

**UTILIZATION OF TEACHING AND LEARNING RESOURCES IN SOCIAL
STUDIES INSTRUCTION: A CASE OF PRIVATE PRIMARY TEACHERS'
TRAINING COLLEGES IN NAKURU COUNTY, KENYA**

BY

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DECLARATION

Declaration by Candidate

This thesis is my original work and has not been presented for a degree or diploma in this or any other university.

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ABSTRACT

Instructional materials enhance the teaching and learning process by exhibiting information necessary to acquire knowledge and skills. The purpose of this study was to establish the extent to which student-teachers are exposed to the use of teaching and learning resources in teaching social studies in private teachers training colleges in Nakuru County. The study was guided by the following objectives; to identify the teaching and learning resources utilized by tutors, to establish how training in the use of teaching and learning resources influence the delivery of Social Studies, to determine the extent to which private TTCs avail student-teachers opportunities to utilize teaching learning materials during their training and to determine tutors selection and utilization of teaching learning resources in teaching Social Studies in private TTCs in Nakuru County. Systems Theory provided the theoretical framework for this study. Descriptive survey research design was adopted for this study. The target population for the study comprised of 168 tutors and 1198 second year student-teachers in 5 private primary teacher training colleges in Nakuru County. Simple random sampling and purposive sampling techniques were used to select a sample size of 92 student teachers and 8 tutors respectively. This gave a sample frame of 100 respondents to provide data for the study. Three instruments namely questionnaire, interview schedule and classroom observation schedule were used to gather data for this study. The validity of the instruments was established through the help of the supervisors who assessed the relevance of the content used in the developed questionnaires. In order to establish the validity of the instruments, a pilot study was conducted in Baraton TTC. The reliability of the instruments was computed by using Test-Retest technique. A reliability coefficient of 0.861 was generated and as such, the instruments were deemed reliable. Data was analyzed using both descriptive and inferential statistics. Quantitative data was analyzed using frequency counts, means t-test and percentages while qualitative data from the open-ended questions was analyzed thematically along the objectives of the study. The results of data analysis were presented using frequency distribution tables, bar graphs and pie charts. The study findings established that projected and or audio visual teaching and learning resources in most private teacher training colleges were either rarely used or not used at all. This could be attributed to the fact that they were inadequate in relation to the population of both the tutors and the teacher trainees. It further established that teacher trainees were exposed and trained in the use of teaching and learning resources and were prepared adequately in the use of teaching and learning resources to teach social studies. Generally, the results reveal that the attitude of majority of respondents towards selection and use of teaching learning resources in teaching social studies was positive. It is hoped that the findings of this study will provide valuable empirical data to researchers interested in this field of study. Moreover, it is expected that the study will increase the stock of already existing literature on selection and utilization of teaching and learning resources.

DEDICATION

I dedicate my sincere gratitude to my loving husband and parents, for their encouragement, financial and moral support, prayers and affection during the development of this thesis. Gratitude most especially goes to our classmates with whom we worked together throughout the research. Last but not least, we want to give thanks to the Almighty God for his faithfulness and sufficient grace throughout development of the thesis.

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TABLE OF CONTENT

DECLARATION	ii
ABSTRACT.....	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
ABBREVIATIONS AND ACRONYMS	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	7
1.4 Purpose of the Study	9
1.5 Objectives of the Study.....	9
1.6 Research Questions.....	9
1.7 Significance of the Study	10
1.8 Scope and Limitations of the Study	11
1.8.1 Scope	11
1.8.2 Limitations.....	11
1.9 Assumptions of the Study	12
1.10 Theoretical Framework.....	12
1.11 Conceptual Framework.....	15
1.12 Operational Definition of Terms Used	16
1.13 Summary of the Chapter	17
CHAPTER TWO	18
LITERATURE REVIEW	18
2.1 Introduction.....	18
2.2 The Concept of Teaching Learning Resources	18
2.3 Types of Teaching and Learning Resources	20
2.4 Influence of Teaching and Learning Resource on the Delivery of Social Studies	24

2.5 Historical Development and Status of Social Studies in Kenya	31
2.6 Attitudes of Teachers towards the Use of Teaching Learning Resources	35
2.7 Factors Influencing the Use of Teaching and Learning Resources	38
2.7.1 Teaching Experience	38
2.7.2 Tutor Motivation.....	39
2.7.3 Availability of Instructional Media	40
2.7.4 Attitude towards Instructional Media	41
2.7.5 Curriculum Objectives.....	41
2.8 Related Studies.....	42
2.9 Research Gap	45
2.10 Summary	45
CHAPTER THREE	47
RESEARCH DESIGN AND METHODOLOGY	47
3.1 Introduction.....	47
3.2 Research Design.....	47
3.3 Study Area	47
3.4 Target Population.....	48
3.5 Sampling Procedure and Sample Size	49
3.6 Instruments of the Study	50
3.6.1 Questionnaire.....	50
3.6.2 Interview Guide	51
3.6.3 Classroom Observation Schedule.....	52
3.7 Piloting of Instruments.....	53
3.8 Validity and Reliability.....	53
3.8.1 Validity	53
3.8.2 Reliability	54
3.9 Data Collection Procedures.....	54
3.10 Data Analysis	55
3.11 Ethical Consideration.....	55
3.12 Summary of the Chapter	56
CHAPTER FOUR.....	58
DATA PRESENTATION, ANALYSIS INTERPRETATION AND	
DISCUSSION	58
4.1 Introduction.....	58

Appendix 3: Letter of Introduction.....	103
Appendix 4: The Tutors Questionnaire	104
Appendix 5: The Student-Teachers Questionnaire.....	111
Please tick your chosen response () where appropriate	111
Appendix 6: Classroom Observation Schedule	118
Appendix 7: Interview Schedule for Principal	120

LIST OF TABLES

Table 1: Target Population of the Study	49
Table 2: Sample Size of Respondents.....	50
Table 3: Response rate	59
Table 4: Distribution of Gender, Age, Educational Qualification and Teaching Experience of Respondents.....	61
Table 5: Gender, Age and Specialization of Teacher-Trainees	63
Table 6: Types of Teaching and Learning Resources Used	66
Table 7: Training in the Use of Teaching and Learning Resources and the Delivery of Social Studies.....	71
Table 8: Extent to which TTCs avail student-teachers' opportunities to using instructional materials during their training.....	76
Table 9: Attitude towards the Selection and Use of Teaching Learning Resources in Teaching Social Studies.....	79

LIST OF FIGURES

Figure 1: Conceptual Framework Diagram 15

ABBREVIATIONS AND ACRONYMS

CPD	-	Continuing Professional Development
GoK	-	Government of Kenya
IM	-	Instructional Materials
ITET	-	Initial Teacher Education and Training
KESSP	-	Kenya Education Sector Support Programme
NDP	-	National Development Plan
PTTCs	-	Primary Teacher Training Colleges
SWAP	-	Sector Wide Approach to planning
T/L	-	Teaching and Learning
TIQET	-	Total Integrated Quality Education and Training
TTC	-	Teacher Training College
UNESCO	-	United Nations Educational, Scientific, and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives pursued by the study, research questions, significance, scope, assumptions limitation and delimitation of the study as well as the theoretical and the conceptual framework guiding the study.

1.2 Background to the Study

Learning is a complex process. It can be defined as a change in disposition; a relatively permanent change in behavior over time and this is brought about partly by experience. Learning can occur as a result of newly acquired skills, knowledge, perception, facts, principles, and new information at hand (Adeyanju, 1997). Learning can be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process. Teaching/ learning resources are instructional materials and devices through which teaching and learning are facilitated in schools (Agun & Okunrotifa 1989). Examples of teaching/ learning resources include visual aids, audio aids, real objects and many others. Visual aids are designated materials that may be locally made or commercially produced. They come in form of, for example, wall-charts, illustrated pictures, pictorial materials and other two dimensional objects. There are also audio-visual aids. These are teaching machines like radio, television, and all sorts of projectors with sound attributes. Television and radio programmes provide another useful geography teaching/learning resource. Films, likewise, are a popular teaching/learning resource.

In addition to helping students remember important information, teaching/learning resources have other advantages. When properly used they help gain and hold the attention of students. Audio or visual aids can be very useful in supporting a topic, and the combination of both audio and visual stimuli is particularly effective since the two most important senses are involved (Burrow, 1986). Teachers should keep in mind that they are like salesmen of ideas, and many of the best sales techniques that attract attention of potential clients are well worth considering. Clearly, a major goal of all teaching is for the students to be able to retain as much knowledge of the subject as possible, especially the key points. Numerous studies have attempted to determine how well teaching/learning resources serve this purpose. Findings from the studies vary greatly from modest results which show 10-15 percent increase in retention to more optimistic results in which retention is increased by as much as 80 percent (Burrow, 1986).

Teaching and learning resources are prerequisite in any educational setting. Teaching at any level requires that the students be exposed to some form of simulation. Okoiba (2011) defines teaching resources as anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they tend to learn faster and easier. The use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since the use of instructional materials motivate learners to learn more. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic.

Broadly, teaching learning resources refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives as set out in the lesson plans. Klaus (2010) noted that teaching learning resources are tools that

classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. They are the tools used to convey information in the classroom. Tamakloe, Amedahe and Atta (2005) also defined teaching learning resources as a material which the teacher uses to facilitate the learning, understanding and acquisition of knowledge, concept, principles or skills by his students.

Students learning outcome is influenced by appropriate utilization of teaching learning resources. It is widely recognized that qualified and competent teachers are an essential component of school programmes that result in improved outcomes for learners at all levels of education (Barnnet, 2004). Whereas teachers are important in improving quality education in any educational system, it is often said that the quality of an educational system cannot be greater than the quality of its teachers, and yet often not much attention is paid to understanding how systems that produce teachers can be made more effective to impact on learning outcomes. The centrality of the teacher in the teaching and learning process is widely acknowledged and the link between low pupil achievement and the skills and competence of teachers is consistently made (UNESCO, 2005). Research examining teacher quality confirms the logical conclusion that poor quality of students' learning correlates strongly with poor quality of teachers' teaching and it is widely assumed that initial teacher education and training (ITET) and continuing professional development (CPD) make a difference in teachers' pedagogical knowledge and skill which in turn is reflected in enhanced student learning outcomes (Dembélé & Lefoka, 2007).

Teacher education is an integral component of education Kafu (2007). It is a set of phenomenon which includes knowledge in pedagogical skills, instructional media and pedagogical content knowledge. Teacher preparation therefore should enable teachers

acquire sufficient subject mastery and pedagogy. Teacher educators and trainees should be provided with a variety of teaching and learning resources as these are some of the tools that facilitate effective teaching. Optimal use of resources can be hampered by unavailability, inaccessibility, cost and lack of knowledge to operate equipment among other reasons.

The origin and historical development of social studies in the world and Kenya in particular has witnessed a lot of discrepancies among scholars. While some scholars are of the view that the subject originated from U.S.A and spread to Europe others have argued in the reverse flow. Also within the Kenyan context while a school of thought is of the view that subject social studies was imported into Kenya from America and Britain others have argued that the statement is only correct to the extent of concept otherwise the content of social studies as been an integral part of the Kenyan curriculum right from earliest times. On the development of the subject in Kenya, scholars agreed that it was borne out of the need to Kenyanize the Kenyan in the overall development of the Kenyan society. Social studies subject has progressed through different stages of development. During the first stage public schools were not common, and the traditional European and religious subjects still dominated the curriculum. The Department of Education was under the British protectorate. Because of this control, as well as a lack of financial resources and shortage of the printing facilities, social studies teachers used textbooks with some restrictions and guidelines to satisfy the British commissioner. The social studies curriculum during this stage consisted only of two subjects: geography and history, which were taught through lectures and memorization and focused mainly on geography and history of the British.

At independence in 1963, the Kenya Government recognized that education was a powerful tool for human resource development. Since then, policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance.

At the primary school level, Geography, History and Civics were integrated to become part of Social Studies and offered as GHC: a combined course (Shiundu & Omulando, 1992). According to Lumala (2007), the decision to adopt the integrated approach was arrived at in 1984 and by 1985 the new system was already being implemented. This change, while welcome, came without being piloted in schools and teachers were hardly prepared, let alone consulted, for the radical decision (Eshiwani, 1993). Given the short period between decision to change the education system and the implementation of the new system; it can be argued that the Ministry of Education (MoE) did not adequately prepare teachers to handle the new changes in the curriculum (UNESCO/IRA, 2004; Kioko & Muthwii, 2001). Social studies in its most interdisciplinary form combine the integrated study of humanities and the social sciences.

By the late 1960s, new approaches to inherited history and geography courses became known in Africa as "social studies." Eleven nations founded the African Social Studies Programme (ASSP), and continue to monitor the development of social studies curriculum and instruction in the continent. The ASSP is a non-political, non-profit intergovernmental organization of 17 African nations that stimulates, promotes, and monitors innovative curriculum. The ASSP evolved from two major meetings (Queen's College Oxford, England, September, 1967 and Mombasa, Kenya, August, 1968) of concerned African educators and representatives from the United States and English development agencies. The organizational structure of ASSP is a coordinating committee composed of one government-appointed representative from each member

country and a six-member executive committee which works with the executive director. This committee is chosen by the coordinating committee to make decisions on its behalf. The major accomplishments of the ASSP center on its role in supporting national efforts within member nations to introduce, develop, and expand social studies education.

