

Usefulness of Media Resources in English Instruction: A Case of Adventist Secondary Schools in Tanzania

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Abstract

This paper sought to establish if there was a significant difference among secondary school administrators, teachers of English and students in Adventist Secondary Schools in Tanzania in their perceptions on the usefulness of media resources in English teaching and learning. The present study employed descriptive, comparative and correlational research designs. The study used questionnaires to collect the information from teachers of English, students and school administrators regarding the usefulness of media resources in English instruction among Adventist Secondary Schools in Shinyanga, Mwanza, Mara, Arusha and Kilimanjaro regions. Three hundred and eighty (380) respondents participated. The findings show that all the three groups agreed that media resources are useful in English instruction and that both the male and female students agreed that media resources are useful in English instruction. It is therefore highly essential for secondary schools to provide adequate and relevant materials for the teaching and learning, not only of English, but for all other subjects in the secondary school curriculum. Future studies could look at perceptions of different stakeholders on improvisation of teaching and learning resources.

Keywords: Usefulness, Media, resources, Adventist schools, Tanzania

1. Introduction

Integration of media resources in school curriculum is of great concern to students, teachers, school administrators and curriculum developers. As argued by Taylor and Hogenbirk (2001), countries that do not integrate policies of scientific and technological development with education components will be left behind. The use of media resources in teaching and learning has been proven by available literature, a powerful way of improving students' ability to master language and consequently, use it effectively as medium of instruction. Pirozzi (1995), for instance, maintained that establishing an environment for effective English speaking and listening, demands learners to be exposed to purposeful, real-life objects that place increasingly complex demand on the way language is acquired and used. Brown, Lewis and Harderod (1983) argue that language teachers should use special language laboratory equipment to produce students with audio-active language practices, which can greatly improve students' language proficiency.

The study of Mlekwa (1977) indicated that the question of non availability of teaching materials is rather acute in Tanzanian Secondary Schools and that it may be one of the causes of the students' low proficiency in English. Thirteen years later, Mbwambo (1990) established that English teachers in Tanzanian Secondary Schools faced problems in teaching tenses, spelling, pronunciation, use of articles, summary writing, irregular verbs, punctuation, word order, and conditionals. He also maintained that these problems were caused by the non-availability of media resources in language teaching. Most recent study on English teaching and learning in the country indicated that there are complaints among teachers and other professionals in Tanzania that most form four leavers are unable to express themselves well in English language because their mastery of grammatical elements and English tenses is low (Kikoti, 2004).

Such incompetence in English skills, among Secondary School leavers therefore, necessitates a question whether various media resources have been incorporated in the process of English teaching and learning during secondary education. English language is not only one of academic subjects taught in Tanzanian Secondary Schools, but it is also the medium of instruction through which all other academic subjects in such schools, with an exception of Kiswahili, are taught and learned. The fact that primary schools in Tanzania use Kiswahili as medium of instruction in all subjects, except English subject, suggests immediate change that learners must go through from Kiswahili as medium of instruction in Primary schools, to English in Secondary Schools and higher education.

Apparently, this change can cause learners to experience difficulty in learning. Unless students master English as a subject and its use as medium of instruction by secondary school level, they are likely to experience difficulties in higher education in which the same medium of instruction is employed. Special strategies in English teaching and learning are therefore imperative if learners need to excel in their academic journey in Secondary Schools and higher education; this attempt demands the use of media resources in English instruction.

With the exception of Kisangi (1978) and Hamdani (1983), who investigated the use of media resources in science-related subjects in the country, not much has been researched, particularly on the use of media resources in English instruction in Tanzanian Secondary Schools. Some of the related studies as stated by Numi (1991), in Komonte (1995), were product oriented in that the researchers concentrated on the benefits of using media resources in teaching and learning and not the availability and use thereof. It is this gap that motivated the researchers to investigate the availability, use and usefulness of media resources in English instruction in Tanzanian Adventist Secondary Schools.

2. Literature Review

Availability of media resources in Secondary Schools is of great concern to teachers, school administrators and curriculum developers. The concept of availability of teaching and learning resources has been discussed by many writers and researchers. Tucker (1986), for instance, held that because media are created as integral elements of the curriculum, there is an obligation to ensure that all learners in a given educational institution have ready access to the materials. If resources are considered inevitable to the learning, then they should be at hand in all the schools. The educational department of Western Australia (2001) holds that, establishing an environment for effective English speaking and listening requires learners to be exposed to purposeful, real-life situations and facilities that place increasingly complex demand on the way language is used.

