is the accuracy and meaningfulness of inferences which is made on the research results. They further explain that, if data is a true reflection of the variables, then inferences based on such data will be accurate and meaningful. They further

argue that validity deals with the degree to which the results of research study are generalizable to larger setting outside the research situation.

For face validity of the instruments to be ensured, content related validity was used to validate the developed instruments by preparing what each instrument was intended to measure, then presented them along with the instruments to three experts from the school of Education of Jaramogi Oginga Odinga University of Science and Technology who examined the content of the instruments and advised the researcher on face validity. Improvements were made according to the recommendations suggested by the experts before the instruments were finally taken into the field.

Data Collection Procedures

The researcher secured a research permit and a research authorization letter from the National Council for Science and Technology in the Ministry of Higher Education, Science and Technology through the School of Graduate Studies (S.G.S) of Jaramogi Oginga Odinga University of Science and Technology before proceeding to the field for data collection. The researcher then reported to Vihiga county Education office and presented a copy of the letter of research authorization. Permission was sought from the head teachers of the sampled schools through written letters two weeks before the study was undertaken.

For effective administration of the questionnaires, the researcher made personal visits to the sampled schools giving relevant instructions on how to fill questionnaires. He then administered the questionnaires, then requested teachers and students to fill them carefully. Where necessary, clarification was made on the items of the questionnaires. Finally, the researcher withdrew the completed questionnaires before he left for another school to avoid loss of some questionnaires. The researcher also gathered data by interviewing teachers of CRE, looking at the relevant records with help of the Document Analysis (DA) and the Lesson Observation Schedule (LOS).

METHODS OF DATA ANALYSIS

Data was analyzed both quantitatively and qualitatively.

Quantitative Data Analysis

Data analysis in descriptive survey studies involves descriptive and inferential statistics [23]. Quantitative data which was gathered by responses to closed ended questions from Teachers Questionnaires (CTQ), Head Teachers Questionnaires (HTQ) and learners Questionnaires (LQ) was analyzed using descriptive statistics such as frequencies, means and percentages, summarized and presented in tables [28]. This study used frequencies, means and percentages because they easily communicate the research findings

to majority of the readers [33]. Frequencies easily show the number of subjects in a given category. Percentages were used to compare sub-groups that differed in size and population, then finally summarized and presented in tables.

Qualitative Data Analysis

Qualitative data was gathered by responses to open ended questions from; Teachers Questionnaires, Head Teachers Questionnaires, Learners Questionnaires and the Teachers Interview Schedule. These were read carefully paying attention to comments, ideas and concerns of participants, then organized, categorized and presented in narratives according to various emergent themes because qualitative data analysis is a systematic procedure followed in order to identify essential features, themes and categories [29]

The researcher also observed various lessons taught by teachers and compared his observations from various lessons as he drew final conclusions based on objectives of the study. Data gathered by the Lesson Observation Schedule and Document Analysis was also presented in narratives according to various themes of the study. The researcher finally reviewed the data again to locate additional evidence backing up each theme as he compared general themes across all data sources while creating broader consistent themes.

RESULTS AND DISCUSSION

Influence of Media Use on Students’ Learning of CRE

Teachers seemed to agree that media has a big influence on students learning of CRE. For example, they agreed that the use of media assist them to achieve their lessons’ objectives as illustrated in Table 1 below:

Table-1: Teachers Views Regarding how Media Assists in Realizing Lesson Objectives

Extent of Perception	Frequency	Percentage
A very great Extent	45	85
A great Extent	05	09
A fair Extent	03	06
A minimum Extent	00	00
No extent at all	00	00
Totals	53	100

The table above indicates that (94%) of teachers agreed that the use of media during CRE teaching and learning greatly influences their achievement of lesson objectives. Only 6% were of the view that the use of media fairly assists them in achievement of their objectives. In the actual sense, all the teachers agreed that the use of media influences students learning of CRE. Teacher X said that;

“Instructional media experts such as Romiszowski [34], Briggs [35], Coppen [37] and The use of media brings life experiences to classroom situations, makes students understand CRE concepts better, motivates learners and stimulates learning, supplements monotony of the teachers presence in the classroom, enhances learning

experiences during CRE teaching and learning and makes learning appear real.”

