



Enhancing reading comprehension: Evaluating the impact of instructional resources in selected public primary schools of Nakuru East Sub-county

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Abstract

The aim of this study was to assess the impact of instructional resources on reading comprehension skills within selected public primary schools in Nakuru East Sub-county. The study applied a descriptive survey design. The population for this study comprised 41 public primary schools and 841 teachers within the Nakuru East Sub-county. The study used simple and systematic random sampling methods to select participating sub-county and schools. The schools were picked randomly using systematic random sampling. A purposive sampling approach was employed in selecting the respondents. The researcher used questionnaires, interview schedules and checklists to collect data. The data collected was presented in the form of tables, graphs and pie charts and coded for analysis using SPSS latest version. It was hoped that the study would generate crucial empirical information that would aid in the process of teaching reading comprehension skills among lower primary school children. The study concluded that most of the instructional resources which were regularly used during the teaching of grade three pupils' reading comprehension skills had a remarkable influence on the same. This study recommends that the ministry should ensure that all schools have adequate resources for classroom instruction since they are found to be having an influence during the learning process.

Key terms: Classroom instruction, comprehension, ECE centres, facilitators, instructional resources.

INTRODUCTION

For learning and teaching to take place, there is a need to incorporate more types of resources to support the process of children gaining more concepts sufficiently. The provision of different types of instructional resources and using them in teaching and learning enables meaningful instructions on a large scale to facilitate teaching (Isola, 2010). In this respect, therefore, instructional resources help the learner to understand, apply the skills and recall the concept, hence comprehending them easily (Kochhar, 2012). The level of interaction between the teacher and the learner can also be increased when instructional materials are used. This will help the pupils to associate the presentation made and also help the learners to acquire new skills and facts. On the other hand, written words and symbols, as well as verbal words and abstracts, have their categories which should be known by the class.

In Kenya and specifically in Nakuru East Sub-county, performance in English among ECE children has been poor. This is an indication that children are yet to acquire the four language skills, which include comprehension ability, listening, speaking and writing skills. This scenario may translate to poor performance not only in English but also in other learning activity areas. A possible cause of this could be the observed lack of adequate and appropriate instructional resources in ECE centres, more so in the Northern zone of Nakuru Sub-county. Currently, there is little scholarly information on how instructional resources can influence learners' comprehension ability. This research, therefore, seeks to find out the influence that instructional resources have on children's comprehension ability.

LITERATURE REVIEW

Influence of Instructional Resources on Learning

Dr. Maria Montessori (1870-1952) believed that children should be taught language using materials to get the concepts like large and small containers, etc. According to her, the role of the teacher is to facilitate learning by offering materials and demonstrating how they are used. John Dewey (1859-1952) agrees with Montessori that instructional resources should be used as a vehicle for learning. He also felt that it was the teachers' responsibility to plan for and capitalise

on opportunities to integrate traditional subject matter through and around the fabric of children's interest. He believed that learning should be actively involved. He put emphasis on learning through activity and by doing.

Bruner (1986) stipulated that children use their senses to learn. Here, children manipulate materials to understand concepts; hence, instructional media is very important to teach skills and concepts. Heals agreed with Dr Maria Montessori that the teacher should provide the learners with developmentally appropriate materials and activities for children to manipulate. He further stressed that the role of the teacher should be to provide resources, a conducive environment and appropriate activities for children to enjoy and learn with ease. He also believed that cognitive development precedes the development of language in children long before children are able to speak. They have a lot of knowledge, concepts and ideas, and as they grow older, they use language as a vehicle to communicate their thoughts and ideas.

According to Lockhead (2009), the environment of the early childhood programme is an important factor in facilitating language learning. Instructional materials and other facilities are very important factors in children's learning. Instructional materials increase learning as they generate more interest and create a situation where the learner would fully engage in classroom and outdoor activities. Adequate use of Instructional materials also gives the learner practical experience, which can help him develop skills and concepts more easily. Akolo (2010) states that instructional materials are facilitators of teaching and learning processes when used properly. They provide opportunities for learner-centred methods of education. They also arouse learners' interests, stimulate imaginations, raise questions for discussion and desire to find more and even solve problems.

Instructional materials are classified under visual and audio-visual materials. Visual materials refer to aids which promote learning through seeing only. They include blackboard, film, slides, drawings, maps, magazines, calendars, flip-charts, whiteboards and realia. Audio-visual materials are aids which promote learning through seeing and hearing. They include

television, computers, an iPhone, and tablets. Kemp (2010) points out that audio-visual materials result in greater acquisition of knowledge of facts and ensure longer retention of information gained.

Ayot (2009) adds another category of materials, i.e. environmental resources. These are materials found in the world around us. To him, the immediate surrounding is probably the best source of instructional materials required in the classroom and outdoor activities since it provides real-life things. If all instructional materials are used effectively, then children would have no problem in reading. The learning process has been defined by several scholars. According to Mwamwenda (2012), learning is a change of behaviour as a result of what one has experienced and may be shown in the way someone thinks (cognitive), acts (psychomotor) or feels (effective). She continues to state that a child does not learn to talk until he is old enough, and even then, he must be exposed to an appropriate environment in which he hears a language in the spoken form.

Mwamwenda (2012) says that Brunner argues in favour of a spiral curriculum in which the same subject is presented repeatedly but in a hierarchical manner, beginning with fairly simple subject matter and becoming more complex as progress is made. White-Bread (2006) states that for learning to take place, thoughts must first be encoded into some form of verbal or visual symbol. For reading skills to be developed, it is important for teachers to make sure that children have print materials in the environment. Objects in class and in the compound can be labelled, as this will offer an opportunity for children to read the words every time they see them.

Children come up with their own creativity after they see what the model is doing; therefore, observation is important if children are to learn from the models. Hergenbahn and Olson (2008) state that Bandura (1986) viewed observational learning as primarily a cognitive process which involves a number of attributes distinctly human, such as language, morality, thinking and self-regulation of one's behaviour. Lapp and Flood (2015) describe cognition as the intellectual functioning of the human mind and is characterised by remembering, comprehending,

focusing, and attention and processing. For children to be able to read properly, they must pay attention to what the model teaches on sounds, remember what the model says and understand what has been said.

Mogambi (2013) saw learning materials as an essential part of practical teachings. As such, in classrooms, pictures, charts, and drawings should also be clear and neat. Mogambi added that it is not good for a teacher to plan a lesson without some ideas of how he/she will stimulate or motivate his/her pupils by using pictorial illustrations (pictures, diagrams and apparatus) or materials illustrations. Macharia (2013) stressed that graphic materials to be used in the classroom should be simple, attractive, large enough, and not to be crowded with illustrations and colours.