Teachers are an important resource in the teaching and learning process as the implementers of curriculum. To teach effectively, teaching and learning resources play a major role as they manipulate information and make it easier for learners to understand difficult concepts, thereby encouraging further learning. According to the Ministry of Education, Science and Technology Sessional Paper No.1, (2005) teachers are an important resource in the teaching and learning process.

An outstanding problem militating against effective teaching of social studies in schools is lack of expert teachers in the field. In recognition of this fact, Akinlaja (1978) asserts that teachers currently handling social studies in schools are non-specialist because they were not trained as such. In-adequate supply and utilization of instructional materials including textbooks which can increase teachers/students awareness and reinforce learning is an obstacle to the teaching of social studies. Obiadi (1980) holds that there are trained teachers for social studies but most of them handling the subjects at present still have little knowledge about the new integrated social studies methodology. “Although the social studies programme has been in existence for years in the teacher training colleges in the country, there has not been meaningful and comprehensive programme and drive at training social studies teacher

The National Development Plan (1997-2001) notes improvement of the relevance of education requires the selection and utilization of facilities in which the learning

resources are inclusive. Teacher training programmes are meant, among other reasons, to equip teachers with the appropriate instructional knowledge, skills, and for teachers to develop required attitude towards use of instructional media. In the Teacher Training Colleges (TTCs), learning resources are even more important bearing in mind that the TTCs train teachers who after training teach children in the primary schools. Consequently, the value of content delivery can be seen helping in TTCs. Therefore, it should not be overlooked because it has far reaching impact on the quality of education in the TTCs. Maundu (1988) notes that instructional materials play a crucial role in explaining the variation in improving the quality of the results among students.

1.3 Statement of the Problem

Teacher preparation is meant to cultivate in the trainees' skills and attitudes that would make them appreciate the need to use teaching and learning materials once they graduate but also be champions in using the resources. Similarly, TTCs are endowed and should therefore readily avail to the teacher trainees' opportunities that would enable them gain firsthand experience in the utilization of teaching and learning materials. Private Primary Teachers' Training Colleges are faced with a mirage of problems which include inadequate provision of teaching and learning resources. Inadequacy of instructional resources has been cited as one of the major causes of poor teaching techniques (Wasiche, 2006). Too much theoretical teaching makes the subject to look too abstract and difficult to students. Previous studies have shown that utilization of instructional media in teaching is not adequately done in most public learning institutions. According to study done by Ayoti, Simiyu, Ongeti, & Poipoi, (2013) instructional media were not utilized in teaching because teachers rarely prepared any. The Centre for Children's Rights (Kuleana) report (1999) notes

that teachers are often inadequately prepared and lack basic skills in teaching methodology, class management, use of teaching and learning resources and counseling. The report attributes this to a combination of poor basic educational preparation of teachers and inadequate resources in teacher education colleges. The problem of inadequacy of teaching and learning resources affects the number of activities that a teacher can plan for a lesson thus limiting teachers in their efforts to vary their teaching techniques. Social Studies is an interdisciplinary subject drawn from, Geography, History and Government and other disciplines such as Religious Education, Business Education, Science, Maths and Creative Arts. The subject aims at providing the student teacher with knowledge, skills, desired attitudes and values which are a prerequisite for living appropriately in both physical and social environments. The teaching of this subject therefore requires appropriate use of teaching and learning resources in its delivery. Social Studies academic performance for the past five years has been below Average (Murungi & Makau, 2018). An average score for a primary school pupil in social study subject tested in both KCPE and the lower primary level is believed to be at least 50%. Majority of primary schools have not or in rare occasions attained an average score. The studies which have been done in Kenya to establish the causes of poor performance in KCPE examinations appeared to have focused more on other subjects like mathematics, languages and science while social studies had been given very little attention especially in elementary classes. In addition, Cheruiyot (2014) notes that there is a national outcry that the performance of P.T.E in public and private teacher training colleges is low and the trend has persisted for some years. As such this study seeks to determine the extent to which student-teachers are prepared in the selection and utilization of

teaching and learning resources in teaching Social Studies in private teacher training colleges in Nakuru County, Kenya.

1.4 Purpose of the Study

The purpose of this study was to establish the extent to which student-teachers were exposed to the use of teaching and learning resources in teaching Social Studies in Primary Teachers' Education Colleges in Kenya with specific reference to private teachers colleges in Nakuru County.

1.5 Objectives of the Study

- i. Identify the types of teaching and learning resources used by tutors in teaching Social Studies in private TTCs in Nakuru County.
- ii. To establish how training in the use of teaching and learning resources influence the delivery of Social Studies content in private TTCs in Nakuru County.
- iii. To determine the extent to which private TTCs avail student-teachers' opportunities to use instructional materials during their training.
- iv. To find out tutors' attitude towards the selection and use of teaching learning resources in teaching Social Studies in private TTCs in Nakuru County.

1.6 Research Questions

The study sought to answer the following research questions.

- i. What are the teaching and learning resources utilized by tutors in teaching Social Studies in private TTCs in Nakuru County?
- ii. How does training in the use of teaching and learning resources influence the delivery of Social Studies in private TTCs in Nakuru County?

- iii. To what extent do private TTCs avail student-teachers opportunities to utilize teaching learning materials during their training?
- iv. What are the tutors' attitudes towards the selection and use of teaching and learning resources in teaching Social Studies in private TTCs in Nakuru County?

1.7 Significance of the Study

The findings of this study would provide data on the state of teaching and learning resources in Private T. T. C's in Kenya. Specifically, the findings of this study would be of value to student-teachers who are the future implementers of curriculum. Moreover, it may explore the major factors affecting the utilization of instructional materials at primary school levels; thereby suggesting feasible recommendations that encourage utilization of instructional materials. The study would reveal tutors' knowledge of the use of teaching learning resources and effective ways of using them. This would help them select the right type of teaching learning resources for their lesson and prepare them in advance; thereby enhancing students' understanding of their lessons. The study is expected to be of great use to tutors, student-teachers, curriculum researchers and developers as well as professionals in the field of education and to improve the use of teaching learning resources. In addition, the findings of this study would provide data on the state of teaching and learning resources in private teachers' training colleges in Kenya in general and Nakuru County in particular. It is hoped that the findings of this study would encourage the utilization of available teaching and learning resources by tutors and student-teachers to enhance the teaching and learning process. The findings of this study would also help the curriculum planners at K.I.C.D in developing and disseminating instructional materials to be used in the teaching and learning process in both private and public

teacher training colleges and schools in the country. It is also hoped that this study would provide empirical data to researchers and other interested scholars who would wish to undertake studies on utilization of teaching and learning resources as well as illustrate the gaps that come along as a result of the study therefore opening more areas for future studies in this field of study. Moreover, this study would contribute to the already existing body of knowledge and form basis for further research work thereby spurring future research in the area of study.

1.8 Scope and Limitations of the Study

1.8.1 Scope

Given the broad nature of this field of study, the locus of this study was on the selection and utilization of teaching learning resources by tutors in private teacher training colleges. Further, whereas there are a number of subjects taught in teacher training colleges, this study was confined to the teaching and learning resources used in the teaching of Social studies. The teacher education curriculum is broad in terms of content, and mode of delivery. This study confined itself to the utilization of teaching and learning resources used in the teaching of Social Studies.

1.8.2 Limitations

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations.

Some respondents withheld information on issues pertaining the training in selection and utilization of teaching and learning resources. To overcome this limitation, the respondents were assured of confidentiality and anonymity of the information they provided.

The study focused on the teaching and learning resources used in the teaching of Social Studies.

The scope of this study was limiting in terms of the universe. This was addressed by confining the study to a representative sample of private TTCs instead of the whole population. The research findings therefore could only be generalized to other areas with similar characteristics that is generalization should be done with a lot of caution.

1.9 Assumptions of the Study

The study assumed:

- i. That private TTCs were all equally endowed with teaching and learning resources.
- ii. That trainees in private TTCs were exposed to the use of teaching and learning resources during their lessons
- iii. That delivery of Social Studies subject was facilitated by use of teaching and learning resources
- iv. The researcher had access to all the teaching and learning resources in the private TTC's.
- v. The respondents in this study participated honestly and give information without bias.

1.10 Theoretical Framework

This study was guided by the Systems Theory propounded by Bertalanffy (1968) which states that separate elements coordinate into meaningful manageable, systematic whole, called "systems". The whole is dynamic and open thus it consists of parts but is more than the sum of its parts. The parts that make up the system are closely interrelated. All the elements of a system work towards achieving a common

goal, thus creating harmony. Systems consist of components and sub-components. The output of one component becomes the input for another. Outputs of components magnify, influence or cancel out one another. Interactions and mutual interdependencies among components can produce unique intended and unintended consequences. Feedback and evaluation procedures provide relevant, objective, useful information on how the system is behaving and what results are actually occurring.

The classroom teaching and learning process is systems-based. A teacher, in developing any learning experience, first plans, then implements those plans and finally evaluates the success of the activity. This gives a feedback used in correcting or improving the process. System approach can effectively improve the instructional system. In instructional system, certain interactive and interrelated elements are operating in a systematic way to achieve stipulated instructional objectives. According to Ayot and Patel (1992), a system has inputs which are subjected to a process before passing out as outputs. Teachers while teaching, set out to attain specific objectives to achieve at the end of the lesson. For this to happen, a combination of inputs such as a variety of teaching and learning resources are used by teachers who take learners through an instructional process, the outcome of which is the attainment of the objectives set. The teacher has to select those teaching and learning resources that will accomplish the task of meeting the learning needs (Wanjiru, 2009).

According to Infante, et. al. (1997), the fundamental systems-interactive paradigm of organizational analysis features the continual stages of input, throughput (processing), and output. Several system characteristics are: wholeness and interdependence (the whole is more than the sum of all parts), correlations, perceiving causes, chain of influence, hierarchy, supra-systems and subsystems, self-regulation and control, goal-

oriented, interchange with the environment, inputs/outputs, the need for balance/homeostasis, change and adaptability (morphogenesis) and equifinality. Realistically, any school has objectives to achieve and achieving them requires it to treat all the elements involved in the process (inputs like students, teachers and resources; through input like teaching methods and outputs like graduates with different skills and attitudes) as interdependent.

This study was guided by the System Theory because Teacher training institutions like all other educational institutions are systems where the teaching/learning process is observed as a throughput (process) used to transform inputs students and resources into outputs (graduates with different skills and attitudes). In schools we also observe an interrelation between teachers, resources and students which constitute a sine quoniam condition for the effectiveness of the teaching/learning process. The teacher-trainee comes in as an input that goes through a process in order to attain training and skills which make him or her graduate with a P1 Certificate as a successful output. To enhance his or her success, there is need for the tutors and the teacher trainees' field of experience to overlap due to use of teaching and learning resources. Unless, therefore, teaching and learning resources are made available, lecturers and the student-teachers may not use them, thus reducing their field of experience. Effective use may depend on lecturers' skills as well as student-teachers' participation. The resources should be accessible to both lecturers and student-teachers who may in turn use the variety available. Teachers who use teaching and learning resources manage to use them to assist in manipulating difficult concepts and ideas so that they are easily understood by the learner. Use of a variety of teaching and learning resources provides stimulus variation, enhancing and maintaining motivation in class. The use of teaching and learning resources increases active participation of the learner.

Participation of the learner provides opportunity for the teacher to reinforce positive responses, which in turn leads to greater learner motivation. Use of resources also makes learning much more concrete as it is likened to real-life experiences. Teachers should, therefore, make use of a variety of teaching and learning resources to be effective in teaching.

1.11 Conceptual Framework

A conceptual framework is a model of presentation where a researcher explores and represents the relationships among the studied variables (Orodho, 2004). This study adopted the diagrammatical framework, as shown in figure 1.