Wright [37] have underscored the importance of the use of instructional media in any given teaching and learning process. They all agree that instructional media in an instructional process: Explains and illustrates subject content and performance skills, motivates learners by capturing their attention and stimulating their interests in the subject and integrates learners vicariously and meaningfully in the learning experiences. The use of media in enhancing the learning of CRE was also confirmed by students as indicated in Table 2 below.

Table-2: Learners Perception of the Influence of Media Use on their Learning of CRE

Response	Frequency	Percentage
Strongly Agree	1000	75
Agree	200	15
Undecided	100	08
Disagree	33	02
Strongly disagree	00	00
Total	1333	100

Table 2 above indicates that learners were aware of the influence of using instructional resources during CRE teaching and learning and how it enhances their learning. A majority (90%) indicated that CRE concepts are well understood when the teacher

incorporates instructional media during CRE teaching and learning. Learners strongly felt that media enhances retention as shown in Table 3 below.

Table-3: Learners Perception of the Retention of Learned Content when Media are used

Response	Frequency	Percentage
Strongly agree	800	60
Agree	300	23
Undecided	150	11
Disagree	83	06
Strongly disagree	00	00
Total	1333	100

Table 3 reveals that a significant number of learners (83%) agree that the use of instructional media in the teaching and learning of CRE ensures longer retention of the content learned. This finding agrees with Logan [38] who asserts that one of the areas where experiments have been performed is that of retention in which it has been found that information retention with the use of media stands at between 80-90% over other

conventional one-dimensional methods. The same view is also held by Odera [11] who argues that the use of Media technology in teaching and learning ensures longer retention of the content taught by the students.

The study found out that learners also had preferences of certain kinds of media for the teaching and learning of CRE as indicated in Table 4 below.

Table-4: Learners Preferences on Selected Media for CRE Teaching and Learning

Instructional Media	Frequency(N=1333)	Percentage
Chalkwall/chalkboard	100	08
Textbooks	100	08
Pictures and photographs	200	15
Radios	700	53
Television	1200	90
Mobiles	1000	75
Study trips	00	00
Video tapes	1000	75
Resource persons	00	00
Computer mediated	200	15

Interestingly from the table above, electronic media was preferred by the students. (90%) and (75) preferred TV and mobile phones respectively. The obvious media for example chalk boards and text books were least preferred as instructional media seemingly because they were commonly used by teachers during teaching and learning. This finding confirms Murithi [39] who argues that learners understand concepts better when electronic media are used as compared to the use of textbooks and chalkboards. This is due to the fact that learners prefer electronic instructional media.

Although resource persons and study trips are important in teaching and learning of CRE, students were not familiar with them because teachers of CRE had not utilized them in teaching the subject. The reason advanced by the head teachers for not utilizing study trips in teaching and learning of CRE was that it was an easy subject as compared to the science subjects. This finding reveals the need for teachers of CRE to use a variety of instructional media in teaching and learning of CRE in order to enhance retention of content in the learners.

CONCLUSION

Based on the findings, the study makes the following conclusions: A significant majority of teachers (85%) indicated that use of media during teaching and learning assists them in realizing lesson

objectives. A majority of learners (90%) strongly agreed that CRE concepts are well understood when the teacher uses media in teaching. The study also revealed that students preferred electronic media as compared to textbooks and chalk walls.

RECOMMENDATIONS

Based on the findings, the study makes the following recommendations: The study recommends that head teachers should provide adequate electronic media in schools to enhance the teaching and learning of CRE. In addition, demonstration schools or groups should be established in the county where teachers, learners and school administrators are given an opportunity to see the model lessons of CRE with the use of instructional media.

REFERENCES

1. BrownT, Oke KS and Brown J. Media Technology in Learning; 2006. London: IBN Co.
2. Jones WT. Effective Communication Skills. 2010. London: Hahm Publishers.
3. George M. Media Resources in Learning of Language; 1995. London: Cambridge University Press.
4. Sharma V, Morgan PM, Cheng EY. Factors influencing early rehabilitation after THA: a systematic review. Clinical Orthopaedics and Related Research®. 2009 Jun 1;467(6):1400-11.