Macharia (2013) pointed out that good teaching aids should appeal to the senses (sound and sight) of the learner, attract and hold attention and also focus attention on essential elements to be learned at the proper time. In order to achieve the above objectives, any materials to be used as teaching aids must satisfy a number of characteristics. First, they should be flexible. The teacher has been taught different ways of teaching; hence, while in the classroom, a good teacher will attempt to teach his/her lesson using a variety of methods and materials. He/she should, therefore, select or construct teaching aids that can be instantly modified to suit changes in the approaches to construction.

The second feature focuses on the colour. Since pupils are attracted by bright colours, these should be used in the preparation of teaching also. However, too much brightness should be avoided since it may distract pupils' intention from the objectives of the lesson and the instructional materials (Curtis, 2000). Thirdly, instructional resources should be simple. Teaching aids must be simple and present only a few ideas at a time. This is because pupils cannot comprehend complex ideas presented to them in a short time. If pictures are used, they should illustrate only very far words or actions. If more detailed pictures are used, pupils will not know that they are to notice.

The other feature is that of visibility. An instructional material should be large enough to be seen by every pupil in the class. So, such should be placed conspicuously in front of the class to present a clear view to every pupil. Kimui (2010) added that the characteristics of good teaching aids should include the element of sufficiency, i.e. teaching aids must be sufficient for use. This is because they reduce the workload of the teacher in the classroom, reinforce and add clarity to learning.

Kimui (2010) said that instructional materials aid teacher's competence and effectiveness in instruction and class control. It makes the learning environment more attractive, appreciable, conducive, bearable and realistic. The learners' attention is better controlled and sustained. In the same line, Kinyanjui (2012) emphasised the importance of using teaching aids in the teaching and learning process in our educational settings. He noted that the instructional resources aid learning by aiding the sense of seeing, hearing and touching. They direct teachings to their goals, make the lesson interesting, arouse pupils' interest and motivate them to learn. He further argued that teaching aids are valuable when the object of instruction is either too big or too small or too spread out to be seen effectively by the pupils, when an object is inaccessible to pupils, for example, fish pond, dams and irrigation scheme, such should be displayed to the class with models, if an object is too expensive, dangerous or delicate for the pupils to use, for example, a lesson on the treatment or prevention on certain livestock diseases may involve the use of syringe and drugs, both may be impractical to have in the classroom and finally when a process being studied is very slow – the teacher may use pictures or diagrams to illustrate the various stages involved.

According to Kimemia (2001), when using teaching aids, it is important that teachers should ensure that the material is accurate and acceptable to the pupils, that he should preview such materials before using them in the class, arrange the materials in such a way that the pupils will see it from the place they are sitting, use the materials in the appropriate time in the lesson and after that remove them, ensure he does not use only one type of teaching aid to the exclusion of others, i.e. ensure there is change and variety, and

always remember that pupils are different in age/maturity, interest and experience. It is always an advantage to combine the aids to meet the needs of various pupils.

Kinyanjui (2012) further observed that instructional materials are versatile tools that are used in different ways for effective teaching and learning. These aids convey facts and ideas in all forms of communication. They offer quite an easy way of presenting information. Kinyanjui (2012) further stated that instructional materials (if carefully selected) should help to give correct initial concepts, help pupils to learn more, speed the learning processes, provide experiences which are not known before, clarify and give definite meaning to words and the combat verbalism, intensify expressions, arouse interest by attracting attention, build and sustain interest, motivate, develop and change attitudes, vitalise instruction and provide variety in teaching, save time of teachers and pupils and finally supplement other learning and serves as reminder.

Gathumbi (2010) stated that instructional materials assist teachers in the achievement of stated objectives and also help the teachers to make lessons explicit to the pupils. Ayot (2009) also reported that instructional materials possess the quality of influencing the psychological, motivational and structural position of the learners. It aids the achievement of attention and motivation, orderliness in the classroom, lesson presentation, recall and remembering, guidance, active participation and response, feedback, assessment of performance and evaluation.

According to Chomsky's (1975) logical structure of linguistic theory, the human brain is wired for language, but language acquisition, like motor development, does not happen without models; it must be nurtured through contact with human language models. He goes on to say that children who do not receive models of language in early childhood will have varying deficiencies in language later in life. Lockhead (2009), on the other hand, stipulates that language growth is encouraged by a curriculum that introduces interesting and stimulating objects, experiences and concepts as well as creating a classroom environment that is set to invite small

groups of children to work together and thereby promote language use and achievement.

At the same time, Lapp and Flood (2015) explain that children need to possess certain oral language skills before reading. For children to acquire oral skills, they must hear the language being spoken for them to imitate. Further, children learn vocabulary in a context and that letters are used to create words, as well as learning how books work (Tassoni et al., 2009). According to KIE (2008), language is a means of communicating through which people express their desires, ideas, excitement, amusement and disappointments.

In summary, Kerr et al. (2006) asserted that instructional materials are important tools for enriching, transmitting, simplifying, visualising, and accelerating the teaching and learning processes, thus enhancing pupils' academic performance. He further

said that effective classroom instruction with instructional materials requires careful planning by the teacher. This implies that teachers should take time to apply special knowledge and skills in the selection, production and use of different kinds of instructional materials.

RESULTS AND DISCUSSION

Influence of Instructional Resources on Reading Comprehension

The influence of instructional resources on reading comprehension skills can only be seen when there is adequate use of resources to give the learners practical experience, which can help them develop skills and concepts easily. This study sought to find out how the different instructional resources influence reading comprehension skills. In the first part, the study sought to find out the use of textbooks on grade three pupils reading comprehension.

Table 1: Respondents' Ratings of Usage of Textbooks Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	21	3.5
	Female	79	274	3.47
Age Group	18-25 Years	4	15	3.75
	26-36 Years	21	73	3.48
	36-45 Years	28	98	3.5
	46 years & above	32	113	3.53
Highest Qualification	Certificate	18	63	3.5
	Diploma	42	144	3.43
	Degree	23	84	3.65
	Masters	2	8	4.00
Years of Experience	1-10 Years	23	79	3.43
	11-20 Years	26	88	3.38
	21-30 years	25	92	3.68
	31-40 years	11	40	3.64

It is evidenced from the table above that textbooks influence very much the grade three pupils reading comprehension skills at (4 LS). The rest of the sub-samples, that is, the highest qualification diploma,

years of experience 1-10 years, and 11-20 years indicated that textbooks influence, to a greater extent, the teaching of grade three pupils reading comprehension at (3 LS). The researcher observed

that textbooks are the main items used for teaching and learning of reading comprehension. The findings opine with Gathumbi (2010), who noted that textbooks are very important for learners to understand comprehension since they contain

passages which can be used to encourage reading and masterly of reading comprehension.