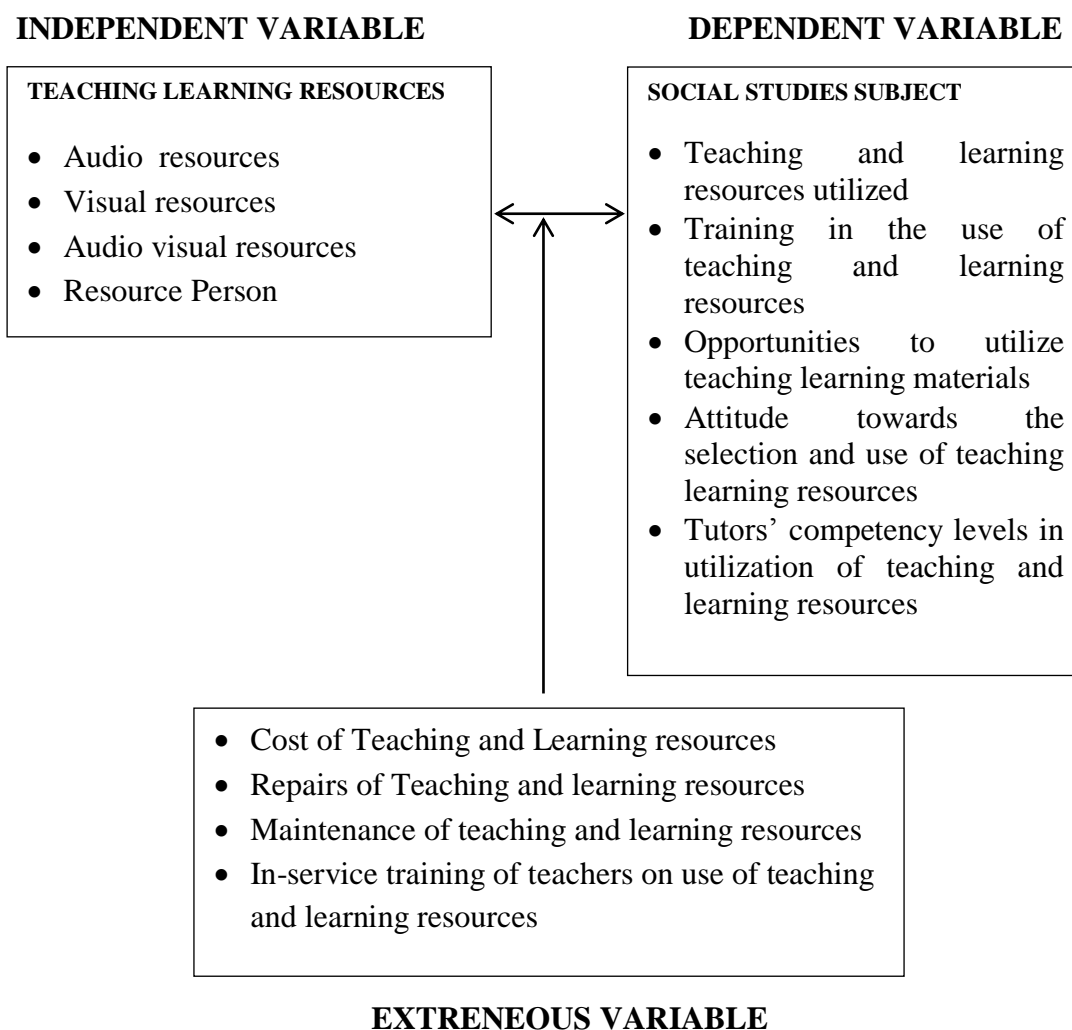


Figure 1: Conceptual Framework Diagram

Figure 1 was developed from the literature review and the theoretical framework. It illustrates the factors influencing the selection and utilization of teaching aid. The independent variables were the category of teaching learning resources namely audio resources, visual resources audio-visual resources and the resource persons which are likely to influence educational outcomes. These resources influences the teaching of Social Studies in terms of the extent to which teaching and learning resources are utilized in teaching the subject, level of training of student-teachers to use teaching and learning resources in teaching the subject, opportunities availed to the student-teachers to utilize teaching and learning resources during their training, tutors attitudes towards use of teaching and learning resources while teaching the subject and the tutors level of competence in the use of teaching and learning resources. However, the cost, repairs and in-service training of teaches on the use of these resources are the extraneous variables that may also have an impact on educational outcomes.

1.12 Operational Definition of Terms Used

For the purpose of this study, the following terms were operationalized to mean the following:

Attitude: In this study the term attitude is used to mean a disposition to behave favorably or unfavorably towards the selected challenges, faced by teachers in the teaching of Social Studies

Belief: It is defined as the probability dimension of a concept.

Learning experience: the interaction between the learner and the external conditions in the environment to which the learner can react for instance reading, role playing, doing, etc

Learning: refers to the act of acquiring new dispositions such as skills, value, concepts and knowledge.

Selection: the process of choosing, picking or identifying learning resource for use from the available resources considered to be the best, most appropriate and/or most suitable for the particular learning activity

Student-teacher: refers to a person enrolled to undertake a Primary Teacher Education course in a teachers' training college.

Teaching and Learning Resource: These refer to a spectrum of educational materials that tutors use in the classroom to support specific learning objectives as set out in the lesson plans.

Teaching materials: These are equipment and facilities that tutors use in the course of their teaching e.g. textbooks, chalk, duster, charts, computer laboratory chemicals and equipment

Teaching: act of facilitating the acquisition of dispositions such as knowledge, values, skills and ideas.

Tutor: refers to an instructor who teaches in a teachers' training college

Utilization: act of putting into use a learning resource for the purpose of learning.

1.13 Summary of the Chapter

The chapter has presented the preliminaries to the study. The background to the study has been discussed to justify the utilization of teaching and learning resource in private teacher training colleges in Nakuru County. The chapter also presented the statement of the problem, research objectives and questions that the study sought to investigate. Justification and significance of the study, scope and limitations of the study, theoretical framework and definition of operational terms are the other sections covered in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature and research findings related to the study on the selection and utilization of learning resources by tutors in teacher training colleges. Literature review is central to the research process because it provides a general understanding of the research problem as well as serves as a benchmark against which the researcher can compare and contrast the research results. The review will be discussed under various themes guided by the objectives of the study. The aim of this review is to identify knowledge gaps to be filled by the study.

2.2 The Concept of Teaching Learning Resources

Teaching learning resource is a generic term used to describe the resources teachers use to deliver instructions. Broadly, teaching learning resources refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives as set out in the lesson plans. Klaus (2010) states that teaching learning resources are tools that classroom teachers use to help their students learn quickly and thoroughly. A teaching aid can be as simple as a chalkboard or as complex as a computer program. They are the tools used to convey information in the classroom. Moreover, Mukwa and Patel (1993), notes that, learning resources as learning materials utilized by tutors in their teaching to pass theories to learners. The utilization of resources in education brings about fruitful learning outcomes since resources stimulate students learning as well as motivating them. Mordi (2009) noted that inadequate utilization of instructional resources in the secondary schools could be traced to lack of knowledge in selection and utilization of instructional resources. Okafor (2009) lamented that many schools in Nigeria apart from the model schools

and federal government colleges hardly have adequate material resources for quality and effective teaching and learning in the school. Bishop (1985) postulates that teaching learning resources as all the things teachers are likely to find useful in their teaching. These could be collections of books, reference materials, and multi-copies of resource items, kits of newspaper articles, photographs, maps, diagrams, historical documents, statistical tables, journals, poetry, drama, paintings, tape-recordings, slides and anything that might prove of value to teachers.

The successful implementation of the school curriculum requires the use of a variety of resources that enable the student to learn through a rich and varied selection of instructional materials. Teachers use a wide range of stimulating and exciting materials to teach the concepts outlined in the curriculum to ensure that students are actively involved in their learning. Many scholars in the field of educational technology emphasize the need for use of instructional resources in teaching and learning. Comenius, one of the earliest educationalists stated that the foundation of all learning consists in representing clearly to the senses, sensible objects so that they can be appreciated easily (Kochhar, 1991).

Hence, teaching and learning resources are associated with objects, persons or other aspects of the environment which can be used to impact, or help in any learning activity. Instructional materials are intermediate or mediating materials used in instruction or teaching learners so as to make the learning objectives clearer and teaching easier. A careful explanation of a subject may not absolutely lead to a better understanding of that particular subject by adults, whereas, the use of teaching aids or instructional materials provides clarity on issues that are of learning interest to the adults (Ezimah, 2004). There is plenty of research evidence that supports the need for teaching and learning resources in the teaching learning process. For instance, Amare

(2000) and Nardos (2000) contend that we learn when our senses interact with the instructional materials. Thus, it can be inferred from these sources that we learn best as more senses are involved in the process of interaction with the instructional materials.

In Kenya, various education commissions have highlighted the need to have adequate teaching and learning resources. The Kenya Education Commission (1964) suggested that teachers be trained to make their own teaching aids and use radio broadcast. Likewise the National Committee on Educational Objectives and Policies (1976) recommended that books and other educational materials be made available to the learner at an affordable cost and culturally relevant materials be prepared for use in schools. The Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (1988) went ahead to recommended that there be cost-sharing between parents, local community and sponsors in providing adequate teaching and learning resources. Contributing to the vital role played by teaching and learning resources the Commission of Inquiry into Education System of Kenya - TIQET (1999) recommended that reading and learning facilities be provided in social halls. To support education and provide teaching and learning resources to the expanding population in our learning institutions, the Kenya Education Sector Support Programme - (KESSP, 2005) went into partnership through Sector Wide Approach to planning (SWAP) to involve stakeholders, donors, parents, teachers, religious leaders and other ministries.

2.3 Types of Teaching and Learning Resources

The process of teaching-learning depends upon the different types of equipment available in the classroom. Teachers can use various teaching aids besides textbooks to arouse students, interview and demonstrate how things work. Various attempts

have been made by different scholars to categorize learning resources by education technologists, media experts to establish various classes of media resources. Dale (1969) categorizes instructional technologies as visual, audio and audio visual materials.

The visual materials include; illustrated books, pictures, photographs, flashcards, charts, maps, posters, exhibits, self instructional materials, flip books, bulletin boards, magnetic boards, flannel graphs, dioramas, models, mock-ups, filmstrips, slides, transparencies, silent films, chalkboards, drawing and cartoons. Audio materials include; radio, language laboratories, tape and disc recording, telephone, telecture and sound distribution system and audio visual materials comprises of television, films (8mm, 16mm, 35mm) video tapes, sound filmstrips printed materials with recorded sound, study trips and demonstration.

Orlich (2001), states that students learn better where instructional activities are sequenced, that is knowledge presented in a carefully interrelated steps generally starting with a simple step, followed by complex and abstract concepts. Use of teaching and learning resources help achieve this objective as learning proceeds from the known to the unknown. This inductive method of learning where reasoning progresses from specific to general constitutes effective learning.

It is interesting to note that a large percentage of trained teachers and those undergoing professional training courses can teach with the use of teaching/learning resources. They do so consciously because they know that the use of these resources have positive effect on learning outcomes as their cognate experiences during teaching practice supervision reveals (Morris, 1968). Making and using teaching/learning resources is an important aspect of good teaching. Even in classrooms with few resources; teachers can use locally available resources to improve pupil learning. Learning takes place in an exciting and active environment.

Ayot (1986) has categorized instructional technologies in three broad groups. The first category comprises software resources such as books, periodicals, newspapers,

posters, flashcards, charts, cartoons, globes and maps, flannel boards, chalkboards, exhibits and bulletin boards. The second category consists of resources such as projectors record players, radios, films, televisions, magnetic tapes, slides, aural aids, sound and still projectors and the third category is of community resources like field trips, environment and people. According to Kemp and Dayton (1985), instructional technologies are categorized into nine kinds of media. They include; print media, display media, overhead transparencies, audio-tape recordings slide series, filmstrips, multi-image presentations, video recordings and computer –based instruction.

In this study, we may classify teaching resources into four. They include; visual, audio, audio visual and human beings (resource personnel). Visual resources are the aids which use the sense of vision. A visual aid is any object or picture that relates to the subject being taught. It is something you bring to support whatever project or report you are discussing. It gives the listener something concrete to look at to enable a better understanding of what you are teaching. Nacino-Brown, Oke and Brown (1982) disclosed that, visual resources could be objects and specimen hence providing direct first-hand experiences which are necessary for concepts formation. Students can see, touch, smell and even taste them giving a richer and more meaning to them. From this definition, it can be said that visual aids add interest to a discussion. Examples of visual aids are whiteboards or chalkboards, charts, maps, flash cards, calendars, actual objects, models, pictures, bulletins board, overhead projector, slides, among others.

Audio resources are the aids that involve the sense of hearing. They are resources to help the student hear and speak. Audio aids are the aids that influence the learner's auditory sense (sense related to listening and hearing). Such resources include the record player or the gramophone, the radio (programmes), tape recorder, among others. Tape recorders are useful for slow learners because, they can listen on their own without holding the rest of the class. Audio aids help in developing a listening skill. Audio visual aids are the aids which involve the sense of vision (eye) as well as

hearing (ears). They are materials using sight or sound to present information or subject matter in the classroom. According to Tamakloe et al. (2005) audio visual aid or resources are aids that cater for both audio and visual perceptions. When the teacher uses an exclusively audio aid and supplements it with the use of visual aids or resources, the teacher is appealing to both audio and visual perceptions. This is how audio visual resources were initially combined and hence the hyphenated form of “audio-visual”. Examples include slight projectors, TV, film-strips or a transparency with the running of commentaries or the use of explanations and descriptions simultaneously by the teacher.

Resources Person; Sometimes it becomes necessary to invite someone who is well versed or knowledgeable in an area of learning or experience to come over to the school to talk about a subject matter and discuss with students his experience. This person is usually purported to have a richer experience or richer knowledge in the area of study than the teacher, hence, the name resource personnel. A resource person may be invited to break monotony in which the student continually see or hear the same person – their teacher. This break in monotony brings in its wake arousal of curiosity and excitement: condition which brings about attention which in turn promotes effective learning.

Teaching learning materials stimulate and motivate students to find out more by paying attention during lesson and then providing them with clues to the meaning of detailed information. Moreover, in the words of Cuning (1967), the teacher makes use of teaching learning resources in order to arouse and sustain the interest of the students throughout the teaching learning situation. They also attract attention, arouse interest and clarify meanings. The use of teaching learning resources also helps in

better retention of the content. Also teaching learning resources connects classroom teaching into a joyful learning experience. Moreover, teaching learning resources saves time. In addition, teaching learning resources helps to promote meaningful communication, hence effective learning and stimulates as well as motivates students to learn.

2.4 Influence of Teaching and Learning Resource on the Delivery of Social Studies

Literature is abundant which attempts to relate the concepts of teaching and learning resources and eventually on their overall influence on classroom management and effective curriculum implementation (Coleman & Anderson 2001; Orodho, 2013; Orodho, Waweru, Ndichu & Nthinguri, 2013; Sherman, Bohlander & Nell, 1996; Woodford, Jack, Gillard, Crazy, & Glennonn, 2003). Orodho, Waweru, Ndichu and Nthinguri (2013) established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results. According to Woodford et. al. (2003), a resource is a useful or valuable possession or quality of a country, organization or person. Sherman et. al. (1996) contends that resources available for organizations are human, financial, physical and informational. Coleman and Anderson (2001) say that in education area resources fall into two main categories: those used to provide support services such as the running costs of the buildings, administration and management and those for operational core of teaching and learning like physical or tangible resources.

