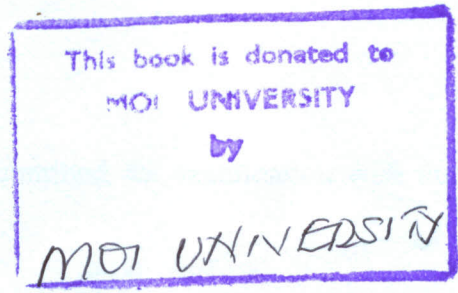


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**AVAILABILITY AND USE OF ELECTRONIC MEDIA RESOURCES IN THE
TEACHING OF BIOLOGY: A CASE STUDY OF SECONDARY
SCHOOLS IN IMENTI NORTH DISTRICT IN
KENYA**



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ABSTRACT

The main purpose of this research was to investigate the availability and use of electronic media resources in teaching Biology in secondary schools with view of finding out the extent at which educational research finding on the use of media resources have been successful in creating the need for teachers to use media resources. The research is based on connectivism theory developed by George Siemens and Stephen Downes which expounds the influence of technology in learning as way of addressing the limitations of other education theories such as behavioral, constructivism and cognitive theories as far as use of technology in education is concerned, in addition the research is also pegged on Ong'ou (2009) adopted conceptual framework which clearly outlines the benefits of using media technology in teaching. Review of various literatures on the availability and use of instructional media resources in teaching emphasis the great role media resources have in learning and teaching, therefore, the use of electronic media resources in teaching of Biology cannot be ignored. A survey research was carried out in secondary schools in Imenti North District to find out whether teachers are using electronic media resources in teaching Biology in secondary schools. Data was collected from 34 schools, that is, five private schools, three provincial schools and twenty six district schools, through stratified random sampling. From each school twelve students and one teacher were selected using random sampling. The Head teachers from the sample schools were all selected as respondents. Data was collected from teachers and students using a questionnaire while interview schedule was used to collect data from Head teachers. Data collected was then analyzed using descriptive statistical methods and Statistical Package for Social Sciences (SPSS) tool used to analyze the results. Data was presented using tables and figures. Words were used to describe the tables and figures, as well as summarizing the results. Interpretation of the findings in the context of previous research and implication of the findings was done. The study findings show that majority of schools do not have electronic media resources and also they are not using these resources in the teaching of Biology. Generally it was found that teachers, head teachers and students have positive attitude towards the use of electronic media resources in the teaching of Biology. The most preferred electronic media resources by teachers was, it was found out to be different among the three categories of respondents, while teachers preferred internet, head teachers said it is radio but student said it is compact disk and videos. Chapter five makes recommendations to policy makers, Head teachers and Biology teachers on the need to come up with various intervention measures to ensure the availability of electronic media resources for use by teachers in teaching of Biology such as treating expenditure on provision of electronic media resources both as capital and recurrent expenditure. In addition, recommendations have been made on the areas for further research, like looking at perceptions and effects of electronic media resources on performance of Biology by students. It is hoped that apart from the research adding information to the body of knowledge, it will be used in schools to guide in acquisition and use of electronic media resources in the teaching Biology in secondary schools in Imenti North District and Kenya at large.