The study then sought to find out the influence of storybooks on grade three pupil's reading comprehension skills.

Table 2: Respondents' Ratings of Storybooks Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents Total Ratings	Likert scale average ratings
Gender	Male	6	19	3.17
	Female	79	216	2.73
Age Group	18-25 Years	4	19	4.75
	26-36 Years	21	58	2.76
	36-45 Years	28	68	2.43
	46 years & above	32	86	2.69
Highest Qualification	Certificate	18	48	2.67
	Diploma	42	113	2.69
	Degree	23	62	2.69
	Masters	2	6	3.00
Years of Experience	1-10 Years	23	70	3.04
	11-20 Years	26	70	2.69
	21-30 years	25	60	2.4
	31-40 years	11	28	2.55

From the above table, it is clear that most of the respondents are in agreement that storybooks influence, to a greater extent, the teaching of grade three pupils reading comprehension at (3LS). The rest of the sub-samples, that is, the age group 18-25 years, agree that storybooks influence very much the teaching of reading comprehension at (4LS), the age group of 36-45 years and the years of experience 21-30 years. Indicate that textbooks influence moderately the teaching of reading comprehension in grade three at (2LS). The researcher observed that storybook has an influence on learners reading comprehension. The

findings agree with those of Aziz (2012), who reported that storybooks are the most important way of developing reading comprehension skills for learners. This was also supported by the findings of Sultan et al. (2018), who recommended that storybooks should be used for good findings in learners reading comprehension skills.

The researcher then sought to find out the influence of charts on grade three pupil's reading comprehension skills.

Table 1: Respondents' Ratings of Charts Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents Total Ratings	Likert scale average ratings
Gender	Male	6	19	3.17
	Female	79	217	3.14
Age Group	18-25 Years	4	16	3.5
	26-36 Years	21	69	3.48
	36-45 Years	28	74	3.07

	46 years & above	32	84	2.97
Highest Qualification	Certificate	18	53	3.28
	Diploma	42	100	3.14
	Degree	23	59	3.13
	Masters	2	5	3.5
Years of Experience	1-10 Years	23	64	3.30
	11-20 Years	26	106	3.00
	21-30 years	25	58	3.12
	31-40 years	11	29	3.45

It is evident from the above table that the majority of the sub-samples were in agreement that charts influence to a greater extent at (3LS) the grade three pupils reading comprehension. The rest of the sub-samples indicated that charts influence very much the grade three reading comprehension at (4LS). This implies that charts had a significant effect on learners reading comprehension skills gain. The researcher observed that when charts are used, they influence the pupils to draw their charts and then compare them with those of others, and then they will discuss and get clarification about the charts from other learners,

which will help them improve their reading comprehension. The findings concur with those of Gurning and Siregar (2017), who found that learners who were using charts were higher than those who were taught using other methods. This was because there was a high interaction between teaching strategies and learners curiosity in achieving reading comprehension skills.

The study sought to find out how the posters influenced grade three pupils reading comprehension.

Table 4: Respondents' Ratings of Posters Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	8	1.3
	Female	79	146	1.85
Age Group	18-25 Years	4	8	2.00
	26-36 Years	21	40	1.90
	36-45 Years	28	37	1.32
	46 years & above	32	69	2.16
Highest Qualification	Certificate	18	32	1.78
	Diploma	42	79	1.88
	Degree	23	58	2.52
	Masters	2	4	2.00
Years of Experience	1-10 Years	23	47	2.04
	11-20 Years	26	47	1.81
	21-30 years	25	50	2.00
	31-40 years	11	23	2.09

From the above table, almost all the respondents, regardless of their sub-samples, are in agreement that posters influence, to a lesser extent, the grade three pupils reading comprehension at (2LS). The rest of the sub-samples, that is, the gender, male and the highest

qualification degree, responded to a lesser extent at (1LS) and to a greater extent (3LS), respectively. The findings are contrary to those of Izatt and Dadiz (2015), who noted that the findings, therefore, are subject to further investigations. This then means they

are successfully used to capture the thinking, connecting the learners to skills required to find information and communicate the acquired information through reading comprehension.

The table below shows the influence of pictures on grade three pupils reading comprehension skills.

Table 5: Respondents' Ratings of Pictures Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	19	3.17
	Female	79	217	2.75
Age Group	18-25 Years	4	16	4.00
	26-36 Years	21	69	3.29
	36-45 Years	28	74	2.64
	46 years & above	32	84	2.63
Highest Qualification	Certificate	18	53	2.94
	Diploma	42	100	2.38
	Degree	23	59	2.57
	Masters	2	5	2.5
Years of Experience	1-10 Years	23	64	2.78
	11-20 Years	26	106	4.08
	21-30 years	25	58	2.32
	31-40 years	11	29	2.64

It is evidenced from the above table that most of the respondents, regardless of their sub-samples, indicated that pictures influence, to a greater extent at (3LS) the grade three reading comprehension. The age group 18-25 years and the years of experience 11-20 years agreed that pictures influence very much at (4LS) the grade three reading comprehension. The highest qualification Diploma and the years of experience 21-30 years indicated that pictures influence, to a lesser extent (2LS) the grade three

pupils reading comprehension. The findings also agree with those of Kabiru and Njenga (2007), who argued that pictures assisted learners in focusing their attention and sustaining their interest in the lesson for a long period of time during reading comprehension.

The researcher then sought to find out the influence of photos on grade three pupil's reading comprehension skills.

Table 6: Respondents' Ratings of Photos Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	10	1.67
	Female	79	176	2.23
Age Group	18-25 Years	4	8	2.00
	26-36 Years	21	53	2.52
	36-45 Years	28	47	1.68
	46 years & above	32	70	2.19
Highest Qualification	Certificate	18	38	2.11
	Diploma	42	89	2.12

	Degree	23	46	2.00
	Masters	2	5	2.5
Years of Experience	1-10 Years	23	48	2.09
	11-20 Years	26	51	1.96
	21-30 years	25	56	2.24
	31-40 years	11	17	1.55

Here is evidence from the above table that the majority of the sub-samples agreed that photos influence moderately at (2LS) the grade three pupils reading comprehension. The rest of the sub-samples indicated that photos influenced, to a greater extent (3LS) grade three reading comprehension. The findings are in agreement with those of Roslina (2017),

who found that picture storybooks are able to improve students reading comprehension and interest in reading.