Nsubuga (1978) writes that school teaching and learning resources include buildings particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials. According to Sood (2000), at a bare minimum level, schooling would require a building; some provision for seating children, drinking water, and sanitation facilities, teaching material; teachers and provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective. Farrell (1993) writes that a teaching and learning resource is any support material available for use by the teacher in the class and a reading material for children. Mintzberg (1979) contends that resources directly utilized in teaching and learning are clearly classrooms and curriculum support resources (i.e. books, stationery materials and equipment, wall pictures, blackboards, audio-visual aids, globes, maps, atlases, concrete objects and classroom environment). Callahan and Clark (1982), UNESCO (1996) and Kabaana (1999) recommend audiovisual materials namely wall pictures, charts diagrams, films tape-recorders, maps, blackboards, projectors, motion pictures, television, radios and video.

With regard to the effects of resource availability on classroom management and content delivery, Ominde cited in Kabaana (1999) aver that teaching and learning resource availability helps teachers teach effectively in convenient and comfortable surroundings. The lack of physical resources inevitably hampers the teaching; depress the spirit of the children and the enthusiasm of the teachers. In a similar vein, Eicher, et. al. (1982) counsels that in order to improve the effectiveness of their teaching, teachers use techniques and tools like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers to supplement what they can do with their local resources. The need for the availability

of teaching and learning resources for teacher effective classroom management and content delivery is stressed by Eicher et.al. (1982) as they compare education to a motor-car industry. They say that like in motor-car industry teachers use techniques and tools to achieve their goals. These are like the simple tool as the blackboard and technology techniques and tools as experimentation in laboratories, drama classes in the school theatre, radio, television, video and audio cassettes and computers. Doff (1988) stresses the interrelation of teachers, teaching and learning resources and students in teaching and learning operational core of education.

Elisabeth and Shuard (1980) contend that in order to foster the learning, the teacher should give the learners chance for practical work. In this respect, teachers should be availed with a wide range of materials. They advise teachers to allow children to make their own conclusion from their findings. Children should be let discover knowledge and answers to challenges in their daily lives. Of course the practices mentioned above are possible with the availability of sufficient and adequate teaching and learning resources for teachers (Elisabeth and Shuard, 1980). Resources help the teacher organize and manage the classroom environment as an efficient learning environment and thereby maximize engagement rates (Creemers & Reezigt, 1996; Kyriakides, 2008).

Doyle (1986) claims that resources promote good preparation, smoothness and momentum lesson pacing and clarity about when and how students can get help and about what options are available when they finish. Kabaana (1999) writes that materials enable the teacher to bring into a classroom the situation which was impossible to being possible. Doyle (1986) further suggests a case in point where a teacher is teaching about irrigation scheme in hilly areas, hence by the use of these equipment he brings the real situation of irrigation in the classroom just by the use of

a screen which can show the pictures. According to Kabaana (1999), the use of audio-visual aids like tape recorders, radios, television can enhance pupils' better understanding because they produce plays, speeches, music which can capture the pupils' attention.

Farrant (1980) asserts that wall sheets including picture charts, diagrams, maps on which selected information is portrayed make pupils react easily and the effect of this is a visual impression of the pupils. The pictures represent subjects containing a lot of information that need to be disseminated to the pupils. It is this technique that helps a teacher illustrate and bring a sense of reality in classroom. Farrant (1980) also says that maps, atlases and globes are used in social sciences and help pupils master because they symbolize something that is real and at the same time do so in form of a summary of what would be taught to the pupils. The author adds that if such instruments are not available for teachers the possibility of pupils knowing geography would be limited, failure to have chance to know their geographical situation in one way or another affect their academic performance.

In the same line of view, Heneveld and Craig (1995) argument that the teaching/learning process has not to rely only on a lecture method with chalk, duster, and blackboard as in the traditional classroom teaching where there is hardly any scope for the children to interact with the teacher, teaching-learning materials and the teaching learning environment, where teaching becomes very monotonous and students have to mostly rely on rote learning. Other presented variables concern the form and quality of teacher's organized lessons, which is not possible without resources, and can be divided into those that involve giving information (structuring), asking questions (soliciting) and providing feedback (reacting) (Rosenshine & Stevens, 1986).

In regard to the structuring factor, (Rosenshine and Stevens (1986) point out that achievement is maximized when teachers not only actively present material but also structure it by: a) beginning with overviews and/or review of objectives; b) outlining the content to be covered and transitions between lesson parts; c) calling attention to main ideas; and d) reviewing main ideas at the end. Summary reviews are also important since they integrate and reinforce the learning of major points. These structuring elements not only facilitate memorizing of the information but allow for its apprehension as an integrated whole with recognition of the relationships between parts (Creemers & Kyriakides, 2008).

Moreover, achievement is higher when information is presented with a degree of resources and redundancy, particularly in the form of repeating and reviewing general views and key concepts. Muijs and Reynolds (2000) indicate that using resources, teachers are seen as actively presenting the subject matter. Farrant (1980) writes that textbooks and other teaching materials provide exercises and opportunities for the pupils to learn and later apply in their academic progress. Textbooks, according to him, are essential to teachers since teacher keep informed of what to teach and to pupils since it supplements on what a pupil has learnt in class.

Grossnikle (1983) confirms that concrete objects or material that a learner can touch, feel, hold or move create initiative to learn and it is due to this fact that teachers are encouraged to use them to make learning real and interesting. Analyzing teaching and learning resources, Gagne (1976) talks about live objects which help the teacher form the concept easily. Gagne (1976) adds that actual objects which cannot be obtained because they are not available or too expensive can be illustrated by use of pictures models or diagrams, which needs teacher's creativity. It is reasonable that pictures

basically contribute to an image which generates and help teachers form the concept which is desired for children. As a matter of exemplification, Gagne (1976) says that showing a picture of a desert to a child helps form a concept of a desert more easily than telling and describing the features of a desert in abstract. The idea is backed by Kabaana (1999) saying that it is by the use of demonstrative objects that the pupils can internalize what they are taught.

Young (1982) notes that the arrangements of the classrooms affect teachers' teaching practices and consequently pupils' academic performance. Young (1982) further postulates that good physical arrangement of the class will create conducive atmosphere which will positively contribute to teaching and learning, good academic performance of the pupils while poor arrangement of classrooms may lead to low academic success because pupils' knowledge may be disorganized as the classroom disorganization. In the same line of view of Kabaana (1999) asserts that the arrangements of classrooms desks and chairs discourage interactions among pupils and teachers, which review as disruptive to the teaching process. Good classroom arrangement also creates a clear zone of greater pupils. Teacher exchange, pupils seated across the front row and down the center are most likely to interact with teachers. This is in accordance with Rosenshine and Stevens' (1986) view that when desks are arranged in circles children raise their hands more frequently and make spontaneous comments about the lessons than when desks are positioned in rows and columns. In the view of Graham (1991), the new teaching theories should require students by external stimuli that are resources to engage in information processing and actively take the initiative to promote and acquire knowledge, skills, and cognitive processes. For this author, to fully mobilize the enthusiasm of both teaching and learning, teaching information, organization and management, improve information

exchange between teachers and students, the efficiency and quality, and thus truly both teaching and learning and promote the teaching means and methods of update, the diversification of the development of teaching style, the use of resources is a sine quinoa of teaching and learning.

Furthermore, Graham (1991) emphasizes, education program cannot succeed without adequate facilities like classroom, textbooks to name just a few. He goes on to say that scientific laboratories and workshops need to be well equipped and supplied with consumables and provision must be made for proper maintenance of building and equipment. Institutions should operate with well-stocked and up-to-date libraries that have sufficient study space and that cater to the teaching and research needs of the various academic departments. The quality of education and teaching institution, Graham (1991) keeps on saying, is related to an extensive use of modern educational technologies, such as 'multi-media technology', 'network communication technology' and so on, which have increasingly become the quality of education and teaching the new 'growth points'. Effective teachers ask a lot of questions and attempt to involve students in class discussion. There should also be a mix of product questions (i.e., expecting a single response from students) and process questions (i.e., expecting students to provide explanations), but effective teachers ask more process questions (Askew & William, 1995; Kyriakides & Creemers, 2008, 2009). Effective teachers also use seatwork or small group tasks since they provide needed practice and application opportunities. The effectiveness of seatwork assignments is enhanced when the teacher explains the work that students are expected to do and once the students are released to work independently the teacher circulates to monitor progress and provide help and feedback (Askew & William, 1995; Kyriakides & Creemers, 2008, 2009).

2.5 Historical Development and Status of Social Studies in Kenya

The concept of Social Studies dates as far back as the Second World War, but Katsikano (2003), argues that Social Studies had existed even much earlier than this. The results of the two world wars made the international community realize the need for preparing citizens to live together in unity, solidarity and to develop a spirit of patriotism to their nations. The term Social Studies was first used in the United States of America (USA) in 1883, the time when curriculum innovations were being seriously advocated to reform the American system of education. Proponents of Social Studies saw the need for children to be taught knowledge as a unit in an integrated manner and not in isolated bits as it is the case with traditional separate subjects of History, Geography and Civics which were considered not enough to enable the young generation adapt and adjust to the situation and demands of a fast changing America. USA became the first country to declare SST as a subject in the school curriculum. It is one of the compulsory subjects in primary and secondary schools in USA and it is offered as core subject at the tertiary levels.

Odada (1985) defines Social Studies as a composite subject and approaches to teaching and learning it. Odada (1985) also stresses that social studies is a broad name that covers Civics, History and Geography as core subjects integrated at primary level. The Mombasa conference of 1968, adopted two fundamental definitions of social studies: that Social Studies is the integration of Social Sciences and humanities concepts for the purpose of promoting and practicing effective problem solving/ decision making citizenship skills on social, political economic issues and problems and that Social Studies is the study of man, the way he behaves when organized in groups and his relation to physical and natural environment

It can thus be said that Social Studies is an interdisciplinary subject drawn from, Geography, History and Government and other disciplines such as Religious Education, Business Education, Science, Maths and Creative Arts. The subject aims at providing the student teacher with knowledge, skills, desired attitudes and values which are a prerequisite for living appropriately in both physical and social environments. Social studies is a study of man, the way he behaves and organizes individually and in groups, his relationship with his physical and natural environments and his control over these environments (Kenya Institute of Education, 1978). Social Studies is not a new field of study. In traditional African societies, social studies education was an important aspect of the total education given to young people. The purpose of social studies was to prepare young people broadly for adult citizen roles in society and enable them to live as useful members of their society.

The 8-4-4 system was launched in January 1985, and was designed to provide eight years of primary education, four years of secondary, and four years of university education. Emphasis was placed on Mathematics, English, and vocational subjects. The focus on vocational education was aimed at preparing students who would not continue on with secondary education, those who would be self-employed, and those who would be seeking employment in the non-formal sector (Ministry of Education," n.d.). At the end of the eighth year, the Kenya Certificate of Primary Examination (K.C.P.E.) is taken and the results are used to determine placement at secondary school on a merit basis. K.C.P.E. candidates are examined in seven subjects including subjects: 1) Kiswahili; 2) English; 3) Mathematics; 4) Science and Agriculture (SCA); 5) Home Science and Business Education (HSBE); 6) Geography, History and Civics (GHC); and 7) Art, Craft and Music (ACM) (Education Info Center, 2006; Ministry of Education, 2008). By the late 1960s, new approaches to inherited history and

geography courses became known in Africa as "social studies." Eleven nations founded the African Social Studies Programme (ASSP), and continue to monitor the development of social studies curriculum and instruction in the continent.

Geography is commonly conceived as a discipline concerned with environmental issues. Geography addresses environmental relationships of the past and present times both directly and indirectly with respect to interaction between man and the natural environment. According to Bailey (1994:65), all environments are created and sustained by processes, some natural and some generated by human actions. Natural processes produce climates and vegetation climaxes. Processes generated by human actions create for example, global markets for producers and consumers of oil, coffee, bananas, sugar, aluminum and steel among a myriad of others. They also establish different kinds of economic, social and political systems. Interaction between environmental conditions and human activities impacts on landform, weather, climate, biodiversity, water and soils. The human induced environment is characterized by various types of farming practices, settlements, industries, mines, quarries, power stations, transport, and communication systems and modified natural areas for recreation. These aspects play a role in influencing the quantity and quality of wetlands and thus form essential raw materials for environmental education. Geography is credited for its emphasis on the promotion of development of knowledge and skills for systematic observation, recording, interpretation and representation of geographical information (ibid: 66).

This includes local surveys (even of wetlands) that encourage learners to be inquisitive about relationships between local environment and human activities. It also encourages discussion of local environmental problems to come up with diverse

ideas as well as to evaluate interventions needed. This also integrates issues of how to influence local decision making to act ethically to conserve the environment. This implies that geography as a discipline integrates exploration of various political, economic, cultural and social forces influencing the local environment and their relationships to global trends (Bailey, 1994:67). Organization would enlighten the learners on the responsibilities of the individual members within the larger social and political context. GHC in the Kenyan curriculum. The two subjects above are taught as one subject abbreviated as GHC from class 1 to 8 (RoK, 1992). Some environmental aims of the subject include to make the pupil: - understand him/herself as a social being and his relationship with his family, local, national and the international community understand how the environment has molded man's development and how in turn man has molded the environment for his benefit (RoK, 1992b:55).