Balyage (1995) conducted a study on *Determinant of Student Teachers' Performance in State Universities of Region III in Philippine* and established that instructional materials were significant predictors of knowledge of student teachers in the subject matter. He maintains that, while teachers' knowledge on the subject matter can determine effectiveness in learning, there is a great need for teachers to be availed with sufficient instructional resources for teaching and learning.

Previous studies in East African countries, however, have revealed great scarcity of media resources in Secondary Schools. In her study on *The Life Approach Method in Teaching Christian Religious Education in Secondary Schools in Nairobi, Kenya*, Onsongo (2002), for instance, established that lack of learning resources was among the problems encountered by teachers in the use of life approach, which is the recommended method for teaching Christian Religious Education. Her study established that teachers lacked adequate teaching-learning resources to support their teaching of Christian Religious Education. She particularly found that majority of the teachers (74%) felt that their schools did not have adequate resources. This was confirmed by the classroom observation checklist, where it was observed that apart from the recommended Christian Religious Education textbooks and the Bible, no other resources existed for use in teaching Christian Religious Education. Even the textbooks were, in some cases, only for the teachers, while students did not have their own copies. Students, therefore, relied on what the teachers had to say and give in the form of notes. She further found that such methods as field trip and social action projects, which could make students experience what they learnt in class, were the least used. Students' activities were found to be limited to note writing.

Muchilwa (1998), investigated on *The Availability and Use of Instructional Materials for Teaching History: A Study of Secondary Schools in Mombasa District*, and concluded that instructional materials for teaching History and Governance are inadequate in both public and private Secondary Schools in Mombasa District. Most of the schools investigated in this study did not have enough instructional materials for teaching History, and the few ones available included and were limited to the class textbooks, a few reference books and widely-used teachers' notes.

The study of Onyango (2003), on *Factors Influencing Examination Performance at KCSE: A Case of SDA Sponsored Schools in Central Nyanza Field*, found out that most Secondary School teachers (63.2%) showed that there was lack of learning resources like relevant textbooks and a proper library. They also indicated that this condition greatly affected students' performance in Kenyan Certificate of Secondary Education.

The scarcity of media resources for teaching in Tanzanian Secondary Schools has been discussed by a number of researchers. The study of Komonte (1995) on *The Problems of Integrating English Language Teaching Strategies and the Learning Process in Tanzanian Secondary School Classrooms* found out that scarcity of media resources was the chief course of students' problems in the mastery of English language as a subject and medium of instruction in Tanzania. According to her observation, teachers' guiding reading aloud, silent reading, and pair/ group discussion were dominant strategies in teaching reading and speaking skills. She also realized that the teachers did not involve all the students in the teaching/ learning process because such strategies required sufficient and adequate teaching/ learning facilities, but Tanzanian Secondary Schools were lacking such facilities. Therefore, the study concluded that the English learning process takes place in only few students and not the whole class.

Mbwambo (1990) conducted a research on the *Effectiveness of the School Inspectorate in Improving Teacher Quality: A Case Study of English Language Teaching in Tanzania* and established that problems in teaching in Tanzanian Secondary Schools included lack of teaching resources.

The studies of Kisangi (1978) on *Teaching Science in Limited Resources with Specific Reference to Chemistry*, and that of Hamdani (1983) on *Assessment of Home-Economics Teaching-learning Resources in Tanzania primary Schools: A Case Study of Morogoro Urban District*, indicated that scarcity of teaching materials affected the quality of teaching and learning. Lack of adequate teaching resources implied that the practical aspect of teaching the subject matter should not be carried out. Thus teachers would have no alternative but to teach theoretically, which led to learners' failure to acquire practical skills.

Quorro (1999) conducted a qualitative study on the teaching and learning of writing in English in Tanzanian Secondary Schools and found out that students in secondary schools copied notes most of the time because they could not write their own notes due to insufficient knowledge of the English language illustrated by the amount of spelling errors in the notes they copied.

