

Examining the adequacy of Non Projected Media Resources in Teaching of Geography in Public Secondary Schools in Koibatek Sub County.

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ABSTRACT:

This study sought to examine the adequacy of non-projected media resources in the teaching of Geography in public secondary schools in Koibatek Sub County. A sample of 70 Geography teachers, 35 head teachers and 314 students were sampled using purposive and stratified random sampling. Data collection was done by use of questionnaires, observation and content analysis. Data was analysed using descriptive statistical methods. The results were then presented in pie charts, graphs and tables. The study established that most schools had a limited supply of non-projected media resources. The study has recommended for an urgent review of curriculum and increased supervision to ensure that curriculum is fully implemented, and refresher courses be given to teachers on the use of these resources. Geography is one of subjects that can be studied as a physical or social science at high schools level. In secondary education it is currently an optional subject at upper secondary education. There have been concerns over declining performance in Geography at national examination, especially areas that test students' knowledge of field work, map work and physical Geography. Coincidentally these are the areas where non-projected media resources are most used. Yet few studies done in Geography have not adequately examined the non-projected media resources despite their critical role in the teaching of Geography. One of the reasons that have been put forward by KNEC (2007) is that students perform poorly in Paper I because of inadequate use of non-projected media resources.

Key Terms: non-projected media resources, public secondary schools.

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Introduction

This study focused on non-projected media resources in the teaching of Geography in public schools in Koibatek Sub County, Kenya. Geography as a field of study helps society to make sense of the environment and further develops in them an understanding about why places differ (Lang’at, 2016; Woodward, 2016). The significance of Geography as among school going children is embedded in the fact that it enables them not only in understanding their environment but also how the environment can sustainably be used for the benefit of both present and future generations. The field of Geography enables us to appreciate how places and landscapes are formed, how people and environments interact and associated consequences, and the interconnection between cultures and societies. Teaching resources in Geography include both projected and non-projected media. The inadequate use of non-projected media has been cited as one of the causes of poor performance in Geography in the national examinations. But despite the value non-projected media resources add to the understanding of Geography it has never been critically evaluated by many scholars as -various studies and literature reveal. It is against this background that this study analysed these media resources in terms of adequacy in the teaching of Geography in public secondary schools in Koibatek Sub County, Kenya.

Literature review

While calling for use of media resources in Kiswahili teaching Makokha and Wanyonyi (2015) argue that these materials normally create some form of reality in the minds of students and help in the simplification of complex concepts in Kiswahili, a view held by (Unwin, & McAleese, 2011). He holds that abstract content of a message is easier to understand with the use of these media resources. All the above arguments underscore the need and value of media resources in the teaching of Geography.

Although the merits of using media resources in instruction are well documented, studies show that in practice, school teachers rarely utilize these items in teaching. These studies have established that the media resources for teaching Geography are either inadequate or unavailable and that the teachers are in fact less enterprising in this aspect of education than the case ought to be (Jeruto, 2018). This situation may be attributed to many factors including negative teacher- attitudes towards the development and use of media resources, limited funding and lack of support from the ministry of education or school administration for Geography teachers in the development and use of the said materials.

Non-projected media resources are teaching aids that facilitate the presentation of message that does not involve the projection on the screen. The examples of these teaching aids include chalkboards, maps, graph papers, charts, specimens, Geography rooms, weather stations, models, museums, field work and still pictures, among others. These teaching aids are very important and necessary in the teaching of Geography.

Kanjiru (2014) investigated performance in Geography in national exams, and affirms the need for establishment of the “Geography show room” where the relevant learning resources are kept for practical lessons. Poor methods of teaching Geography coupled with inadequate media resources contribute to the low status of Geography and forcing many students to opt for other subjects in the school curriculum. This quest of avoiding more difficult mathematical orientation of the subject reflected in such topics as physical Geography, map work, field work and photograph interpretation although these are abstract concepts for the students, the main problem may not be attributed to this facts alone. The cause may be badly due

to poor teaching where the teachers do not use adequate and relevant media resources to teach these concepts. Kanjiru (2014) argument is that effective teaching of these concepts can only be improved when the concept of Geography room is wholly embraced by secondary schools.