Primary teacher training colleges both public managed by the government and private ones operate under a unified curriculum. Both male and female teacher trainees are admitted an indication that gender parity had been achieved in the admission criteria. In Kenya the training is for two years pre-service and concurrent programme and is typically a combination of academic education which is the subject area, professional training is pedagogical training while practical training is periodic activity of work experience (Shiundi & Omulando, 1992). These aspects of training are to be achieved within two years.

The curriculum is broad- based with ten subjects in the first year of study in the second year, the student study nine subjects five core and four electives from either the humanities or science categories to allow for specialization. The five core subjects are English, Kiswahili, education, physical education and information communication

technology (ICT) and each student is then required to choose four subjects from either option A or B. Option A subjects include science, home science, agriculture and mathematics. While option B subject include music, art and craft, social studies and religious education, MOEST, PTE, Syllabus, vol (2001).

Teaching practice is mandatory and is conducted in three sessions. One in first year and two in second year. Teaching practice incorporate practical experience as its pillar but this has been lacking and in some case it is haphazardly done for a short duration. Teachers are important in the teaching and learning process. Their training therefore should enable them acquire sufficient subject mastery and pedagogy, MOEST (2005). Even though at the college level teacher specialize in option A or B subjects, in schools they are required to teach twelve subjects once he/she qualifies as a teacher.

During training teacher trainees are evaluated in both academic and professional studies. Continuous assessment is an important component of formative evaluation and normally thirty percent of the total mark. Towards the end of the first year students sit for mid- course examination, mock examination are done during the second term second year then final examination administered by KNEC. Students are also evaluated during teaching practice and those who fail in it fails his/her course no matter how he performs in the subject area (MOEST,2005).

2.6 Attitudes of Teachers towards the Use of Teaching Learning Resources

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore, they can be expected to mediate the effects of job-related

policies – such as changes in curricula for teachers’ initial education or professional development – on student learning. The importance of teachers’ beliefs for teaching practices has been subject to discussion. While many authors report positive associations, others conclude that there is no direct link (*e.g.* Levitt, 2001; Wilcox-Herzog, 2002). There is an important difference between abstract and concrete beliefs, and the latter have greater relevance for action.

Teaching learning materials stimulate student’s activity and effectiveness, they make the process of learning easier, they help acquire knowledge of better quality, they encourage student’s independence and critical thinking when selecting and collecting information. Collier’s encyclopedia (1996) sees attitude as a positive or negative feeling associated with specific psychological object; any “symbol, phrase, slogan, ideal, or idea”. Alternatively, Katz (1987) on his part defines attitude as “the positive predisposition of an individual to evaluate some symbol, object or aspect of his world in a favorable or unfavorable manner”. Benton *et.al*, (1998) states that “attitude refers in a general way to inclinations presumed to be enduring, to react in a certain way in response to certain kind of situations, to see and interpret event according to some predisposition and to organize opinion into coherent interrelated clusters”. Gardner (1980) defines attitude as the sum total of a man’s instinct ions and feelings, prejudice or brains, preconceived notions, fear, threats and convictions about any specified topic. Ajzan (1988) views attitude as a disposition to respond favorably or unfavorably to an object, person, institution or event. Baker (1992) looks at attitude as a hypothetical construct used to explain the direction and persistence of human behavior.

From the above definitions, it is clear that attitude is an affective framework that predisposes an individual towards, against or away from an action, information or

attitudinal objects. In relation to the topic under study one would not be wrong to assert that, it is the teacher's intrinsic and extrinsic feeling or predisposition towards the use of teaching learning resources that made his management lessons interesting or not. Yaghi (1996) in a survey to establish the role of the computer in schools, confirmed that well trained teachers tend to be more comfortable and efficient with instructional media while poorly trained teachers may model bad experience that could cause negative attitude towards instructional media among students. The mandate of this study was to find out the tutors level of acquaintance with usage of instructional media. When instructional media is available and the management is committed to implementation, change effects can be seen. This would exhibit the administration's commitment and hence facilitate the change process making it easily acceptable by the subordinates (Kadzera, 2006).

Onasanya (2008) observes that this change of attitude and behavior from the tutors would be beneficial to the learners. Even when the resources are available or the management shows commitment and the implementers (College tutors) do not see the need for these instructional media, no use can possibly occur. The innovative tutors would spend time to prepare and use instructional media in their instruction while those with negative attitude towards instructional media might not make any effort to prepare and use the instructional media during instruction (Begi, 2007; Kadzera, 2006). As stated, teacher beliefs play critical roles in technology integration. Additionally, one can argue that constructivist pedagogical belief of teachers about teaching and learning are a significant factor in determining patterns of technology use in classrooms (Higgins & Moseley, 2001; Inan & Lowther, 2010). Honey and Moeller (1990) demonstrated that teachers who held constructivist pedagogical beliefs successfully integrated technology into instruction. Ertmer (2005) indicated that

teachers who have strong constructivist pedagogical belief were more likely to use technology in the classroom than teachers who have traditional pedagogical belief.

In Kenya a study was conducted by Mwololo (2009) on pre-school teachers' knowledge and attitude towards use of visual media in instruction in Kibwezi district. The sample consisted of 120 pre-school teachers. A questionnaire was used to collect the required data. Results revealed that neither the schools nor the parents supported pre-primary school teachers with any instructional media for teaching. This implies that teachers who lack creativity, motivation and initiative would find it imperative to teach using the most common media at their disposal; that is, chalk and chalkboard to the detriment of learners' performance. This lack of support therefore de-motivates tutors in the use of instructional media in teaching at the pre-primary school level.

2.7 Factors Influencing the Use of Teaching and Learning Resources

The mere use of these materials however, does not guarantee effective communication, or effective teaching. It is their careful selection and skillful handling of teaching/learning resources by the teacher that renders the useful in facilitating learning (Kadzera, 2006). It is therefore, important for teachers especially at the beginning, to become familiar with the various types of instructional materials as well as the values that can be derived from their proper use.

2.7.1 Teaching Experience

The number of a tutor's years of teaching experience influences the use of instructional media. In a study on how personal familiarity with instructional media influences its implementation, Barnard (2007) found that "acquisition of computer skills is neither smooth, nor linear; it takes time and aspiration". Barnard (2007) further explains that the more experienced a teacher is with any form of instructional

media, the more he or she will appreciate it and implement it in his/ her field. A study done by Moore, Morales & Carel (2004) found that more than 50% of teachers with (0-2 yrs) years of experience in teaching received high scores on the section concerning implementation of instructional media. The authors assert that the factor could be attributed to recent graduation from teacher training and exposure to instructional media than their senior colleagues. The current study set to establish whether the teaching experience of pre-primary school college tutors has any influences on their utilization of instructional media.

2.7.2 Tutor Motivation

Tutor motivation refers to the application of certain measures that tend to energize the tutor in the work place and which in turn encourages the use of instructional media. Motivators are the factors that energize workers to perform in order to achieve set objectives (Herzberg 1968). For instance how interesting it is, how much opportunities does it avail for success, how much does it yield to recognition and promotion of the worker. In Kenya a study was conducted by Mwololo (2009) on pre-school teachers' knowledge and attitude towards use of visual media in instruction in Kibwezi district. The sample consisted of 120 pre-school teachers. A questionnaire was used to collect the required data. Results revealed that neither the schools nor the parents supported pre-primary school teachers with any instructional media for teaching. This implies that teachers who lack creativity, motivation and initiative would find it imperative to teach using the most common media at their disposal; that is, chalk and chalkboard to the detriment of learners' performance. This lack of support therefore de-motivates tutors in the use of instructional media in teaching at the pre-primary school level. It is for this reason that the current study was found

necessary in order to establish whether a similar factor impeded the use of instructional media in pre-primary school teacher training colleges.

Since the successful performance of a pre-primary school teacher trainee is the result of various factors, this study will investigate whether the tutors receive motivation to enhance sourcing, production, use and storage of instructional media, intended to promote performance of trainees in pre-primary school teacher colleges.

2.7.3 Availability of Instructional Media

Availability of instructional media encourages its usage. According to Majed (1996), for technology to be exploited in an environment, it must first exist. This means that if college tutors are to use instructional media in their teaching, then the resources should be made available in the college environment. The qualitative study which was conducted on 143 student teachers on their use of instructional media found that more than half of the respondents indicated unavailability of instructional media in classrooms. This was echoed by Kadzera (2006) in a survey on use of instructional technologies in five teacher training colleges in Malawi” where classroom facilities like power sockets were vandalized or were not there at all for use with instructional media. This was also confirmed by Asegedom (1999) observation in an earlier study in Ethiopia which noted the lack of required instructional media resources is one of the reasons for teachers’ limited use of instructional media. This study intended to establish whether similar circumstances influence the use of instructional media in pre-primary school teacher colleges in Nairobi County, Kenya.

2.7.4 Attitude towards Instructional Media

According to Yaghi (1996) in a survey to establish the role of the computer in schools, he confirmed that well trained teachers tend to be more comfortable and efficient with instructional media while poorly trained teachers may model bad experience that could cause negative attitude towards instructional media among students. The mandate of this study was to find out the tutors level of acquaintance with usage of instructional media. When instructional media is available and the management is committed to implementation, change effects can be seen. This would exhibit the administration's commitment and hence facilitate the change process making it easily acceptable by the subordinates (Kadzera, 2006). Onasanya (2008) observes that this change of attitude and behavior from the tutors would be beneficial to the learners. Even when the resources are available or the management shows commitment and the implementers (pre-primary School College tutors) do not see the need for these instructional media, no use can possibly occur. The innovative tutors would spend time to prepare and use instructional media in their instruction while those with negative attitude towards instructional media might not make any effort to prepare and use the instructional media during instruction (Begi, 2007; Kadzera, 2006).

2.7.5 Curriculum Objectives

Curriculum objectives may provide guidance to the type of media resources needed to support teaching and learning. McGaghie (1978) recommends the establishment of study disciplines and their respective instructional media resources to serve the objectives. Gerlach (1971) recommends that a medium of instruction must be selected on the basis of its potential for attaining a stated objective. Again, the media resources should be selected for its appropriateness, availability, technical quality and level of

sophistication. In addition, O'Neal (2003) emphasizes that media choices for each objective must be qualified by cost, availability and practical considerations of implementation within curriculum context.

2.8 Related Studies

Jeptanui (2011) undertook a study on the efficiency in the use of instructional resources in public primary schools. The study was anchored on Dale's Theory of instruction which acknowledges the use of materials in the teaching process. Descriptive survey design was used in conducting the study which targeted a population comprised 18 public primary schools, 213 teachers, 7138 pupils. The study established that not all the required instructional resources were available for use by both teachers and pupils in public primary schools. The study further established that Inadequacy of instructional resources in some schools compromised equity in access to resources by pupils. This study focused on the general utilization of instructional resources in primary school. It did not look into the use of these resources in teaching social studies in particular. The current study will hence attempt to bridge this gap by examining the utilization of teaching and learning resources in teaching social studies. The locus of Jeptanui (2011) study was in primary school. Hence the recommendations arise thereof were only confined to primary schools. The current study extends knowledge further by examining the utilization of teaching and learning resources in teacher training colleges.

Makhoha and Wanyonyi (2015) investigated the utilization of instructional resources by Kiswahili teachers in the teaching of poetry in secondary schools in Nandi North Sub - County. The study was guided by the operant conditioning theory which explains how language teaching and learning takes place in a classroom. Systematic sampling was used to select 20 secondary schools in Nandi North Sub-County. The study established that utilization of instructional materials in teaching of Kiswahili in

Nandi North Sub-County was low. The study by Makhoha and Wanyonyi (2015) focused on the utilization of teaching and learning resources in teaching poetry in Kiswahili which is a language subject. There is need to investigate the use of instructional resources in teaching a social science subject which this study will attempt to fill.

Eshiwani (1986) in a review of both published and unpublished research from Eastern, Central and Southern Africa on utilization of instructional resources concludes that although the provision of instructional aids, especially textbooks, seems to be the most cost-effective way of increasing the quality of education in Africa, there is a serious scarcity of instructional materials. The study recommends that there is a dire need to develop local capacity to design, produce and distribute teaching and learning materials in schools. Arising from this recommendation therefore, this study attempts to examine the training in the use of teaching and learning resources among teacher trainees thereby bridging the gap on developing local capacity.

In a study titled utilization of resources for effective implementation of social studies curriculum in junior secondary schools in Ebonyi Central Education Zone of Ebonyi State in Nigeria, Usulor (2014) notes that most teachers that teach social studies are not qualified and not social studies specialist, vital instructional materials and facilities are not adequately available and that available ones are not judiciously utilized. The findings equally revealed that social studies teachers do not use method prescribed by the curriculum for the implementation of the curriculum and that qualification influences teacher's use of methods and instructional materials in the implementation of social studies curriculum in Ebonyi Central Education Zone. The study by Usulor (2014) was undertaken in Ebonyi state in Nigeria. The current study

will explore the status of utilization of instructional resources in teaching social studies in Kenya and hence contribute to comparative education studies.

Omariba, Ondigi and Ong'amo (2017) did a study on the effects of utilization of biology teaching and learning resources on students' academic performance. The study was carried out in public secondary schools in Siaya District. The researcher used a sample of twenty-three schools drawn from ninety-two public secondary schools. They were selected through stratified random sampling. The findings of the study established that textbooks were the most widely used teaching and learning resources while audio visual resources were the least used. The research also established that availability or utilization of resources was not the only factor determining student's academic performance but other factors like teacher's qualification, pedagogy, attitudes and students' entry behaviour also affect academic performance. The study by Omariba, Ondigi and Ong'amo (2017) focused on utilization of teaching and learning resources in secondary schools in teaching science subject unlike the current study which investigated the utilization of teaching and learning resources in teacher training colleges.