He also realized that most Secondary School students performed mechanical writing tasks which do not require much critical thinking faculties and so they find it difficult to write on their own when required to do so after they completed schools. Thus, he concluded that resources, including books, stationery, newspapers, and other reading materials were necessary to bring about change, which means improving the teaching and learning to meet the writing requirements of tertiary education.

Kikoti (2004) conducted a study on *The Teaching and Learning of English Grammar in Tanzanian Secondary School Classrooms* and found out that the schools studied had no sufficient media resources for English learning. Such lack of teaching and learning facilities were found to have had influenced teachers' choice of grammar teaching approach. Particularly, the acute shortage of textbooks was a strong factor that caused grammatical problems among students.

The reviewed literature has clearly revealed scarcity of media resources in Tanzanian Secondary Schools. Hence, the influence of such inadequacy on students' performance can be noticed from what Masawe (2003, p.11) asserted: "Reasons for Tanzanian learners' failure in the examinations include inadequacy of teaching and learning resources." He tried to analyze the performance of Ordinary level national examination for five years (1993-1997) and attributed such failure to non-availability of media resources in teaching and learning.

Abdullah (1996) conducted a study on *The Integration of Secondary School Libraries with the School Program in Dar es Salaam city* and concluded that absence of optimally functioning Secondary School libraries in Dar es Salaam Secondary Schools rendered their integration with school programs unjustifiable. Despite day-to-day variation in curriculum changes, students' personal, social and educational developments are not encouraged through skilful incorporation of media resources into pedagogy and learning. As a result, students stagnate within the confines of teachers' notes, and the habit of learning through a variety of Secondary School library resources is not inculcated into the young minds of students.

According to Baker and Westrup (2000), instructional media resources include anything that can facilitate teaching and learning. These include books, resource persons, animals, plants or any object that makes teaching and learning easier, clearer and more interesting. Current educational practices recognize the value of growing number of instructional materials as aids to effective teaching and learning. According to Lardizabel, Buston,

Bucu, & Tangco 1991), these materials are sometimes referred to as audiovisual resources because they are sensory objects and images utilized to promote meaningful communication between the teacher and the learner.

Different writers have classified media resources in different ways. Lardizabel, et al. (1991, p.223-224), for instance, classified media resources for teaching and learning into printed materials, audio resources, visual resources, audio-visual resources, demonstrations, community resources, language laboratory, and programmed instruction.

2.1 The Usefulness of Media Resources

From the mid 1960s on, there has been a growing body of teaching specialists that have had clear perception that curriculum and the means by which that curriculum is taught are inseparable entities. They believe that the use of the instructional materials affects the teaching and learning process positively and influences not only what is learnt, but the way this information is communicated with the rest of the knowledge structure that the learner has developed (Tucker 1986).

The usefulness of media resources in the teaching and learning process can be seen in what Dyson (n.d, p. 86) reported: Direct sensory experience comes about when we become involved in handling and enjoying contact with things. It includes awakening of one or more of our senses which can trigger other sensations: sight, awareness of state and place, motion and relationships (the kinesthetic senses), sound and touch, taste and smell, all of which act as sensors of the world around us.

John Locke's argument as stated by Curren (2003) states that all simple ideas (the building block of human understanding) originate in external experience which comes to a person via sensation through the sense organs. The argument stresses that learners need to have a solid background of experience upon which their formal education can draw. Without experience, they will learn words but will not have mastery of the underlying concepts. Children living in the remote inland areas, for example, might learn the word "sea," but they are unlikely to acquire the concept of the "sea" as an entity if they have not experienced it. The usefulness of media resources such as motion and video can be used to at least show the learners how the sea looks like.

Further, literature on classroom interaction has shown a profound effect of the instructional materials in the learning process. Chance and Chance (2002, p. 165), for instance, asserted that "communication research proves the adage that actions speak louder than words," meaning that learners must be involved in hands on activities in order for them to learn effectively.

There are many ways media resources such as films, paintings, and photographs can be used to improve the learning of English. The results of several experimental courses in freshman composition taught at Northern Michigan University during 1973-75 indicated that students reacted with enthusiasm to the courses, particularly praising the use of films. A large majority gained a positive attitude toward writing, literature, and art in general. Sixty-five percent of the students felt their writing skills improved considerably (Pavlik, 1975).