The researcher then sought to know how flashcards influence grade three pupils reading comprehension.

Table 7: Respondents' Ratings of Flashcards Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	15	2.5
	Female	79	190	2.41
Age Group	18-25 Years	4	12	3.00
	26-36 Years	21	52	2.48
	36-45 Years	28	56	2.00
	46 years & above	32	85	2.66
Highest Qualification	Certificate	18	41	2.28
	Diploma	42	102	2.43
	Degree	23	59	2.57
	Masters	2	3	1.5
Years of Experience	1-10 Years	23	58	2.52
	11-20 Years	26	58	2.23
	21-30 years	25	65	2.6
	31-40 years	11	25	2.27

In the above table, there is an indication that a half number of the sub-samples agree that flashcards influence, to a greater extent at (3LS) the grade three pupils reading comprehension. The rest of the sub-samples indicated that flashcards influence moderately at (2LS) the grade three pupils reading

comprehension. The findings agree with those of Sinaei and Asadi (2014), who found that flashcards have positively affected reading comprehension.

The study sought to find out how illustrations influence grade three reading comprehension.

Table 8: Respondents' Ratings of Influence of Illustrations on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	13	2.17
	Female	79	245	3.10

Age Group	18-25 Years	4	14	3.5
	26-36 Years	21	69	3.29
	36-45 Years	28	90	3.21
	46 years & above	32	93	2.91
Highest Qualification	Certificate	18	64	3.56
	Diploma	42	23	2.93
	Degree	23	74	3.22
	Masters	2	7	3.5
Years of Experience	1-10 Years	23	78	3.39
	11-20 Years	26	72	2.77
	21-30 years	25	76	3.04
	31-40 years	11	34	3.09

It is quite clear from the above table that most of the respondents, regardless of their sub-samples, are in agreement that illustrations influence, to a greater extent at (3LS) grade three reading comprehension. The age group of 18-25 years, the highest qualification certificate and masters and the gender make respectively agreed that illustrations influence very much at (4LS) and moderately at (2LS) the grade three reading comprehension. The researcher observed that

illustrations, when well used, have a great influence on reading comprehension skills. The findings agree with those of Sinaei and Asadi (2014), who found that illustrations have positively affected reading comprehension.

The study sought to know the influence of drawing on grade three pupil reading comprehension.

Table 9: Respondents' Ratings of Drawings Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Respondents 'Average Ratings
Gender	Male	6	16	2.67
	Female	79	246	3.11
Age Group	18-25 Years	4	13	3.25
	26-36 Years	21	67	3.19
	36-45 Years	28	83	2.96
	46 years & above	32	95	2.97
Highest Qualification	Certificate	18	62	3.44
	Diploma	42	121	2.88
	Degree	23	64	2.78
	Masters	2	7	3.5
Years of Experience	1-10 Years	23	72	3.13
	11-20 Years	26	73	2.81
	21-30 years	25	79	3.16
	31-40 years	11	38	3.45

It is evident from the above table that most of the sub-samples are in agreement that drawings influence, to a

greater extent at (3LS) the grade three pupils reading comprehension. The rest of the sub-samples, that is,

the highest qualification masters and the years of experience 31-40 years, agreed that drawings influence very much at (4LS) the grade three reading comprehension. The researcher observed that drawings are very helpful in keeping the students' memory in line with the reading comprehension. Drawing helps children in communication skills, hence

helps in their reading comprehension. The findings agree with those of Sinaei and Asadi (2014), who found that Flash Cards have positively affected reading comprehension.

The study sought to find out how maps influence grade three pupils reading comprehension.

Table 10: Respondents' Ratings of Maps Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents Total Ratings	Likert scale average ratings
Gender	Male	6	14	2.33
	Female	79	149	1.89
Age Group	18-25 Years	4	7	1.75
	26-36 Years	21	39	1.86
	36-45 Years	28	56	2.00
	46 years & above	32	61	1.91
Highest Qualification	Certificate	18	36	2.00
	Diploma	42	81	1.93
	Degree	23	43	1.87
	Masters	2	6	3.00
Years of Experience	1-10 Years	23	41	1.78
	11-20 Years	26	44	1.69
	21-30 years	25	54	2.16
	31-40 years	11	24	2.18

It is quite clear from the above table that almost all of the sub-samples except one indicated that maps influence to a lesser extent at (2LS) the grade three reading comprehension. Sub-samples of masters agreed that map influence to a greater extent at (3LS) the grade three pupils reading comprehension. The researcher observed that maps are visual aids and influence learning through seeing, hence drawing

mind maps. Mohammad (2018) argues that reading comprehension is a complex process which the brain requires to link the text and learning activity; hence, a map as a learning activity would help the learner gain knowledge. The study also sought to find out the influence of magazines on grade three pupils reading comprehension.

Table 11: Respondents' Ratings of Magazines Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents Total Ratings	Likert scale average ratings
Gender	Male	6	10	1.67
	Female	79	94	1.19
Age Group	18-25 Years	4	7	1.75
	26-36 Years	21	57	2.71
	36-45 Years	28	27	0.96

	46 years & above	32	38	1.19
Highest Qualification	Certificate	18	24	1.33
	Diploma	42	45	1.07
	Degree	23	30	1.30
	Masters	2	5	2.5
Years of Experience	1-10 Years	23	37	1.61
	11-20 Years	26	27	1.04
	21-30 years	25	31	1.24
	31-40 years	11	9	0.82

In the above table, the majority of the sub-samples are in agreement that magazines influence to a lesser extent at (1LS). Sub-samples of 26-36 years and masters agree that magazines influence to a greater extent at (3LS). The rest of the sub-samples, that is, the male, the 18-25 years, and the 1-10 years experience, indicated that magazine influence moderately at (2LS) the grade three pupils reading comprehension. The researcher observed that magazines have a greater influence. The findings from

the teachers contradict their earlier findings on the use of magazines, where they never used magazines, and a few used them. This is well explained by Palani (2012), who noted that technology had reduced people's interest in the use of magazines, journals and books.

The researcher sought to find out the influence of flip charts on grade three pupils reading comprehension.