Omariba, Ndichu and Ayot (2016) undertook a study on the challenges facing teachers and students in the use of instructional technologies: a case of selected secondary schools in Kisii Central District, Kisii County. Data was collected using questionnaires, interview schedules and observation schedules. The study established that teachers were influenced by availability of instructional technologies, knowledge and skills in use. Findings also revealed myriads of challenges faced by teachers and students. The study further revealed that although many teachers in the selected secondary schools in Kisii County were academically and professionally qualified,

they had very limited post-training on the use of instructional technologies. This study by Omariba, Ndichu and Ayot (2016) focused on the challenges faced by secondary school teachers in the utilization of instructional technologies in Kisii County. The focus on the current study is on post-secondary institutions in Nakuru County.

2.9 Research Gap

From the foregoing theoretical and empirical review of literature it has emerged that there exists a significant body of literature on utilization of teaching and learning resources in teaching Social Studies in Private Primary Teachers' Education Colleges in Kenya. It is evident from this review that majority of these studies were done in the developed countries of Europe and the United states of America. Generalization of findings of such research in a third world country like Kenya may lead to erroneous conclusions due to diverse multilingual setting. Studies undertaken locally (Jeptanui 2011; Makhoha 2015; Eshiwani 1986; Usulor 2014; Omariba, Ondigi & Ong'amo 2017; Omariba, & Ayot 2016) have focused more on primary and secondary school setting. There is no current study that has focused on utilization of teaching and learning resources in private teacher training institutions. In light of this therefore, there exists a knowledge gap that the current study intended to fill. The study will therefore serve as a springboard for future researchers to investigate and widen their scope on utilization of teaching and learning resources.

2.10 Summary

The foregoing literature has exhaustively reviewed issues concerning the utilization of teaching and learning resources in Social Studies instruction in private primary teacher training colleges. The literature review has discussed the topic under different themes, including: Concept of teaching and learning resources; Types of teaching and

learning resources; Influence of teaching and learning resources on the delivery of Social Studies; Historical development and status of Social Studies in Kenya: Attitudes of teachers towards the use of teaching learning resources; Factors influencing the use of teaching and learning resources; Related studies; Research gap. The next chapter is a discussion of the research design and methodology adopted in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discussed the design of this study, location of the study, the target population, the study sample and its sampling procedures, research instruments used, the pilot study, data collection procedures and data analysis.

3.2 Research Design

Research design is a plan or a framework for guiding a study. The design connects the questions or objectives of the study to the data gathered. The study adopted descriptive survey design. Borg and Gall (1989) note that descriptive survey research is intended to produce statistical information about the education that interest policy makers and educators. Orodho, (2004) noted that descriptive survey research design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design was considered ideal, since the study involved collecting data in order to answer questions about utilization of teaching and learning resources in social studies instruction. Chandran (2004), posits that descriptive study describes the existing conditions and attitudes through observation and interpretation techniques.

3.3 Study Area

This study was undertaken in Nakuru County. Nakuru County is divided into three zones namely Nakuru West, Nakuru East and Nakuru South. This study area was chosen because the researcher can easily access the study area. In addition, Nakuru County plays host to a number of private teacher training colleges. From the reviewed literature, efficient utilization of the available instructional resources translates to

enhanced teaching and learning. The choice of this study area was based on the consideration of the fact that lack of proper selection and utilization instructional resources in teaching lessons or its inadequate provision poses a great learning challenge to the teacher trainees. Substantial access, selection and utilization of these resources contribute to the teachers' and learners' competence. Therefore, the choice of this area was to determine if tutors utilized instructional resources in social studies instruction for effective implementation of social studies curriculum. Further, the private teacher training colleges use the same curriculum as public teacher training colleges and by extension similar teaching and learning resources while teaching social studies.

3.4 Target Population

The target population is that population to which the researcher wants to generalize the results of the study (Mugenda and Mugenda, 2003). For this study the target population comprised of all the private teacher training colleges in the County. Specifically, the study targeted a total of eighteen (18) social studies tutors, four hundred and fifty-seven 457 second year teacher trainees and five (5) principals in the five (5) private teacher training colleges in Nakuru County. Social Studies tutors are charged with the responsibility of implementing the Social Studies Curriculum by exposing the student teachers to various teaching and learning resources. Second year teacher trainees have been exposed more to the utilization of teaching and learning resources during their training. The head teachers are the managers of the private teacher training institutions who are charged with the responsibility of overseeing the implementation of the curriculum as well as the procurement of the teaching and learning resources in the institution for use in teaching and learning. The target population for this study is as shown in table 1.

Table 1: Target Population of the Study

Colleges	No. of S/S Tutors	No. of 2nd Year Student	No. of Principals
TTC 1	6	150	1
TTC 2	3	96	1
TTC 3	3	70	1
TTC 4	4	85	1
TTC 5	2	56	1
TOTAL	18	457	5

Source: data from respective TTC

3.5 Sampling Procedure and Sample Size

According to Orodho and Kombo (2002), a sample is the process of selecting a number of individuals or objects from a population of study. The selected group contains elements which represent characteristics possessed by the entire group. Sampling therefore is the systematic process of selecting a number of individuals for a study to represent the larger group from which they were selected (Gay, 2004). The sampling in this study was guided by Mugenda and Mugenda (2003) who state that a sample above 10% is acceptable in survey technique. In this study, random sampling was used to select sample. In random sampling, each element of the population has an equal chance of being selected. The selection of the student-teachers was based on the year of study and in this case, the second year students were selected. The second years were selected for this study because it is in second year of study that the student-teachers choose their area of specialization. With the help of the Heads of Department of Humanities, the student teachers were selected. As for the tutors, purposive sampling was used to select the sample of this study to select the tutors. In

purposive sampling the sample is selected on the basis of the researcher's knowledge of the elements of the population (Babbie 1990). Social Studies tutors were purposively selected for the study since they provided key information relevant to this study. On the strength of this, the study used 20% of the population as the acceptable sample size. This gave a sample frame of 8 social studies tutors purposely selected and 92 student- teachers as respondents to the study as shown in table 2.

Table 2: Sample Size of Respondents

Institution	Sample Population	
	Tutors	Student-Teachers
TTC 1	3	30
TTC 2	1	20
TTC 3	1	14
TTC 4	2	17
TTC 5	1	11
TOTAL	8	92

3.6 Instruments of the Study

This study collected primary data using four instruments namely the questionnaire, observation checklist, interview schedule and classroom observation schedule to gather data for this study.

3.6.1 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information (Martin, 2005). The questionnaire was the main tool for collecting data in this study.

Orodho (2004) notes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time and the response can be easily analyzed. There were two sets of questionnaires used in this study one for the tutors and another for the student- teachers. The questionnaires for tutors and student-teachers comprised of open-ended and closed- ended items. The open ended items gave the respondents a greater freedom of expressing their ideas and opinions allowing them to make suggestions while the close ended items enabled the respondents to give specific responses. Questionnaires were appropriate in collecting information that was not directly observable such as feelings, motivation, attitudes, accomplishments as well as experiences of individuals (Borg and Gall 1989).

The Questionnaire was divided into four parts namely A, B, C and D. Part A solicited bio-data of tutors. Part B solicited data on the teaching and learning resources available in private teachers' training colleges. Part C solicited data on tutors' attitude towards the use of teaching learning resources and D solicited data on factors influencing the selection and utilization of learning resources.

3.6.2 Interview Guide

An interview is a formal conversation between the researcher and the interviewee aimed at obtaining relevant information (Cohen, Manion & Morrison 2007). According to Orodho, (2004), an interview schedule is used when the interviewer interviews their respondents; this makes it possible to obtain the data required to meet the specific objectives of the study. Semi-structured interviews were used to collect data from the principals from the sampled private teacher training colleges in this study. Borg *et al* (2007) assert that semi-structured interviews involve asking a series of questions and then probing more deeply using open form questions to obtain additional information that is quite vital in any study. In this study, the

researcher developed semi-structured interview items and carried the interview by interviewing the respondents. The researcher interviewed the head teachers because they are the overall managers of the school; they were fully in charge of acquisition and maintenance of the resources. They were in a position to give information which covers the research questions on the use of instructional resources.

Cohen *et al.*, (2007) argue that an interview can produce in-depth data not possible with a questionnaire and the reason for particular responses can be determined. According to Kerlinger (1973), people are more willing to communicate orally than in writing. The researcher interviewed the principals in TTCs.

3.6.3 Classroom Observation Schedule

The researcher, in the course of the data collection process in the field, made observations of the study setting and had informal discussions with the respondents. Classroom observation schedule were used to observe live Social Studies classroom sessions in the TTCs. The observation focused on how tutors and student-teachers used teaching and learning resources during actual Social Studies classroom teaching as well as during teacher trainees teaching practice exercise. It helped cross-check information obtained from the questionnaire and interview schedule concerning the availability and utilization of instructional media, by tutors and student-teachers. The researcher observed tutors and student-teachers in classroom practice to determine what instructional media was utilized. This provided insights to the researcher and additional sources of evidence in the study to complement the interview and questionnaire data. The Classroom observation schedule established the types, nature and availability of teaching learning resources used in teaching Social Studies.

3.7 Piloting of Instruments

The reason for piloting is to help identify ambiguities, inadequacy and misunderstanding in the items. Piloting also ensures that the instruments are validated before they are administered in the final study; the information obtained from the pilot study was used to revise the instruments. A pilot study was conducted in selected TTC in the neighboring Uasin Gishu County which had similar characteristics with those in the study area. Nakuru TTC was selected because it is a private pre-service teacher training college like those used in the study. The P1 curriculum is also similar to the other private TTCs. The courses offered for the professional training, that is the education courses, are also the same. Questionnaires were administered on ten (10) randomly selected 2nd year student-teachers and five (5) tutors. The researcher also checked the available Teaching and Learning resources used in teaching Social Studies using a checklist. Two live classroom sessions were observed and the observations recorded for analysis.

3.8 Validity and Reliability

3.8.1 Validity

Validity is the extent in accuracy to which an instrument measures what it ought to measure. It is the degree to which findings are interpreted in a correct way. According to Orodho (2008), validity is the degree to which the empirical measure of several measures of the concepts accurately measures the concept. For this study, the two competent supervisors assessed the relevance of the content used in the questionnaire developed. They examined the questionnaire individually and provided feedback to the researcher. Their correction and adjustment were incorporated in the final questionnaire.

3.8.2 Reliability

Reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another (Kombo & Tromp, 2009). The selected TTC that was used during the piloting stage was visited twice. The developed questionnaire was administered then scored manually. The same questionnaire was administered again to the same respondents after two weeks. The questionnaire responses were scored manually for the second time and a comparison of the answers obtained was made. A Pearson's product moment formula for the test-retest was employed to compute correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered (Orodho, 2008). A correlation coefficient of 0.861 was produced and thus considered high enough to judge the instrument as reliable for the study.

3.9 Data Collection Procedures

An introduction letter was obtained from Moi University to introduce the researcher formally to the Ministry of Education from which a permit to conduct research was obtained. A letter of authority was obtained from the Ministry of Education to supplement the research permit. This study made use of questionnaires to collect data. The questionnaires were developed and then printed in time. A preliminary visit was made to each sampled TTC to inform the Principals of the intended research. The researcher introduced herself and explained the purpose of the study to the Principal. She then requested the principal to make relevant tutors aware of the study. Date and time to administer the instruments was agreed upon between the researcher and the tutors. Respondents were given instructions and assured of confidentiality of their responses. The researcher then issued the questionnaires to the respondents for the

purpose of filling the instruments in order to carry out analysis. The data was collected between the month of May and June, 2018.

3.10 Data Analysis

Data analysis refers to examining what has been collected in a survey and making deductions and inferences (Kothari, 2004). After all the data was collected, cross-checking of all instruments were done to determine inaccurate, incomplete or unreasonable data and then improve the quality through correction of detected errors and omissions. Data coding was done as per objectives of the study and then entered in a computer for analysis.

Data analysis procedure involved both quantitative and qualitative procedures. According to Gay (1992), descriptive survey is commonly represented by use of frequency tables, graphs, pie-charts means, calculation of percentages and tabulating them appropriately. Quantitative data was analyzed using descriptive statistics such as frequency tables, means and percentages. Qualitative data was analyzed thematically along the objectives of the study. This was based on analysis of meaning and implications emanating from the respondents' information. The qualitative data was presented thematically in line with the objectives of the study. This method was chosen because the data is categorized into themes in relation to the opinions, views and perception of the respondents. This method is quick and easy when employed in analyzing oral interviews as well as questionnaires which are the key instruments in data collection for the study.

3.11 Ethical Consideration

Ethics are norms or standards of behaviour that guide moral choices about one's behaviour and relationships with others (Cooper and Schindler, 2006). The goal of

ethics in research is to ensure that no one is harmed or suffers adverse consequences from research activities. This being a qualitative study, the researcher had an obligation to respect the rights, needs, values and desires of the informants.

The study was guided by the following ethical considerations:

- i. Introduction letter was obtained from Moi University.
- ii. A permit from the Ministry of Education was obtained from the Permanent Secretary's office.
- iii. Authority was obtained from the District Education Officer's office and the Area Education Officer's Office.
- iv. A good rapport was maintained between the researchers and the respondents.
- v. Information given by the respondents was treated as private and confidential.
- vi. Feedback of results - the participants must know the findings to reinforce future interest in research

All the above ethical issues were applicable to this study and the researcher strived to adhere to all of them in each step of the research process from data collection, data analysis and reporting of information. The researcher requested and obtained formal approval from the Director of Postgraduate studies and Research before starting data collection. The objectives and purpose of the study were explained to all the respondents so as to get their consent before the commencement of the study.