Results and finding

Adequacy of Non-Projected Media Resources in Public Secondary Schools in Koibatek Sub County

The study’s second objective sought to establish the adequacy of non-projected media resources in public secondary schools in Koibatek Sub County. Opinions of public secondary school administrators in the Sub County were sought given their positions in the institutions. Their positions as custodians of school resources including those needed for the teaching of Geography, and also accounting officers of their respective institutions as well as

supervisors of all teaching and non-teaching staff made them worthy respondents in this study.

Adequacy of General Non-Projected Media Resources

When asked to indicate whether their institutions had sufficient non-projected media resources needed for the teaching of Geography, head teachers gave varied responses with regard to specific non-projected media resources. Although resources such as chalk boards, text books, atlases, wall papers, charts, graph papers, photographs and diagrams were generally available in the institutions, head teachers had divergent responses as to whether they were in sufficient numbers, and conditions for effective teaching of Geography. Figure 1 summarizes the responses of head teachers on the adequacy of selected non-projected media resources used in the teaching of secondary school Geography.

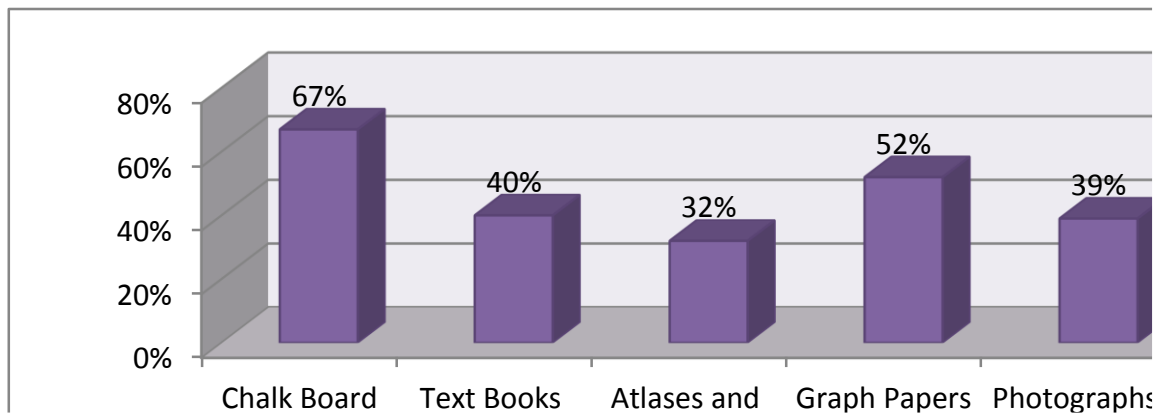


Figure 1: Schools with Adequate Selected Resources

Similar findings were suggested by Tuimur and Chemwei, B. (2015) who undertook a study on availability and use of learning and teaching resources in primary teachers’ colleges in Kenya. Their findings showed that generally, non-projected media resources were not available in many teacher training colleges, and where they were available they were grossly inadequate. They further pointed out

that the few available media resources were under-utilized by tutors; as also supported earlier by Awino (2011). The same observation was noted by Makokha and Wanyonyi (2015). Their results indicated that most of the learning materials needed for teaching was either inadequate or not available. They cited materials such as specimens, models, wall maps and weather stations as some of the

materials that were lacking in public secondary schools. The current findings lend a lot of credence to those of previous studies.

Adequacy of Specific Non-Projected Media Resources

When further asked to state whether the following set of non-projected media resources were adequate for effective teaching of Geography, head teachers in Koibatek Sub County responded as follows. That only 32 per cent, 7 per cent, 16 per cent and 10 per cent had adequate

specimens, Geography rooms, weather stations and community resources respectively as non-projected media resources needed in the teaching of Geography in secondary schools. It should, however, be noted here that secondary schools have no control over the establishment of community resources like factories, farming activities among others. However, their availability within the schools’ vicinity could go a long way in exposing students to certain aspects of human Geography.