5. Walaba A. Teaching Christian Religious Education. Nairobi: Bohn Publishers; 2010.
6. Fuller P. Effective Teaching and Learning. London: Hodder Publishers. 1985.
7. Aidan JW. Approaches in Teaching Religious Education. New York: Longman. 2007.
8. Akmajian M. Instructional Technology in Higher Education. New York: Herl Publishers. 2010.
9. Mwiria K. Harambee School Movement; Historical Perspective. University of Wincousin: Unpublished PhD Report; 1985.
10. Dahama P and Dhatnagar P. Education and Communication for Development. 2nd Edition; 1992. London: IBN Publishing Co.
11. Odera FY. School Radio Programme: A Case Study of its Use in Selected Institutions in Nyanza Province Kenya. Unpublished M. Phil Thesis: University of Wales. 1983.
12. Lori, G Using Video in the Classroom. Downloaded on 11/1/2011 at 8.30 A.M. from; <http://www.library.com/articles/13.asp>
13. Creswell JW and Miller K. Research Design: Qualitative and Mixed Methods Approaches. 2000. London: Sage Publishers.
14. Ouma NO. The Impact of Teaching Aids on Secondary School Performance in National Examination; A Case of Selected School in Kisumu Town, Kenya. Kenyatta University PGDE Proposal: Unpublished Report. 2009.
15. Lazer G. Literature and Language Teaching. London: Cambridge University Press. 2008.
16. Ogolla S. Influence of Teaching and Learning Resources on Students Understanding of Mathematics Concepts in Secondary Schools in Kakamega Central. Unpublished MEd Thesis: Kenyatta University. 2013.
17. Nekesa oh. The effects of strengthening of mathematics and sciences in secondary education (smasse) training on performance of students in chemistry in uasin-gishu district, kenya.
18. Oneni C. Influence of Teacher Characteristics on Students Performance in Chemisty. Unpublished MEd Thesis: Kenyatta University. 2005.
19. Luvisa JC. Availability and Use of Instructional Media in Teaching Kiswahili in Secondary Schools in Bungoma District. Unpublished Med Thesis: Moi University. 2003.
20. Wardsworth BJ. Piagetian Theory of Cognitive and Effective Development. 1984; New York: Longman.
21. Nyaoga JO. Factors That Contribute to Performance in Rural Secondary Schools in Kisii District, Kenya; 2003. Unpublished MEd Thesis: Maseno University.
22. Kizerbo J. Educate or Perish: Africa Impasse and Prospects: Darkar: UNESCO/INICEF;1990.
23. Ki-Zerbo J. Educate or perish: Africa's impasse and prospects (Dakar, BREDA with UCARO (UNESCOUNICEF West Africa)).
24. Van Marwijk HW, Ader H, de Haan M, Beekman A. Primary care management of major depression in patients aged ≥ 55 years:: outcome of a randomised clinical trial. Br J Gen Pract. 2008 Oct 1;58(555):680-7.
25. Cohen LM, Morrison L. K.(2000) Research Methods in Education. London (UK) Routledge. Hodges, CB. 2004.
26. Krathwohl DR. Educational and Social Science Research: An Integrated Approach. Toronto: Longman. 2003.
27. Orodho JA. Enhancing access and participation in secondary education among the poor and vulnerable through bursaries in Kenya. A consultancy paper submitted to the Institute of Policy Analysis and Research (IPAR) for Publication. 2002.
28. Kalai P. Understanding Research Methods. Nairobi: University of Nairobi Press. 2009.
29. Borg RW & Gall JP. Educational Research: An Introduction. New York: Longman Publishers. 2007.
30. Farrel M, Issac S and Trucano M. The Nepad e-School Demonstration Project. Washington: Inforder. 2007.
31. Nichmas D and Chava F. Research Methods in Social Sciences. United Kingdom: Bristol. 2008.
32. Joppe M. The Research Process. 2000. Retrieved on 2nd Sept. 2009 at 2.00 P.M. @<http://www.ryerson.ca/~mjoppe/rp.htm>
33. Gay LR Educational Research: Competencies for Analysis and Application, 1992; 4th edition. New York: Macmillan Publishers.
34. Romiszowski AJ. The Selection and Use of Instructional Media. 1991; London: Kogan Page.
35. Briggs L. Instructional Design: Principles and Applications. 1977. New York: Englewood
36. Coppen H. Aids to Teaching and Learning. 1974; New York: Pergamon Press.
37. Wright A. Visual Materials for the Language Teacher. 1984; Hong Kong: Longman.
38. Logan M. Creative Communication: Teaching the Language Arts. 1981; New York: MacGraw Hill.
39. Gongera E, Okoth ON. Alternative Sources of Financing Secondary School Education in the Rural Counties of Kenya: A Case Study of Kisii County, Kenya. Journal of Education and Practice. 2013;4(4):107.