3.12 Summary of the Chapter

This chapter has presented the research procedure which is used by the researcher by providing the design and methodology. As mentioned above the appropriate research design for this study is descriptive survey. A description of the study area has also been discussed. Other sections considered in this chapter are: target population,

sample size and sampling procedure. The chapter has also covered data collection instruments, pilot study, validity and reliability of the research instruments, ethical considerations and data procedure. Data analysis procedures were discussed in this chapter as well.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the study findings, interpretations and discussions in relation to the extent to which student-teachers are exposed to the use of teaching and learning resources in teaching Social Studies in Primary Teachers' Education Colleges in Kenya. Data analysis was presented in form of tables showing frequencies and percentages. The results of the findings were discussed in the light of the reviewed literature. The presentation was guided by the study objectives which were:

- i. To identify the types and learning resources used by tutors in teaching Social Studies in private TTCs in Nakuru County.
- ii. To establish how training in the use of teaching and learning resources influence the delivery of Social Studies in private TTCs in Nakuru County.
- iii. To determine the extent to which private TTCs avail student-teachers opportunities in using instructional materials during their training.
- iv. To find out tutors' attitude towards the selection and use of teaching learning resources in teaching Social Studies in private TTCs in Nakuru County.

A comprehensive report on the of the data obtained by the four data collection instruments is presented in the following order: demographic information, availability of teaching and learning resources private teachers' training colleges; training in the use of teaching and learning resources and its influence on the delivery of social studies; the extent to which private TTCS avail teacher trainees opportunities to use

instructional materials during their training and tutors attitude towards the selection and use of teaching learning resources in teaching social studies.

With regard to the descriptive results, in situations where all or two tools were used, the results from the interviews and observation are presented first followed by those from questionnaires. In a few cases, the results from the main interview and questionnaire are combined for convenience.

4.2 Response Rate

It was crucial for the researcher to review the background information of the respondents as it lays the foundation on which the presentations and interpretation of the study are based. A total of 105 respondents were sampled for this study. Out of this, 18 questionnaires were rejected due to incomplete information leaving 87 questionnaires for analysis representing 82.9% response rate. It is therefore on the basis of this response rate that the analysis of this study was done and findings presented. The summary of the response rate is presented in Table 3:

Table 3: Response rate

	Number	Percentage
Principals' Questionnaires	5	100%
Tutors' Questionnaire	7	87.5%
Teacher Trainees' Questionnaire	75	81.5%
Rejected Questionnaire	18	17.1%
Questionnaires fit for Analysis	87	82.9%

Source: Field Data, 2016

4.3 Demographic Analysis of Respondents

The instruments of data collection administered focused on demographic characteristic of the respondent such as gender, age of tutors and teacher trainees, professional qualification of tutors, teaching experience for the tutors and subject specialization of teacher trainees.

4.3.1 Description of Tutors

The respondents' demographic characteristics were drawn from the responses to the items in section A of the questionnaires. The demographic information of the respondents was important to the researcher because it was important to understand the nature of the respondents who were taking part in the research study. The demographic information included gender, age, level of education, and years of teaching experience. The researcher was keen to know the views of both genders on the extent to which student-teachers were exposed to the use of teaching and learning resources in teaching Social Studies in Primary Teachers' Education Colleges in Kenya. The age of teachers was important for the research study because the researcher wanted to be sure of the kind of student-teachers and tutors who were involved the use of teaching and learning resources in teaching Social Studies. Age was an important indicator of experience and probably has a bearing on performance. The researcher was also interested to know the educational qualification of teachers.

According to the Report of National Committee on Educational Objectives and Policies (Gacathi, 1976), the role and quality of teachers must be given the most critical consideration. The report noted that the qualitative improvement of education can only occur if there is a major improvement in the quality of teachers and teacher training. Studies conducted by Riungu (1988), Eshiwani (1974), and Kathuri (1986) revealed a consensus that the educational qualification of teachers is of crucial

importance in students' performance. Teacher training should therefore stress quality and effective Social Studies instruction, which should be further promoted through in-service training.

This was important to the researcher because professional training may directly influence the choice of teaching resources, teaching activities and effectiveness in content delivery. The number of years of teaching experience was important for the research study. This was because the ability to understand the issues under the research study was dependent on actual field exposure on the teaching and learning environment. The data is subsequently summarized in Table 4

4.3.1.1. Gender, age, educational qualification and teaching experience of tutors

The distribution of the tutors by gender age, educational qualification and teaching experience is summarized in table 4.

Table 4: Distribution of Gender, Age, Educational Qualification and Teaching Experience of Respondents

Variable	Category	Frequency	Percent (%)
Gender	Male	3	42.9
	Female	4	57.1
Age	20-30	4	57.1
	31-40	2	28.6
	41-50	1	14.3
Educational Qualification	Bachelor's Degree	7	100
Teaching Experience	Less than 12 Months	1	14.3
	1-5 Years	2	28.6
	6-10 Years	4	57.1

Source: Field Data, 2016

As revealed from the study findings, majority of the respondents (tutors) in the private teachers' training colleges were female (4) representing 57.1% followed by the male

tutors (3) representing 42.9% of the respondents. From the outset, an observation was made that, though the majority of the respondents were female, there is no significance difference between teachers' gender in the use of resources in teaching Social Studies.

It is evident that majority of tutors training P1 teachers were qualified. It is expected that in the training undertaken at the undergraduate level, the content on utilization of teaching and learning resources is embedded in the curriculum, and hence the tutors were professionally qualified to use teaching and learning resources. All the tutors had attained qualifications the degree level. The caliber of the trainers is therefore high and it is expected that they discharge their duties with professionalism commensurate with their qualifications.

Most of the tutors (4) representing 57.1 had teaching experience of at least 6 years. Indeed, 2(28.6%) had between 1-5 years of teaching experience. Only 1 (14.3%) had less than one year experience. This underlines the professionalism of the lecturers, after gaining much experience. The result imply that most of the tutors had been in the teaching profession long enough and were therefore adequately equipped to prepare and utilize instructional media in instruction. Fakomogbon (2012) in a study on the use of instructional media in teaching and learning in selected schools in Nigeria, confirmed that the experience a teacher had with IM through in-service training, workshops and conferences promoted utilization of instructional media. Onasanya (2006) in a study on preparing primary school teachers on selection, production and use of instructional media for effective classroom teaching in Nigeria, also found that the skills accumulated by teachers with years of exposure to instructional materials equipped them to produce and utilize instructional media.

This was similarly observed by Ivers, (2002) in a study on use of instructional media in the classroom in Orange County, California. The study noted that increased teachers' experience with IM improved their instructional skills and assisted them in meeting their own individual learning goals. This increased their desire to attend any additional technology workshops or seminars provided by the district or any organization. This is further in line with Barnard (2007) who remarks that the more experienced a teacher is the more he or she is likely to appreciate and use instructional media in teaching.

4.3.1.2 Gender, age and specialization of teacher-trainees

The policy of gender equity in training and recruitment of teachers is supposed to be upheld by all sectors of the ministry of education, TTC inclusive. The teacher trainees were therefore asked to indicate their gender as shown in Table 5.

Table 5: Gender, Age and Specialization of Teacher-Trainees

Variable	Category	Frequency	Percent (%)
Gender	Male	35	46.6
	Female	40	53.3
Age	18-24	34	45.3
	25--31	24	32.0
	34-40	17	22.6
Subject Specialization	Option A (Sciences)	43	57.3
	Option B (Arts)	32	46.7

Table 5 shows that the teacher trainees' respondents per gender was 35 male representing 46.6% and 40 female representing 53.3% implying that gender equality in relation to teacher training in private colleges is skewed in favor of the female gender. The age of student-teacher trainees is of concern in regard to facilitation,

understanding their diversity, creating of a conducive environment by TTCs. The trainees were asked to indicate the age bracket as shown.

The majority of the teacher trainees 34 representing 45.3% were between the ages of 18-24. This implies that most of them joined primary teacher education training immediately after completing high school. Only less than 22.6% of the students are in the age bracket of between 34-40 years. This group, there could be those who had tried other professions and failed. Thus they joined the teaching profession as a last resort. In terms of subject specialization, the trainees were asked to indicate their subject specialization. In Kenya, though trainees specialize in either science option or arts option in their second year of PTE training. Primary school teachers are expected to be competent enough to handle any of the subjects taught in primary school. From the analysis in Table 5 the findings revealed that a majority of trainees 43 representing 57.3 % specialized in Option A subjects which are science based compared to 32 representing 46.7% who specialized in Option B subjects which are art based. This conforms to researcher's observation that sciences are held with high esteem and superior to humanities. Furthermore, optioning criterion is skewed towards sciences in that math and Integrated Sciences mean is used for placement.

4.4. Availability of Teaching and Learning Resources in Private Teachers' Training Colleges

The first objective of the study was to establish the teaching and learning resources that were available in private teacher training colleges. The researcher categorized the instructional media into three; print, display, audio and visual. To address this, respondents were asked to indicate the teaching and learning resources available to teach the prescribed Social Studies units. The researcher therefore intended to find out

the available learning resources in the PTTCs. The purpose of this question was to establish the availability of teaching learning resources in PTTCs that were used in teaching Social Studies. This was achieved through the use of a checklist which was one of the research instruments employed in gathering the data. The respondents were required to indicate whether or not the teaching learning resources were available. The researcher prepared a checklist in which the respondents indicated the available learning resources in their PTTCs. Observation results revealed that a variety of teaching and learning resources were available for tutors to use in teaching social studies ranging from realia, pictures, charts, print media and writing resources. It was worth noting that some teaching and learning resources in particular the projected resources were hardly available for use in teaching Social Studies in PTTCs. Findings are presented in Table 6.

Table 6: Types of Teaching and Learning Resources Used

Descriptive Statistics										
Types of Teaching and Learning Resources Used										
Tutors' Responses						Student-Teachers' Responses				
Audio-Visual	N	Frequency		M	SD	N	Frequency		M	SD
		Available	Not Available				Available	Not Available		
Field projectors		1	6	4.71	.756	75		75		
overhead projector	7		7	5.00	.000	75	5	70		
LCD	7		7	5.00	.000	75	4	71		
Videotapes	7	5	2	4.43	.787	75	60	15		
Video camera	7	1	6	4.14	.900	75	62	13		
Radio cassettes	7	1	6	4.71	.488	75	70	5		
Radio	7	1	6	4.57	.535	75	70	5		
Graphs	7	6	1	1.86	1.069	75	59	16		
Chart	7	6	1	1.43	.787	75	65	10		
Realia	7	6	1	2.14	1.215	75	45	30		
Posters	7	6	1	2.14	1.215	75	50	25		
Globes	7	6	1	1.86	1.215	75	73	2		
Pictures	7	7		2.71	1.113	75	70	5		
Photographs	7	7		3.00	1.155	75	66	9		
Flashcards	7	6	1	2.71	1.113	75	54	21		
Chalkboards	7	7		1.57	.787	75	75			
Flannel boards	7	5	2	3.86	1.215	75	65	10		
Whiteboards	7	5	2	3.29	1.496	75	64	11		
Workshops	7	6	1	3.57	.976	75	25	40		
Textbooks	7	7		1.43	.787	75	75			
Handouts	7	7		2.14	1.069	75	68	7		
Magazines	7	7		2.43	1.134	75	66	9		
Resource persons	7	6	1	3.14	1.069	75	28	47		
Activities	7	7		2.71	.756	75	75			
Places	7	7		3.57	.787	75	64	11		
Things	7	7		3.14	.378	75	75			
Valid N (listwise)				7	75					

The high mean scores (4.71, 5.0, 5.0, 4.43, 4.14, 4.71, and 4.57) and the low standard deviation scores (.756,.000,.000, .787, .900, .488 and .535) implies that most tutors were in agreement that projected and or audio visual teaching and learning resources in most private teacher training colleges were either rarely used or not used at all. This could be attributed to the fact that they were inadequate in relation to the population of both the tutors and the teacher trainees. The non-projected materials were on the other hand available, frequently used and or occasionally used to teaching Social studies. Nasibi and Kiio (2005), argue that learning resources are important in education because they motivate learners to learn when they come in contact with real objects and encourage them to use more than one sense thus increases understanding of new concepts.

The student-teachers on the other hand agreed that the field and overhead projectors and LCDs were not available (75,70 and 71) representing 100%, 93.3% and 94.7% respectively. They also agreed that the non-projected materials were on the other hand available, frequently used and or occasionally used to teaching Social studies. From the interview schedule, the principals confirmed that the print instructional and non-projected media were the predominant resources available and used in teaching Social Studies. The findings also revealed that audio and visual instructional media available included videotapes (80%); video camera (82.7) radio cassette (93.3) and radio (93.3) respectively. The findings concurred with Kadzeras, (2006) who found out that the use of audio-visual instructional technologies were commonly used training colleges researched. Interviewees in the study also acknowledged the availability and utilization of audio instructional media.

From the classroom observation, lessons in Social Studies were observed. It was noted that in all college tutors used the chalkboards as the predominant teaching and

learning resource in the lessons observed. This is because it provided a central medium for all learners due to its availability and ease of access. Through observation, the researcher noted that 3 (60.0%) Colleges provided tutors with teaching and learning resources used in teaching Social Studies lessons.