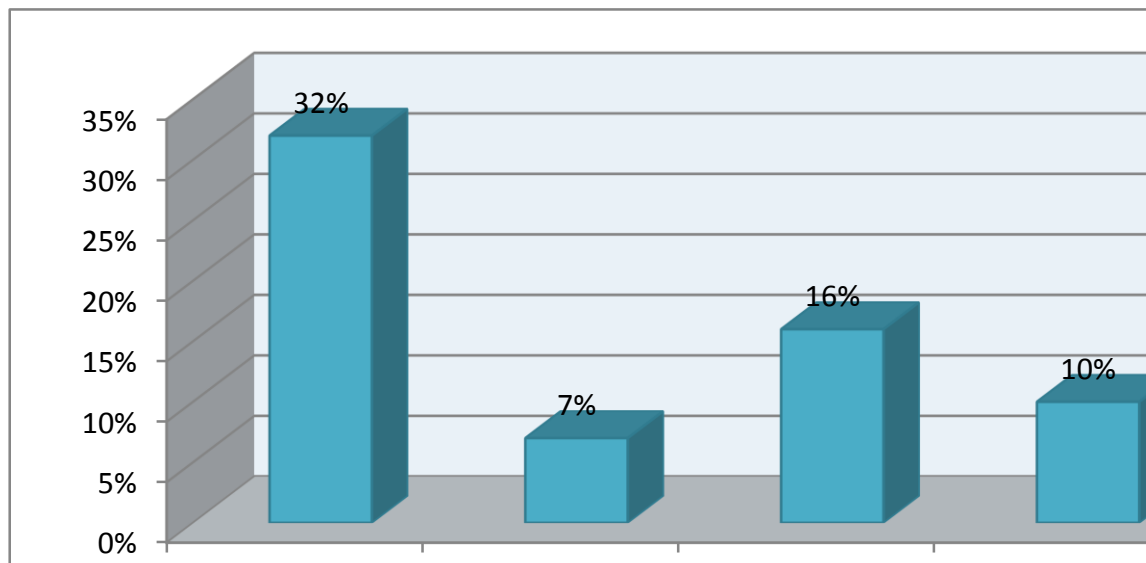


Figure 2: Adequacy of Selected non-projected Media Resources

Resources Needed for Field Work

The fact that among the non-projected media resources required in the teaching of Geography are field visits to unique geographical features and museums, the study considered it crucial to ascertain from secondary school administrators whether they had sufficient infrastructure to facilitate such academic excursions on regular basis and in conformity with the curriculum requirements. The concern here was to establish whether secondary schools had their own transport facilities that were reliable and

adequate to transport students and Geography teachers to study sites or whether they depended on hired transport arrangements, and who shouldered the accrued costs. Most schools had their own means of transport in the form of buses and mini buses. They also appeared to be in good working conditions implying that they could be used for field visits within a short notice. About 30 per cent of public schools in the Sub County had their own means of transport with varying passenger sitting capacity.

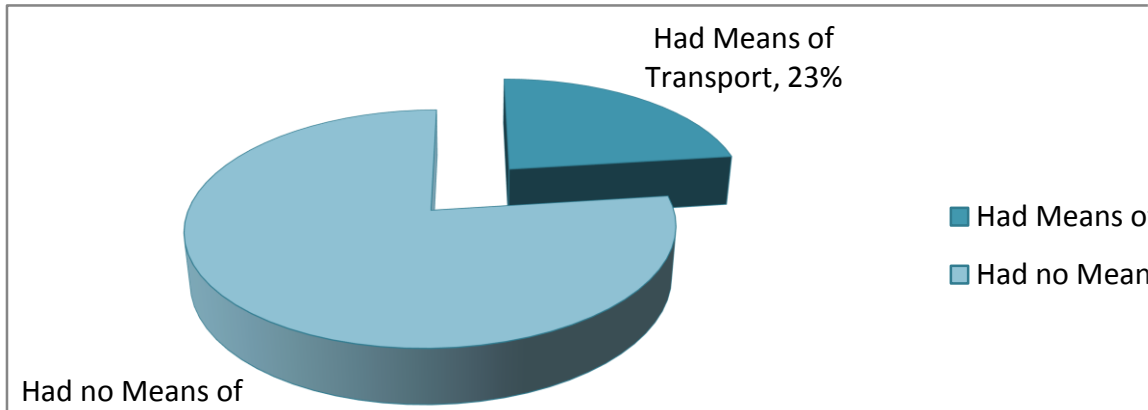


Figure 3: Availability of Means of Transport

Out of this, about 60 per cent of the schools had buses with over 50 passenger sitting capacity. Others had 33 and 14 sitting capacity representing 28 per cent and 12 per cent of the public schools respectively.