Table 12: Respondents' Ratings of Flip Charts Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	12	2.00
	Female	79	112	1.42
Age Group	18-25 Years	4	6	1.5
	26-36 Years	21	41	1.95
	36-45 Years	28	33	1.18
	46 years & above	32	44	1.38
Highest Qualification	Certificate	18	30	1.67
	Diploma	42	53	1.26
	Degree	23	39	1.69
	Masters	2	2	1.00
Years of Experience	1-10 Years	23	35	1.52
	11-20 Years	26	35	1.35
	21-30 years	25	48	1.92
	31-40 years	11	8	0.73

From the above table, half of the sub-samples indicated that flip charts influence moderately at (2LS) the grade three pupils reading comprehension. The remaining half of the sub-samples agreed that flip charts influence, to a lesser extent at (1LS) the grade three pupils reading comprehension. The researcher observed that flip charts are not frequently used since

they have been replaced by electronic materials. The findings agree with those of Palani (2012), who noted that flip charts have been replaced by the use of Projectors in class.

The study sought to find out the use of the chalkboard influence on grade three pupils reading comprehension.

Table 13: Respondents' Ratings of Chalkboard Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	20	3.33
	Female	79	280	3.54
Age Group	18-25 Years	4	11	2.75
	26-36 Years	21	73	3.48
	36-45 Years	28	102	3.64
	46 years & above	32	117	3.66
Highest Qualification	Certificate	18	63	3.5
	Diploma	42	147	3.5
	Degree	23	85	3.69
	Masters	2	8	4.00
Years of Experience	1-10 Years	23	80	3.48
	11-20 Years	26	91	3.5
	21-30 years	25	94	3.76
	31-40 years	11	40	3.64

It is evidenced from the above table that eleven sub-samples are in agreement that chalkboard influences very much at (4LS) the grade three pupils reading comprehension. The sub-samples of males, 18-25 years of age and 1-10 years of experience, agree that chalkboard influences, to a greater extent at (3LS) the grade three pupils reading comprehension. The researcher observed that for a better understanding of the subject matter, a chalkboard helps the teachers

in demonstrating the lesson's activity. The findings agree with those of Kemp (2010), who noted that chalkboards remain an important influence on lesson delivery for better understanding.

This prompted the researcher to enquire about letter cards influence on grade three pupil's reading comprehension.

Table 14: Respondents' Ratings of Letter Cards Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	12	2.00
	Female	79	174	2.20
Age Group	18-25 Years	4	7	1.75
	26-36 Years	21	46	2.19
	36-45 Years	28	62	2.21
	46 years & above	32	71	2.22
Highest Qualification	Certificate	18	40	2.22
	Diploma	42	86	2.05
	Degree	23	55	2.39
	Masters	2	5	2.5
Years of Experience	1-10 Years	23	49	2.13

	11-20 Years	26	64	2.46
	21-30 years	25	54	2.16
	31-40 years	11	19	1.73

It is clear from the above table that most of the Respondents, regardless of their sub-samples, are in agreement that letter cards influence moderately at (2LS) grade three reading comprehension. The sub-samples of masters and 11-20 years of experience indicated that letter cards influence, to a greater extent at (3LS) the grade three pupils reading comprehension. The researcher observed that the use of letter cards has influence to a greater extent. This implies that the learners are able to use the letters as

seen in the cards in reading comprehension. The findings agree with those of Ligembe (2014), who noted that the use of letter cards helps pupils understand reading comprehension using specific letters.

The study sought to find out the influence of newspapers on grade three pupils reading comprehension.

Table 15: Respondents' Ratings of Newspapers Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	13	2.17
	Female	79	129	1.63
Age Group	18-25 Years	4	7	1.75
	26-36 Years	21	46	2.19
	36-45 Years	28	29	1.04
	46 years & above	32	40	1.25
Highest Qualification	Certificate	18	22	1.22
	Diploma	42	66	1.57
	Degree	23	36	1.57
	Masters	2	2	1.00
Years of Experience	1-10 Years	23	48	2.09
	11-20 Years	26	29	1.12
	21-30 years	25	35	1.4
	31-40 years	11	10	0.91

It is quite clear from the above that half of the sub-samples are in agreement that newspapers influence moderately at (2LS) the grade three pupils reading comprehension. The remaining half of the sub-samples indicated that newspapers influence, to a lesser extent at (1LS) the grade three pupils reading comprehension. The researcher observed that the use of newspapers is very important in reading comprehension skills. The findings opine with those of

Ligembe (2014), who argues that the use of authentic materials in teaching a language is important other than the pedagogical purpose materials as this helps the learners gain more information in reading comprehension.

The researcher sought to identify the influence computers had on grade three pupils reading comprehension.

Table 16: Respondents' Ratings of Computer Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	15	2.5
	Female	79	132	1.67
Age Group	18-25 Years	4	11	2.75
	26-36 Years	21	36	1.71
	36-45 Years	28	52	1.86
	46 years & above	32	48	1.5
Highest Qualification	Certificate	18	24	1.33
	Diploma	42	76	1.81
	Degree	23	45	1.96
	Masters	2	2	1.00
Years of Experience	1-10 Years	23	44	1.92
	11-20 Years	26	44	1.92
	21-30 years	25	43	1.72
	31-40 years	11	16	1.45

It is evidenced from the above table that most of the Respondents, regardless of the sub-samples, are in agreement that computers influence moderately at (2LS) the grade three reading comprehension sub-samples of male and 18-25 years of age agree that computers influence a greater extent at (3LS) the grade three pupils reading comprehension. The remaining sub-samples of certificate, masters and 31-40 years of experience indicated that computers influence to a lesser extent at (1LS) the grade three pupils reading comprehension. The researcher observed that the use of computers has much

influence on the learners reading comprehension skills. The findings are contrary to those of Ali et al. (2017), who found out that although computers may make learners motivated and have an interest in reading comprehension, they may not enhance their comprehension because they may read less accurately; therefore, this calls for further investigations.

The study sought to find out the influence of the usage of audio CDs on grade three pupils reading comprehension.

Table 17: Respondents' Ratings of Audio CDs Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	6	1.00
	Female	79	73	0.92
Age Group	18-25 Years	4	5	1.25
	26-36 Years	21	23	1.09
	36-45 Years	28	22	0.79
	46 years & above	32	29	0.91
Highest Qualification	Certificate	18	8	0.44
	Diploma	42	44	1.05
	Degree	23	27	1.17
	Masters	2	0	0
Years of Experience	1-10 Years	23	21	0.91
	11-20 Years	26	30	1.15

	21-30 years	25	23	0.92
	31-40 years	11	5	0.45

In the above table, it is quite evident that the audio CD influences, to a lesser extent at (1LS) the grade three reading comprehension. This is indicated by the majority of the sub-samples. The sub-samples of certificate and masters indicate that there is no influence and the 31-40 years of experience of computers at all at (0LS) on grade three pupils reading comprehension. It is evident from Table 17 that nearly all the sub-samples except three are in agreement that the use of audio CD influences is, to a lesser extent (at 1LS), grade three pupils' reading comprehension skills. The remaining three sub-samples indicated that there

is no influence at all (at 0LS). The researcher observed that listening to audio CDs has a minimal influence on pupils reading comprehension skills. This implies that audio CD listening may not have a proficient method of creating listening ability. The findings agree with those of Mirshekaran et al. (2018), who found that audio CDs had less influence on the outcome of reading comprehension than the video.