Bullough (1978) maintained that in order for basic concepts to be learned, it is necessary that the individual has direct encounter with instructional resources, the elements that make up the concepts somewhere in his or her experience. Taylor (2007), has supported this by arguing that it is insufficient for learners to merely read or write about a topic because the brain learns best through multi sensory processing. This means that in order for effective teaching and learning to take place, as many senses such as hearing, seeing, feeling and tasting as possible, should be involved in the process. He also asserted that: The brain comprehends complex topics when they are imbedded in a rich sensory input. It needs multi path, multi model, and multi sensory experiences to create as many associations as possible. ... The more complex the topic, the more likely the brain will master and retain the concept if the learning experience includes rich sensory inputs. When information enters the brain by two or more sensory systems, combined with some types of emotion, learning happens more readily and retention is enhanced (p. 43).

3. Method

The present study employed descriptive, comparative and correlational research designs. In descriptive design events were recorded, described, analyzed and interpreted. While correlational design enabled the researchers to assess the degree of relationship that exists between variables, estimating the extent of relationship between them

(Cone and Foster, 2005), descriptive design described situations, events or conditions as they currently exist (Kombo and Tromp 2006). In comparative design, on the other hand, t-test and Analysis of Variance (ANOVA) were used to determine whether there were significant differences between or among groups at a selected probability level (Mugenda and Mugenda, 2003).

3.1 Sample Size and Sampling Techniques

In order to obtain the sample size (n) for teachers of English, school administrators and students, the researchers employed both purposive and random sampling approaches. "In purposive sampling, the researcher handpicks the cases to be included in the sample on the basis of the judgment of their typicality. This way, there is build up of a sample that is satisfactory to the specific needs" (Cohen and Manion 1992).

Because the schools under investigation were only ten, we used census, to have all the teachers of English respond to the questionnaire. All the headmasters, second masters, academic masters and class masters for form III and form VI composed the administrators' sample. Since the schools had up to 3 streams for each class, we randomly picked one form III stream from each of the ordinary level schools, and one form VI stream that took the subject of English from each of advanced level schools to compose the student sample. We distributed the questionnaires to them, expecting that all respondents would complete and return the questionnaires.

3.2 Instrumentation

The study used questionnaires to collect the information from teachers, students and school administrators regarding the availability, use, and usefulness of media resources in English instruction among Adventist Secondary Schools in Shinyanga, Mwanza, Mara, Arusha and Kilimanjaro regions. The following four-interval scales appeared in the questionnaires; students, teachers of English and school administrators circled the appropriate number to indicate their perception on the usefulness of media resources in English instruction:

- 4 denoting Agree (A)
- 3 denoting Tend to Agree (TA)
- 2 denoting Tend to Disagree (TD)
- 1 denoting Disagree (D)

In relation to perception of the usefulness of media resources, the mean scores of the respondent groups were interpreted as follows: 1.00-1.49 = Disagree, 1.50-2.49 = tend to disagree, 2.50-3.49 = tend to agree and 3.50-4.00 = agree. The standard deviations, the extent to which scores in a group deviate from their mean, was used to estimate the variability in a distribution, and was obtained by subtracting the mean from each score. If the value is small, it implies that the variance was small, meaning that the scores are close together. If the value is large, it implies large variance and therefore the scores were more spread out (Mugenda and Mugenda, 2003, and Oso and Onen 2008).

We employed Cronbach's alpha to determine the internal- consistency of the questionnaire items. This was based on the relationship among the scores derived from the individual items or subsets of items within a test (Ary, Jacobs and Razavieh 2002). A computed alpha coefficient varies between 1 (denoting perfect internal consistency) and 0 denoting no internal consistency). To establish reliability before the actual data collection, a pilot study was administered to 48 students in 2 secondary schools, 32 teachers of English and 11 school administrators in 11 Secondary Schools in Arusha City. Cronbach's alpha coefficient of 0.89 was found on the section of usefulness of media resources in English instruction, after deleting an item that lowered the reliability as suggested by Bryman and Bell (2007).

3.3 Data Gathering Procedures

Upon a written approval by the Tanzania Union Education director, the researchers collected data from November 3-19, 2008. After arriving at a particular school for data collection, the headmaster introduced us to the teachers and students, requesting them to fill the questionnaires and participating in the interview and observation schedules. The researchers distributed self-administered questionnaires to teachers who filled and returned them at their earliest convenience. We then administered the questionnaire to students in their respective classrooms, and thereafter went to the next school.