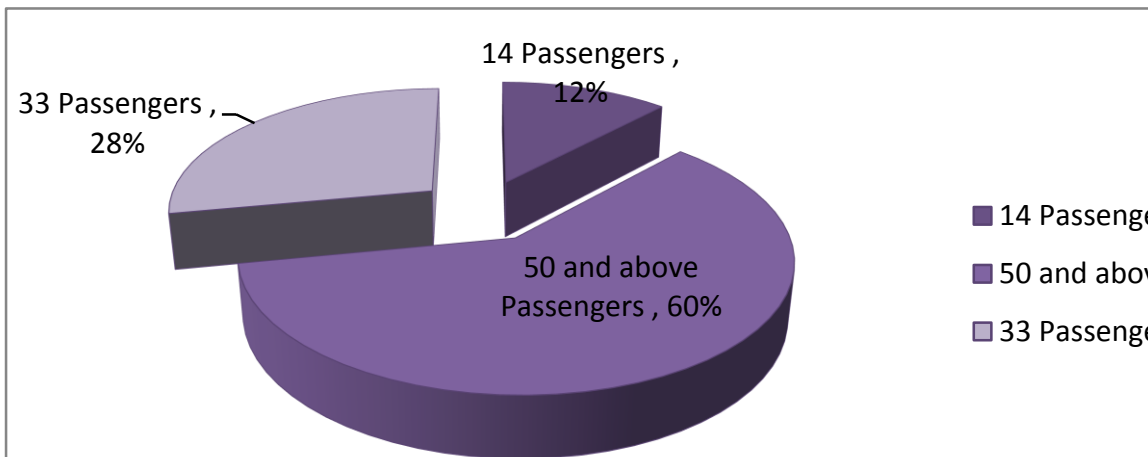


Figure 4: Passenger Capacity of School Transport

Adequacy of Text Books

The study went further to assess critical aspects of Geography text books especially with regard to whether students had books authored by different scholars, and whether there were sufficient facilities such as the library and book borrowing arrangements. To achieve this, the

study combined both observation and questionnaire methods. Although head teachers were asked to state whether they had library and if so its sitting capacity vis-a-vis students’ population, this was corroborated through observation in order to counter check the accuracy and honesty of the information offered by the head teachers.

In many cases there were discrepancies between what the head teachers gave through the questionnaires and what was established through observation method. The implication here was that either the head teachers deliberately chose to provide misleading information to the researcher or they were completely out of touch with certain realities in their institutions. Most of the public schools in the Sub County had library sitting capacity that could only accommodate 30 per cent of the students. This meant that a big population of students had to either read in their classrooms or other designated facilities. There were only 12 schools or 34 per cent of the public secondary

schools in the Sub County that had sufficient space for the students in their libraries. Other schools had only library structures that could only store the books but no reading space. These represented 11 per cent of the schools. A further 30 per cent of the schools had their library facilities under construction, and the few text books available were kept in the head teacher mid the deputy head teachers' offices. The rest of the schools or 25 per cent of the schools had no library facilities either under construction, but indicated plans for their constructions were underway. Most of these schools were newly established ones and had presented candidates for national examinations just about three or four times.