With these findings in mind, the researcher sought to find out the influence of DVDs on grade three pupils reading comprehension.

Table 18: Respondents' Ratings of DVD Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	5	0.83
	Female	79	64	0.81
Age Group	18-25 Years	4	7	1.75
	26-36 Years	21	25	1.19
	36-45 Years	28	15	0.54
	46 years & above	32	21	0.66
Highest Qualification	Certificate	18	6	0.33
	Diploma	42	41	0.98
	Degree	23	20	0.87
	Masters	2	2	1.00
Years of Experience	1-10 Years	23	23	1.00
	11-20 Years	26	24	0.93
	21-30 years	25	19	0.76
	31-40 years	11	6	0.55

It is evident from the above table that DVD influences, to a lesser extent at (1LS) the grade three pupils reading comprehension. This is according to the majority of the sub-samples. The sub-samples of 18-25 years of age and the certificate holders responded moderately at (2LS) and not at all at (0LS), respectively. The researcher observed that the DVD had less impact on pupils reading comprehension. The findings contradict those of Mirshekaran et al. (2018), who reported that when using DVD, an instructor can

go for various parts of language by utilising motion pictures, which can be rich sources in instructional materials that may be real and eccentric material in oral communication. This implies that if DVDs had motion pictures, then they would be a rich way of instruction but could also have less influence on pupil's reading comprehension.

The study sought to find out the influence of tablets on grade three pupils reading comprehension.

Table 19: Respondents' Ratings of Tablets Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	14	2.33
	Female	79	148	1.87
Age Group	18-25 Years	4	8	2.00
	26-36 Years	21	51	2.43
	36-45 Years	28	48	1.71
	46 years & above	32	55	1.72
Highest Qualification	Certificate	18	30	1.67
	Diploma	42	81	1.93
	Degree	23	51	2.22
	Masters	2	0	0
Years of Experience	1-10 Years	23	34	1.48
	11-20 Years	26	55	2.12
	21-30 years	25	53	2.12
	31-40 years	11	20	1.82

It is quite evident from the above table that the majority of the respondents, regardless of their sub-samples, are in agreement that tablets influence moderately (2LS) the grade three pupils reading comprehension. The sub-samples of masters indicated that tablets have no influence at all at (0LS) on grade three reading comprehension. The researcher observed that the availability of tablets in grade 3 has a moderate influence on learners reading comprehension. The findings are in agreement with

Dundar and Akcayir (2012), who carried out a comparison study on a tablet vs paper: The effect on learners reading performance; the study found that there was no significant difference between groups reading speed and the level of reading comprehension.

The study sought to find out if there was any influence of the use of radio on grade three pupils reading comprehension.

Table 20: Respondents' Ratings of Radio Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	7	1.17
	Female	79	67	0.85
Age Group	18-25 Years	4	6	1.5
	26-36 Years	21	21	1.00
	36-45 Years	28	17	0.61
	46 years & above	32	32	1.00
Highest Qualification	Certificate	18	7	0.39
	Diploma	42	39	0.93
	Degree	23	25	1.09
	Masters	2	0	0
Years of Experience	1-10 Years	23	27	1.17
	11-20 Years	26	18	0.69
	21-30 years	25	25	1.00

	31-40 years	11	6	0.55
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It is evidenced from the above table that most of the respondents, regardless of their sub-samples, are in agreement that radio influences, to a lesser extent at (1LS) the grade three pupils reading comprehension. The sub-samples of 18-25 years of age indicated that the influence is moderate at (2LS). The remaining sub-samples of certificate and masters indicated that there is no influence at all at (0LS) on the grade three pupils reading comprehension. The researcher observed that the use of radio had very little influence on the

learners reading comprehension. The findings are contrary to those of Budyana et al. (2018), who found that the post-listening test showed positive comprehension skills even with exposure to visual materials. Therefore, there is a need for further investigation.

The study sought to find out the influence of television on grade three pupils reading comprehension.

Table 21: Respondents' Ratings of Television Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	9	1.5
	Female	79	72	0.91
Age Group	18-25 Years	4	7	1.75
	26-36 Years	21	23	1.09
	36-45 Years	28	17	0.61
	46 years & above	32	34	1.06
Highest Qualification	Certificate	18	10	0.56
	Diploma	42	35	0.83
	Degree	23	35	1.52
	Masters	2	3	1.5
Years of Experience	1-10 Years	23	25	1.09
	11-20 Years	26	29	1.12
	21-30 years	25	22	0.88
	31-40 years	11	4	0.36

It is evidenced from the table above that most of the sub-samples are in agreement that televisions influence, to a lesser extent at (1LS) the grade three pupils reading comprehension. The rest of the sub-samples, that of males, the 18-25 years of age, the degree and masters holders and the 31-40 years experience, responded moderately and not at all at (0LS), respectively. The researcher observed that light viewing of the television had a positive impact on reading comprehension skills. This implies that some learners who were exposed to television learning in

class were visual learners; hence, this had a moderate influence on the reading comprehension skills. The findings agree with Akolo (2010), who argues when instructional materials are used properly, they can facilitate the teaching and learning process. Hence, if the TV is used properly, then learning of reading comprehension can be influenced.

The study sought to find out the influence of LCD on grade three pupils reading comprehension.

Table 22: Respondents' Ratings of LCD Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents Total Ratings	Likert scale average ratings
Gender	Male	6	10	1.67
	Female	79	83	1.05
Age Group	18-25 Years	4	6	1.5
	26-36 Years	21	27	1.29
	36-45 Years	28	28	1.00
	46 years & above	32	32	1.00
Highest Qualification	Certificate	18	13	0.72
	Diploma	42	47	1.12
	Degree	23	32	1.39
	Masters	2	1	0.5
Years of Experience	1-10 Years	23	31	1.35
	11-20 Years	26	27	1.04
	21-30 years	25	26	1.04
	31-40 years	11	9	0.82

It is evidenced from the table above that most of the sub-samples are in agreement that televisions influence, to a lesser extent at (1LS) the grade three pupils reading comprehension. The rest of the sub-samples, that of males, the 18-25 years of age, the degree and masters holders and the 31-40 years experience responded, moderately and not at all at (0LS) respectively. The researcher observed that LCD did not show much influence on grade three reading comprehension skills. This implies although it may be

used, it had no much influence. The findings concur with those of Chen et al. (2014), who noted that because of the much light that came from LCD, there was little concentration, which made reading comprehension skills poor for the learners.