3.4 Statistical Treatment of Data

One way Analysis of Variance (ANOVA) was used to test whether there was any difference among secondary school administrators, teachers and students in their perception on the usefulness of media resources in English instruction, and t-test was used to test whether there was significant difference in the students' perception on the usefulness of media resources in the learning of English subject in terms of their gender and their level of education.

Pearson Product-moment correlation coefficient was used to test whether there was interrelationship between the Tanzania Adventist Secondary Schools English teachers' perception of the usefulness of media resources in English instruction and the English teachers' perception of their students' proficiency in English, training/knowledge on the use of media resources in English instruction, educational qualifications, working experience, gender and age. The significance level was set at 0.05.

4. Results and Discussion

This paper sought to establish if there was a significant difference among secondary school administrators, teachers of English and students in Adventist Secondary Schools in Tanzania in their perceptions on the usefulness of media resources in English teaching and learning.

Table 1 shows the mean scores for teachers of English (3.70), school administrators (3.62) and students (3.60). Table 2 presents the Analysis of Variance (ANOVA) between and within the groups, with a p -value of 0.313. Table 3 presents multiple comparisons of the three respondent classes, indicating their mean differences, standard error and 95% confidence interval of lower and upper boundaries.

Table 2 indicates that the exact probability that the differences among teachers of English, school administrators and students in their perception on the usefulness of media resources in English instruction happened by chance is 0.313, which is greater than the level of significance (0.05), meaning that there is no significant difference. The null hypothesis that there is no significant difference among the perceptions of Secondary School administrators, teachers of English and students in Adventist secondary schools in Tanzania on the usefulness of media resources in English teaching and learning is therefore accepted.

Table 1 indicates that the mean score of the teachers of English was slightly higher (3.70) than that of the school administrators (3.62) and students (3.60). This could be so because teachers of English might have undergone through training on the usefulness of media resources in English instruction. The three groups however, had similar mean scores with an overall of 3.60, which are in the category of 3.50-4.00 denoting "agree," meaning that all the three groups agreed that media resources are useful in English instruction. This is quite encouraging because it becomes easier to have teachers use the available media resources in the instructional process and school administrators to increase the number of media resources because they already know the importance of doing so as indicated by their mean scores. What remains is to educate the teachers on how to use the resources in the teaching and learning process.

The second hypothesis tested if there was significant difference in the students' perception of the usefulness of media resources in the learning of English subject in terms of their gender and level of education.

Table 4 shows the mean scores for male students (3.61) and female students' (3.60) perceptions on the usefulness of media resource. Table 5 presents the t-test for equality of means for male students and female students' perceptions with a p -value of 0.387. Table 6 shows the mean scores for "A" Level students (3.55) and "O" Level students' (3.61) perception on the usefulness of media resource. Table 7 presents t-test for equality of means for "A" Level and "O" Level students' perception, with a p -value of 0.268.

Table 5 indicates that the exact probability that the differences between male and female students in their perception on the usefulness of media resources in English instruction happened by chance is 0.387, which is greater than the level of significance (0.05), meaning that there is no significant difference. The null hypothesis that there is no significant difference in the students' perception of the usefulness of media resources in the learning of English subject in terms of their gender is therefore accepted. As Table 2 indicates, the mean score for male students was slightly higher (3.61) than that of the females (3.60). The two groups however, had similar mean scores which are in the category of 3.50-4.00 denoting "agree," meaning that both the male and female students agreed that media resources are useful in English instruction. This is quite encouraging because it becomes easier to have them use the available media resources in the instructional process as indicated by their mean scores.

As Table 7 has indicated, the exact probability that the differences between “A” Level and “O” Level students in their perception on the usefulness of media resources in English instruction happened by chance is 0.268, which is greater than the level of significance (0.05), meaning that there is no significant difference. The null hypothesis that there is no significant difference in the students’ perception of the usefulness of media resources in the learning of English subject in terms of their level of education is therefore accepted.