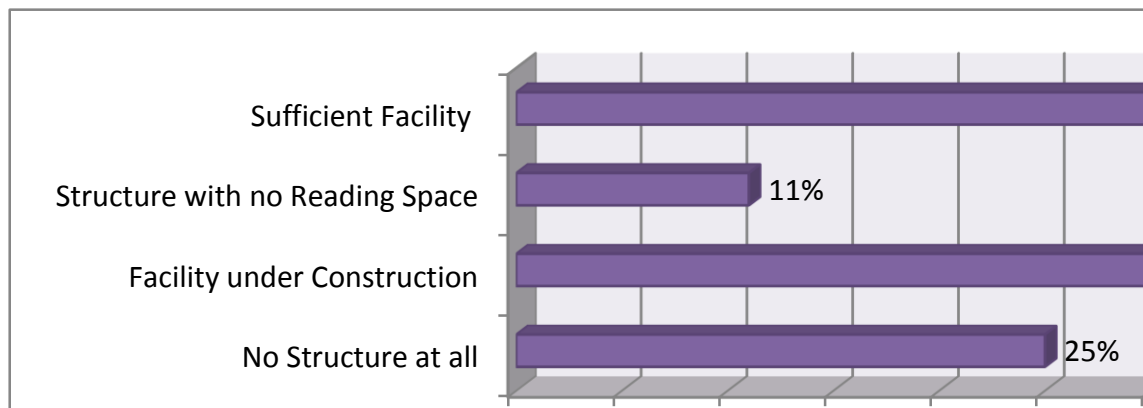


Figure 5: Availability of Library Facility

The study also found out that many schools had text books borrowing arrangements. But in many cases they were limited to two text books, which must be returned within five days from the date of borrowing. There were stiff penalties meted on students who failed to comply with this requirement. Such punishments included barring students from further borrowing for up to two weeks, and in worse cases, the affected students were referred to the deputy head teachers for further punishment. This situation is aggravated by the fact that most schools had no substantive library staff; as most of the library services

were offered by students, designated as library prefect or secretary. The borrowing arrangements in schools just explained here may not promote a good reading culture. The allowable time for students to remain with library text books and the number of text books allowed per each borrowing is too short inadequate, this coupled with the accompanying punitive measures taken on defaulters, have in many cases discouraged students from using library books.

By limiting the number of text books that can be borrowed to two against students' subject load of about six, implies that students can at any one time satisfies just an average of 30 per cent of their subject requirements. However, with the tendency to emphasize science subjects and languages in secondary schools because of their perceived significance in career selection in higher education, students are more likely to concentrate on the two subject clusters while borrowing text books. This ultimately affects Geography and other subjects outside the above two clusters. Therefore, students are likely to pay lip service to Geography subject due to many factors.

The adequacy of text books is not limited to the number accessible to the students, but also the variety of authorship of the text books. The study thus found it worthwhile to establish not only whether the Geography text books were adequate for the students, but also the various authorships in the discipline. While the numbers of text books were fairly adequate, students lacked access to a variety of text book as most books were authored by Kenya Literature Bureau and Kenya Institute of Education. Other Geography texts were revision models, which were only suitable for form four students in their last term of study. Although Kenya Literature Bureau and Kenya Institute of Education are the two prime institutions in the primary and secondary education, schools are not obliged to purchase text books from the two organizations especially with finances sourced outside government's resources. The ministry of education prescribes in the

“Orange book” the kinds of text books to be purchased, which are largely drawn from Kenya Institute of Education and Kenya Literature Bureau publications. When asked whether they were consulted when Geography texts are being procured, Geography teachers responded in the affirmative, but added that in most cases their advice were never followed. This they noted was largely to blame for lack of authorship variety in Geography texts in most public secondary schools surveyed.

When asked to suggest the areas of library services they would want improved, students and teachers of Geography though were unanimous on the specific areas, they gave each area different emphasis. As concerns students, many of them felt that borrowing time be increased. This represented 40 per cent of the students. Others considered purchasing of more Geography text books, increasing text books authorship, increasing the library sifting space, and engaging full time staff in the library in the order of 24 per cent, 12 per cent, 8 per cent, 16 per cent respectively.

Geography teachers on the other hand when asked to respond to the same items listed here, their response were as follows 35 per cent, 32 per cent, 28 per cent, 8 per cent and 6 per cent representing extended borrowing time, purchasing more texts, increasing text book varieties, increasing sifting space and engaging full time library staff. Figure 6 shows the two diverse responses.