The study then sought to find out the influence of videos on grade three pupil's reading comprehension skills.

Table 23: Respondents' Ratings of Video Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	13	2.17
	Female	79	97	1.23
Age Group	18-25 Years	4	11	2.75
	26-36 Years	21	38	1.81
	36-45 Years	28	36	1.29
	46 years & above	32	34	1.06
Highest Qualification	Certificate	18	16	0.89
	Diploma	42	67	1.59
	Degree	23	28	1.22
	Masters	2	1	0.5
Years of Experience	1-10 Years	23	36	1.57

	11-20 Years	26	38	1.46
	21-30 years	25	29	1.16
	31-40 years	11	9	0.82

It is quite clear from the above table that most of the sub-samples are in agreement that video influences, to a lesser extent at (1LS) the grade three pupils reading comprehension. The sub-samples of the males, the 26-35 years of age, the diploma holders with 1-10 years' experience and the 18-25 years of age, responded moderately and to a greater extent at (3LS) respectively. The researcher observed that the influence of video may have an influence to a greater extent. This implies that when used for learning, the materials can help the learner gain more in reading

comprehension. The findings agree with those of Farrant (2010), who reported that video helps in the development of emotional and intellectual skills that support academic performance. This behaviour can then help improve reading comprehension among learners.

The researcher sought to find out whether drama had an influence on grade three pupil's reading comprehension.

Table 24: Respondents' Ratings of Drama Influence on Grade Three Pupils Reading Comprehension

Sample	Sub-Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	23	3.83
	Female	79	207	2.62
Age Group	18-25 Years	4	14	3.5
	26-36 Years	21	63	3.00
	36-45 Years	28	77	2.75
	46 years & above	32	76	2.38
Highest Qualification	Certificate	18	48	2.67
	Diploma	42	116	2.76
	Degree	23	60	2.61
	Masters	2	6	3.00
Years of Experience	1-10 Years	23	62	2.69
	11-20 Years	26	68	2.62
	21-30 years	25	71	2.84
	31-40 years	11	27	2.45

It is evidenced from the above table that the majority of the sub-samples are in agreement that drama influences, to a greater extent at (3LS) the grade three pupils reading comprehension. The rest of the sub-samples, that is, the male, the 18-25 years of age, and the 46 years and above, responded very much at (4LS) and moderately at (2LS), respectively. The researcher observed that drama has an influence to a greater extent on reading comprehension skills. This implies

that when learners participate in dramatising comprehension, they tend to have a very high understanding of what they do. The findings agree with those of Gomez (2010), who noted that drama helps learners achieve highly in a new language, hence important for reading comprehension.

The study then sought to identify the influence music had on grade three pupil's reading comprehension.

Table 25: Respondents' Ratings of Music Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Total Ratings	Likert scale average ratings
Gender	Male	6	20	3.33
	Female	79	220	2.78
Age Group	18-25 Years	4	14	3.5
	26-36 Years	21	61	2.90
	36-45 Years	28	81	2.89
	46 years & above	32	88	2.75
Highest Qualification	Certificate	18	50	2.78
	Diploma	42	120	2.86
	Degree	23	63	2.74
	Masters	2	6	3.00
Years of Experience	1-10 Years	23	67	2.91
	11-20 Years	26	78	3.00
	21-30 years	25	63	2.52
	31-40 years	11	32	2.91

It is quite evident from the table above all the sub-samples except one are in agreement that music influences to a greater extent at (3LS) the grade three pupil's comprehension. The remaining sub-sample of 18-2 years of age indicated that music influences very much at (4LS) the grade three pupils reading comprehension. The researcher observed that music can support learner's reading comprehension, but the type can have either a positive or negative impact. This

is because music has a powerful effect on the memory. The findings agree with those of Bird (2017), who noted that music helps in the release of the adrenaline chemical in the brain, which helps the learner recall what they learned in reading comprehension.

The researcher sought to find out how the model influences reading comprehension among learners in grade three.

Table 26: Respondents' Ratings of Models Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents Total Ratings	Likert scale average ratings
Gender	Male	6	13	2.17
	Female	79	219	2.77
Age Group	18-25 Years	4	15	3.75
	26-36 Years	21	63	3.00
	36-45 Years	28	79	2.82
	46 years & above	32	80	2.5
Highest Qualification	Certificate	18	48	2.67
	Diploma	42	122	2.90
	Degree	23	58	2.52
	Masters	2	5	2.5
Years of Experience	1-10 Years	23	64	2.78
	11-20 Years	26	65	2.5
	21-30 years	25	65	2.5
	31-40 years	11	34	3.09

It is evidenced from the above table that most respondents, regardless of their sub-samples, agreed that models influence, to a greater extent at (3LS) the grade three pupils reading comprehension. The rest of the sub-samples, that is, the male and the 18-25 years of age, agreed that models influence moderately and at (2LS) and very much at (4LS), respectively. The researcher observed that the model is an important contributor to reading comprehension among teachers. This implies that the model was often

preferred to encourage learners to gain knowledge in reading comprehension. The findings agree with those of Mogambi (2013), who noted that modelling was the perceived resource when sharing a lesson. Macharia (2013) notes that this can be achieved through the teacher sharing easy, appealing, sizable materials with less design and shades.

The researcher sought to know how realia influences grade three pupils reading comprehension.

Table 27: Respondents' Ratings of Realia Influence on Grade Three Pupils Reading Comprehension

Sample	Sub- Sample	Frequency	Respondents' Ratings	Total	Likert scale average ratings
Gender	Male	6	19		3.17
	Female	79	251		3.18
Age Group	18-25 Years	4	13		3.25
	26-35 Years	21	69		3.29
	36-45 Years	28	88		3.14
	46 years & above	32	102		3.19
Highest Qualification	Certificate	18	61		3.39
	Diploma	42	128		3.05
	Degree	23	74		3.22
	Masters	2	6		3.00
Years of Experience	1-10 Years	23	68		2.96
	11-20 Years	26	83		3.19
	21-30 years	25	75		3.00
	31-40 years	11	42		3.82

It is very clear from the above table that all the sub-samples except one were in agreement that realia influences, to a greater extent at (3LS) the grade three pupils reading comprehension. The remaining sub-sample indicated that realia influences very much at (4LS) the grade three pupils reading comprehension. The researcher observed that realia are important, especially when they are able to offer competent knowledge to learners at their own level. The findings agree with Laufer (2009), who noted that realia is supposed to aid learners in recalling new terminologies taught.