As Table 6 indicates, the mean score for “O” Level students was slightly higher (3.60) than that of the “A” Level students (3.55). The two groups however, had similar mean scores which are in the category of 3.50-4.00, denoting “agree,” meaning that both “A” Level and “O” Level students agreed that media resources are useful in English instruction. This is quite encouraging because it becomes easier to have them use the available media resources in the instructional process as indicated by their mean scores.

5. Conclusions and Recommendations

The results of this study indicate that the three groups agreed that media resources are useful in English instruction. Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. The use of instructional resources would make discovered facts glued firmly to the memory of students. A well planned and imaginative use of visual aids in lessons should do much to supplement inadequacy of books as well as arouse students’ interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Selection of materials which are related to the basic contents of a course or a lesson, helps in-depth understanding of such a lesson by the students in that they make the lesson attractive to them, thereby arresting their attention and thus, motivating them to learn. The use of media resources will help children in grounding their thoughts and feelings.

In order to raise the quality of education, its efficiency and productivity, better learning materials are needed. Bearing in mind the importance of material resources to teaching and learning, adequate instructional aids should be provided for the teaching of English in order to increase students’ performance in the subject. Both teacher quality and material resources are intimately related. Teachers can be frustrated without adequate supply of materials needed to teach their subjects. It is therefore highly essential to provide adequate and relevant materials for the teaching and learning not only of English but of all other subjects in the secondary school curriculum.

English teachers are advised to always attend workshops, seminars, vocational courses to make them be abreast of the current development in the subject. There is also the need for English teachers to be creative and resourceful. Materials that are very costly to purchase can be improvised.

Future studies could look at perceptions of different stakeholders on improvisation of teaching and learning resources.

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Table 1: Descriptive statistics for teachers, school administrators and students' perception on the usefulness of media resources

Descriptive								
The usefulness of media resources in English instruction								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teachers of English	31	3.6960	.48929	.08788	3.5165	3.8755	1.40	4.00
School administrators	33	3.6179	.42318	.07367	3.4679	3.7680	2.30	4.00
Students	316	3.5855	.37978	.02136	3.5434	3.6275	1.75	4.00
Total	380	3.5973	.39357	.02019	3.5576	3.6370	1.40	4.00

Table 2: Analysis of Variance for teachers, school administrators and students' perception on the usefulness of media resources

ANOVA					
The usefulness of media resources in English instruction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.360	2	.180	1.164	.313
Within Groups	58.347	377	.155		
Total	58.707	379			

Table 3: Multiple Comparison of teachers, school administrators and students' differences in their perception on the usefulness of media resources

Multiple Comparisons						
Dependent Variable: The usefulness of media resources in English instruction						
LSD						
(I) RespClass	(J) RespClass	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Teachers of English	School administrators	.07807	.09840	.428	-.1154	.2715
	Students	.11053	.07404	.136	-.0351	.2561
School administrators	Teachers of English	-.07807	.09840	.428	-.2715	.1154
	Students	.03246	.07197	.652	-.1090	.1740
Students	Teachers of English	-.11053	.07404	.136	-.2561	.0351
	School administrators	-.03246	.07197	.652	-.1740	.1090

Table 4: Group Statistics between male and female students' perception on the usefulness of media resources

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
The usefulness of media resources in English instruction	Male	179	3.6119	.36481	.02727
	Female	137	3.5509	.39719	.03393

Table 5: T-test for equality of means for male and female students' perception on the usefulness of media resources

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The usefulness of media resources in English instruction	Equal variances assumed	.750	.387	1.418	314	.157	.06103	.04304	-.02366	.14571
	Equal variances not assumed			1.402	279.341	.162	.06103	.04353	-.02467	.14672

Table 6: Group Statistics between A- level and O- level students' perception on the usefulness of media resources

Group Statistics

	Classlevel	N	Mean	Std. Deviation	Std. Error Mean
The usefulness of media resources in English instruction	"A" Level	120	3.5525	.36267	.03311
	"O" Level	196	3.6057	.38942	.02782

Table 7: T-test for equality of means for A- level and O- level students' perception on the usefulness of media resources

Independent Samples Test

		Levene's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
The usefulness of media resources in English instruction	Equal variances assumed	1.229	.268	-1.210	314	.227	-.05322	.04399	-.13977	.03333
	Equal variances not assumed			-1.231	265.547	.219	-.05322	.04324	-.13836	.03192