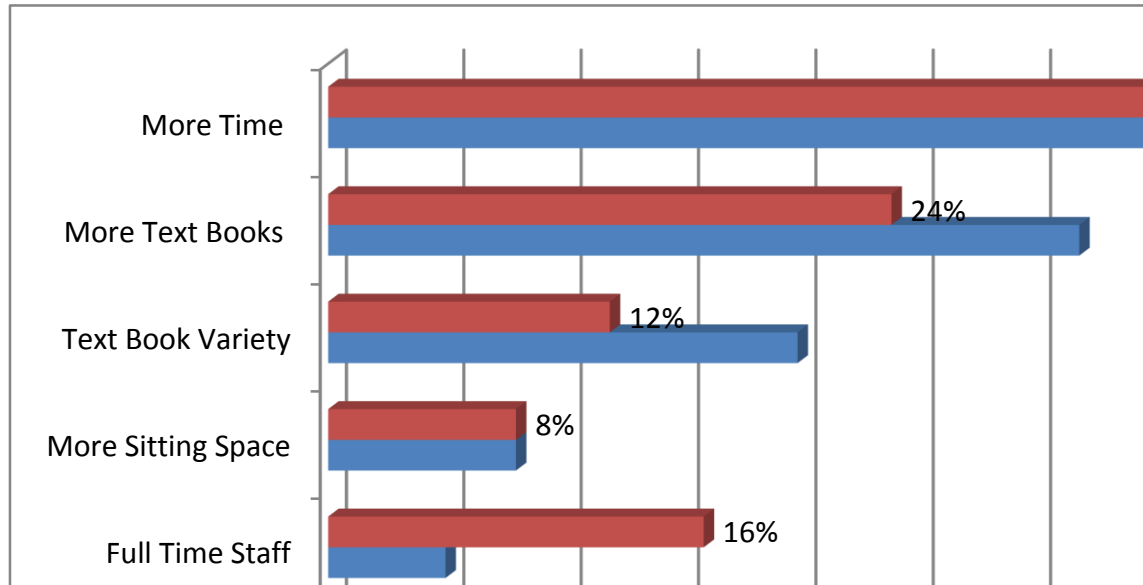


Figure 6: Suggested Improvements in Library Services

Adequacy of Geography Room

As already mentioned only 3 per cent of public secondary schools in Koibatek Sub County had Geography rooms. These rooms are meant to offer demonstrations and practical lessons in Geography. They also act as stores for some non-projected media resources used for teaching Geography. These facilities should be adequate to accommodate a reasonable number of students at any one learning session. The national curriculum for schools prescribes that a Geography room should be spacious enough, well ventilated and furnished with the necessary resources. Such resources include charts, wall maps, and photographs among other things. Institutions that had Geography rooms had most of the essential items needed. However, most of these rooms had attendants like technicians as is with other rooms for practicals such as laboratories. Geography teachers were the ones required to manage all aspects of the rooms, a situation that was unsustainable given their current huge workloads.

Most secondary schools do not have Geography rooms, and this may not just be a problem of Koibatek Sub County alone. Similar problems have been documented in other parts of the country as well as African continent. Lang'at (2016) argues that the availability of teaching resources in schools is wanting. Other studies prove that less than 5 per cent of secondary schools lack structure that qualified as a Geography room (Tuimur & Chemwei, 2015). A well-designed Geography room should accommodate several specimens, maps, diagrams and other useful teaching aids that are geared towards stimulating and sustaining the interest of the student in Geography, and that a well-equipped Geography room acts as a powerful catalyst for arresting and arousing students' interest in the subject (Lang'at, 2016). A survey of some of the available Geography rooms showed that they were not well equipped; some were very small and could not sufficiently accommodate enough students during practical sessions.

Students with access to a well equipped Geography room have the opportunity to observe landscape, features and phenomena either directly or through secondary source like maps, photographs and pictures (Kassu, 2019). In summary, most public secondary schools had no Geography rooms, while the few schools that had, the rooms were far much inadequate to facilitate any effective practical learning.

Conclusion and recommendation

The objective of this study was generally to analyze the adequate use of non-projected media resources in the teaching of Geography in public secondary schools. Majority of the schools in the Sub County are inadequately

equipped with non-projected media resources. Although non-projected resources were generally available, they were grossly inadequate to mount an effective teaching and learning in public secondary schools in the Sub County. A combination of factors ranging from resource scarcity, negative attitude and structural strains has negatively affected the use of non-projected media resources in public secondary schools in Koibatek Sub County. Most schools in the Sub County never considered some of these resources critical in effective implementation of Geography syllabus. There is need to address the issue of inadequacy of non-projected media resources in our schools. This should be considered as one of the priority areas.

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