Discussion

Influence of Instruction Materials

Presented here below is the level of influence of the utilisation of instructional resources in the teaching of reading comprehension skills:

i. Very Much

The study revealed that textbooks influence very much the teaching of reading comprehension skills irrespective of gender, while drama by male respondents and chalkboards by female respondents. It is evidenced that drama also influences very much. This is indicated by the 18-25 age group and chalkboard by 26-35, 36-45 and 46 and above age group. Charts also influence the teaching of reading comprehension skills. This is evidenced by the 18-25 and 36-45 age

groups. Story books, pictures, illustrations, music and models are seen to influence very much the reading comprehension skills as indicated by the 18-25 age group.

It is further evident that textbooks influence very much the teaching of reading comprehension skills. This is indicated by the certificate, masters and degree holders. Chalkboards also influence very much the reading comprehension skills. This is indicated by all the teachers irrespective of their highest qualification, while charts and drawings by masters holders have an influence.

The study reveals that textbooks influence very much the teaching of reading comprehension skills. This is indicated by 21-30 and 31-40 years of experience, while 11-20, 21-30, and 31-40 years of experience indicate chalkboards. The 11-20 years of experience also indicate pictures. The 31-40 years of experience indicate charts, drawings and realia.

ii. To a Greater Extent

Further, it is evidenced that story books, pictures, charts, drawings, music and realia influence to a greater extent the teaching of reading comprehension skills. This is indicated by all the teachers irrespective of gender, while flashcards, chalkboards and computers are by the male teachers and illustrations, drama, and models are by female teachers.

The study also reveals that charts influence to a greater extent the teaching of reading comprehension skills as indicated by 18-25 and 26-35 age groups, while drawings by all teachers irrespective of the age group and flashcards by 18-25, 46 and above.

It is quite evident from the study that storybooks, music, realia, drama and models influence, to a greater extent, the teaching of reading comprehension skills. This is indicated by all the teachers irrespective of the highest qualifications. On one hand, the certificate, degree and masters holders indicate pictures, and on the other hand, certificate, degree and diploma holders indicate charts and drawings. The degree holders indicate flashcards and posters to have influence, while diploma and degree holders indicate illustrations and diploma holders indicate textbooks.

Further, photos, maps, magazines and letter cards are indicated by masters holders to influence to a greater extent.

The study reveals that story books influence, to a greater extent, the teaching of reading comprehension skills. This is evidenced by 1-10, 11-20 and 31-40 years of experience, while pictures by 1-10 and 31-40 years of experience, charts and drawings by 1-10 and 31-40 years of experience. Music, illustrations, drama and models also influence to a greater extent irrespective of years of experience. Realia is also seen to have an influence as indicated by the 1-10, 11-20 and 21-30 years of experience, flash cards by 1-10 and 21-30 and textbooks by 1-10 and 11-20 years of experience. Letters cards are indicated by 11-20 years of experience.

iii. Moderately

The study reveals that photos, letter cards, newspapers and tablets influence the teaching of reading comprehension skills moderately irrespective of gender, while illustrations, magazines, flip charts, televisions, LCD projectors, video players, and models influence moderately, as indicated by the male teachers and posters, flashcards and computers for female teachers.

Letter cards, tablets, posters and maps also moderately influence the teaching of reading comprehension skills irrespective of age group. Newspapers and flip charts also have a moderate influence. This is as indicated by the 18-25 and 26-35 age groups, while computers by the 26-35, 36-45, and 4 and above age groups and drama for the 46 and above age group.

It is quite evident from the study that photos, letter cards, tablets and maps influence moderately in teaching of reading comprehension skills as indicated by certificate, diploma and degree holders, while newspapers and computers by degree and diploma holders only. Televisions also influence moderately irrespective of highest qualification, while video players and pictures by diploma holders and posters for certificate, diploma and masters holders.

From the study, it is revealed that photos, tablets and maps moderately influence the teaching of reading comprehension skills irrespective of years of experience. Letter cards and flip charts also influence moderately, as indicated by 1-10, 21-30 and 31-40 years of experience, while newspapers, magazines and video players by 1-10 years of experience and flashcards by 11-20 and 31-40 years of experience. Computers are indicated by 1-10, 11-20 and 21-30 years of experience, while pictures and story books by 21-30 years of experience.

iv. To a Lesser Extent

The study reveals that posters influence, to a lesser extent, the teaching of reading comprehension skills. This is indicated by male respondents only. Audio CD players, DVD players and radios are also influenced to a lesser extent irrespective of gender, while magazines, flip charts, televisions, LCD projectors and video players are influenced to a lesser extent by female respondents.

Further, it is evidenced that audio CD players and DVD players influence to a lesser extent the teaching of reading comprehension skills irrespective of age group, while radios, televisions, and LCD projectors by 26-35, 36-45 and 46 and above age group. Magazines, flip charts, video players and newspapers also influence to a lesser extent, as indicated by 36-45 years, 46 years and above age groups.

The study also reveals that audio CD players and radios influence, to a lesser extent, the teaching of reading comprehension skills as indicated by diploma and degree holders, while DVD players by diploma, degree and masters holders. Magazines are indicated by certificate, diploma and degree holders, while flip charts are by diploma holders only, and televisions by certificate and diploma holders. LCD Projectors also

influence to a lesser extent irrespective of highest qualification, while video players as indicated by certificate, degree and masters holders and newspapers, computers for the certificate and masters holders only.

It is evident from the study that audio CD players and televisions influence, to a lesser extent, the teaching of reading comprehension skills. This is indicated by 1-10, 11-20 and 21-30 years of experience, while Radios and LCD Projectors influence to a lesser extent irrespective of years of experience and magazines, newspapers by 11-20, 21-30 and 31-40 years of experience. The 11-20 and 31-40 years of experience indicate Flip charts and computers indicated by 31-40 years of experience.

v. Not At All

The study also reveals that audio CD players and radios had no influence at all in the teaching of reading comprehension skills as indicated by certificate and masters. The certificate alone indicated not at all with DVD players and masters holders not at all with tablets. The 31-40 years of experience indicated that there was no influence at all with audio CD players and televisions in the teaching of reading comprehension skills.

CONCLUSION AND RECOMMENDATION

Conclusion: This study concludes that most of the instructional resources which were regularly used during the teaching of grade three pupils reading comprehension skills had a remarkable influence on the same.

Recommendation: The ministry should ensure that all schools have adequate resources for classroom instruction since they are found to be having an influence during the learning process.

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