According to Court et al (1985), necessity to improve the quality of education through the use of learning resources is pertinent in training of the teacher trainees since they are the future teachers in our education system. In addition, the researcher sought responses on frequency of use of the learning resources at the disposal of the tutors and the teacher trainees. The suggested learning resources in the checklist were available but the numbers were inadequate. It was also clearly revealed from the study findings that use of resource persons was rare due to the fact that these people were hard to come by.

Abdo and Semelea (2010), affirms that availability of instructional media is a critical factor in determining the frequency with which teachers use the instructional material. Bitner & Bitner (2002) established that for teacher to enhance their lessons there needed to be adequate instructional media for their access and utilization. Therefore, the public PTTCs should have adequate print instructional media given that the media are the most available to influence high utilization frequency and enhancement of lessons in teaching of Kiswahili in public PTTCs.

In a study on instructional media in learning Geography and History Komen (1991), revealed that teaching /learning resources are useful in learning because they can arouse interest, stimulate imagination, raise question for discussion and desire to find out more in the studies. Kochar (1991) carried out a study on the use of instructional resources in teaching History. The study established that some useful instructional

resources were chalkboard, excursions, field trips, drama, models, graphs, charts, maps, pictures, diagrams slides, films, filmstrips, radio, and television. The occurrence of the designed learning can best be achieved through mobilization of instructional materials such as verbal presentations, use of media and printed communication. Teaching aids are an essential requirement for successful teaching.

Teaching resources are integral component of teaching and learning situation, it is not just to supplement learning but to complement its process. It is then shown that if there must be an effective teaching-learning activity, effective utilization of the available teaching resources will be necessary, for one thing, to provide the teacher with interesting and compelling platforms for conveying information since they motivate learners to want to learn more and more and helps in producing an intended result as well. Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic. Teaching resources generally make teaching and learning easier and less stressful. They are equally indispensable catalyst of social change intellectual development of learners. (Jeptanui, 2011).

4.5 Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies

The second objective of the study was to establish how training in the use of teaching and learning resources influences the delivery of Social Studies. It was viewed important by the researcher to find out from the tutors and student-teachers about how training in the use of teaching and learning resources influence the delivery of Social Studies. This is because training in the use of teaching and learning resources forms an integral part in the teaching and learning of Social Studies. It demonstrates the

level of competence in the use of teaching and learning resources while teaching. A likert-scale comprising of eight items that sought to establish tutors' views on how training in the use of teaching and learning resources influence the delivery of Social Studies was used to collect data. The respondents were required to either strongly agree (SA), agree (A), be undecided (U), disagree (D), or strongly disagree (SD) with the statements. The tutors and student-teachers were to identify and check on the response that was closest to their views. The data is presented in Table 7.

Table 7: Training in the Use of Teaching and Learning Resources and the Delivery of Social Studies

Descriptive Statistics						
Tutors' Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies						
	Tutors' Responses			Student-Teachers' Responses		
	N	M	SD	N	M	SD
1. Teacher trainees are trained in the use of T/L resources	7	4.71	.756	75	4.15	1.330
2. The colleges facilitates tutors in the acquisition of T/L resources to train teacher trainees	7	5.00	.000	75	3.68	1.337
3. There is training in the use locally available T/L resources in teaching Social Studies	7	5.00	.000	75	4.11	1.448
4. Teacher trainees are well exposed to and prepared adequately in using T/L resources to teach S/S	7	4.43	.787	75	4.20	1.197
5. Acquisition of training in the use of T/L resources influences delivery of Social Studies	7	4.14	.900	75	4.19	1.339
6. There is provision of materials for preparation of teaching and learning resources used in teaching Social Studies	7	4.71	.488	75	1.93	1.288
7. Training in the use of T/L resources adds no value in the teaching of social studies	7	4.57	.535	75	3.51	1.427
8. Teacher training colleges have functional learning resource centres used to train teacher trainees	7	3.86	.690	75	2.65	1.330
Valid N (listwise)	7			75		

According to the responses obtained by the researcher, it is worth noting that teacher trainees are trained in the use of teaching and learning resources, are well exposed and prepared adequately in the use of teaching and learning resources to teach social studies and that the acquisition of training in the use of T/L resources affects the delivery of Social Studies. This is attested by the high means and low standard deviations of ($M = 4.00, 4.29, 4.14$; $SD = 1.155, 1.113, 0.690$) for the tutors. On the other hand teacher trainees views on this objective resulted in mixed results. While the majority of the teacher-trainees agreed that they were trained, exposed to and adequately prepared in the use of teaching and learning resources, they were undecided on whether the colleges facilitated their tutors in the acquisition of teaching and learning resources used during their training.

The student-teachers disagreed regarding the provision of materials for preparation of teaching and learning resources used in teaching Social Studies. This could be attributed to the cost of acquisition of materials which the college management tries to minimize given that they have inadequate funding. They also disagreed on the functionality of the learning resource centres used during their training. This lends support to Malaba, (2004) and Cheruiyot (2014) observations that the learning resource centres in TTC's are no longer functional. Most learning resource centres in TTC are full of outdated initially donated bulky books and other learning materials ($M = 4.15, 3.68, 4.11, 4.20, 4.19, 1.93, 3.51, 2.65$; $SD = 1.330, 1.113, 1.448, 1.197, 1.339, 1.288, 1.427, 1.330$).

From the interviews with the principals, the study found out tutors in the colleges used teaching and learning resources in teaching Social Studies and that the student-teachers were trained in the use of teaching and learning resources so as to enable them deliver the subject content effectively.

The researcher also sought to establish the importance attached by the tutors and the teacher trainees to learning resources. Earlier observation by Means (1994), revealed that the use of teaching and learning resources by teacher trainers helps trainee teachers develop new models of teaching the required content areas. As observed by Zhao and Frank (2001), instructional media helps teachers put together different aspects of the curriculum, direct student learning, model an idea or activity or connect curriculum to real world tasks. This study finding lends support to other research findings (Barbara, 1993; Craig 2005 and Mangal & Mangal, 2010) advocated for the importance of inclusion of teaching and learning resources in teacher training. This inclusion would enhance imitation by teacher trainees and has the potential for future teachers to improve their teaching practices in classroom situations

The findings echo that of Bernet (2004) who points out that teacher training in particular requires the use of appropriate skills and attitude by tutors so as to produce learners with adequate skill to teach learners. For this to happen the curriculum in place for both public and private institutions that train pre-primary school teachers should enable the trainers to instill the necessary content and pedagogical skills to help them bring out the expected outcomes among the learners. An important aspect in pre-primary school teacher training is in relation to the use of instructional media by the tutors to reinforce learning.

The findings further revealed that a majority of the respondents disagreed that training in the use of teaching and learning resources adds no value in the teaching of social studies. This underscores the important role of using teaching and learning resources in the training of teacher trainees. It was further revealed majority of respondents disagreed that teacher training colleges have functional learning resource centres used

to train teacher trainees as indicated by the mean and standard deviation ($M = 2.14$, 1.57 ; $SD = 1.069$, 0.787). This corroborates the observations of Malaba (2004) whose study established that the learning resource centers in TTC's are no longer functional. These findings are consistent with those of Jotia and Matlale (2011) in a study evaluating the use of instructional media in the teaching of social studies in primary schools in Botswana. Their study established that teachers' utilization of instructional media was very inadequate and this invariably had impact on teacher trainees' performance.

The delivery of quality instruction in the classroom in any education system depends largely on the quality and competence of the teachers. This is because the teachers are expected to perform the important function of guiding, directing, evaluating, imparting, asking and answering questions among others for maximum benefits of the learners. This is in consonance with Orodho (2013) study in Kenya that submitted that teaching and learning in most schools that took place in un-conducive learning environments ended up performing dismally in national examinations in the country. The study by Orodho *et al* (2014) also established school facilities, especially instructional resources had a direct impact on quality of learning. This current study has established that the adequacy of teaching and learning resource was low and this has negative implications for effective classroom management and content delivery

4.6. The Extent to Which Private TTCS Avail Teacher Trainees Opportunities to Use Instructional Materials during their Training

The third objective pursued by this study was to determine the extent to which private TTCs avail student-teachers' opportunities to using instructional materials during their training. Exposure to utilization of teaching and learning resources is critical to

teachers' training. Barnett, (2004) notes that students learning outcome is influenced by appropriate utilization of teaching learning resources. Respondents were asked to indicate the extent to which private TTC avail teacher trainees the opportunity to use instructional resources during their training. A likert-scale comprising of six items that sought to establish tutors' views on the extent to which private TTCs avail student-teachers' opportunities to using instructional materials during their training was used to collect data. The tutors' responses ranged from strongly agree to strongly disagree. The tutors were to identify and check on the response that was closest to their views. Table 8 presents the analysis of the findings.

Table 8: Extent to which TTCs avail student-teachers' opportunities to using instructional materials during their training

Descriptive Statistics						
Extent to which TTCs avail student-teachers' opportunities to using instructional materials during their training						
	Tutors' Responses			Student-Teachers' Responses		
	N	M	SD	N	M	SD
1. Teacher trainees are provided with printed materials for teaching of Social Studies e.g. Textbooks, Newspaper, Teachers guide etc.	7	4.00	1.135	75	4.04	1.224
2. Appropriate charts. Pictures, models, and diagrams for the immediate illustration of Social Studies lesson are availed to student teachers for use	7	4.39	1.103	75	1.96	1.191
3. Teacher trainees are provided with electrical Operated Materials like slides, film projector, television, Radio for use in teaching Social Studies	7	1.71	.756	75	2.07	1.107
4. Computer and internet facilities for Social Studies teaching are provided to teacher trainees for use	7	4.19	1.133	75	2.12	1.196
5. Social Studies Resource Person are occasionally invited to talk to the teacher trainees	7	4.14	.690	75	2.15	1.147
6. Teacher training colleges have functional learning resource centers used to train teacher trainees	7	3.86	1.069	75	2.05	.914
Valid N (listwise)	7			75		

The result on table 8 expressed that the mean score of item 1, 2, 4 and 5 were respectively over mean of 4.0. This applied that the respondents were exposed to use of appropriate charts, Pictures, models, and diagrams for the immediate illustration of Social Studies lesson; Electrical Operated Materials like slides, film projector, television, Radio etc, Computer and internet facilities for Social Studies teaching and Social Studies Resource Person.

It was generally observed that teaching of Social Studies was mostly dominated by the utilization of the chalkboards and few instructional materials. Worth noting also is that the colleges provided tutors with charts, textbooks, globes and realia to be used in the instruction of Social Studies lessons. Computers and the internet were provided to the tutors to use in access of information related to social studies lessons. This however was not the case for the student-teachers who despite the availability of computers and the internet, the personnel manning the computer labs were hardly available.

Quality education emanates from quality teachers and quality teachers are produced in colleges and universities under strict quality teaching and supervision. Teacher trainees are exposed to the use of teaching and learning resources during their teaching practice exercise. The teaching exercise is meant to acquaint student teachers with the practical knowledge of teaching and learning process including lesson plan preparation, presentation, class management, communication skills, use of teaching and learning resources, evaluation and the required personality of professional teachers. Osuala (2004) concluded that, teaching practice expose the trainee teacher to the realities of effective teaching and learning process and help them to try out methods of teaching as well as use a variety of teaching and learning resources and gain practical classroom experience under expect supervision.

4.7 Attitude towards the Selection and Use of Teaching Learning Resources in Teaching Social Studies

The fourth objective of this study was to ascertain tutors' attitudes towards the selection and use of teaching and learning resources in social studies. Attitude is central to the education process. It either promotes or inhibits students' behavior or influences choices to attend, respond, value, participate or make commitment to educational activities. To achieve this objective, respondents were to respond to a number of items in a likert scale on attitudes towards selection and utilization of learning resources in the teaching of social studies. The tutors' responses ranged from strongly agree to strongly disagree. The tutors were to identify and check on the response that was closest to their views. Their responses were analyzed and presented in table 9.

Table 9: Attitude towards the Selection and Use of Teaching Learning Resources in Teaching Social Studies

Descriptive Statistics						
Tutors Attitude towards the Selection and Use of Teaching Learning Resources in Teaching Social Studies						
	Tutors' Responses			Student-Teachers' Responses		
	N	M	SD	N	M	SD
1. Using the chalkboard is very important	7	3.43	.535	75	4.25	1.116
2. Producing teaching learning resources requires too much time	7	3.00	.816	75	3.20	1.611
3. Teaching materials help elaborate difficult concepts	7	3.57	.535	75	4.04	1.179
4. Local resources are a good substitute for some commercial teaching learning resources	7	4.57	.535	75	3.61	1.365
5. The college does not facilitate tutors in the acquisition of teaching and learning resources	7	1.71	.756	75	3.65	1.380
6. I do not have personal interest in enhancing students' learning through use of teaching and learning resources	7	1.43	.535	75	2.08	1.148
7. Instructional materials have no value than wasting time.	7	1.43	.535	75	2.32	1.129
8. T/L resources hold the attention of students	7	3.57	.535	75	4.35	.797
9. T/L resources materials role is to aid the teacher in teaching.	7	3.57	.535	75	4.05	.868
10. Teaching without the aid of T/L resources will not bring the intended result	7	1.57	.787	75	2.12	1.273
11. It is the topic you are treating that determines for utilizing or not utilizing the T/L resources	7	3.43	.535	75	4.04	1.179
Valid N (listwise)	7			75		

The findings in table 9 reveal that majority of the respondents agreed that the use of chalkboard in the teaching of social studies was very important; production of T/L resources was time consuming and that T/L resources are a good substitute for some commercial teaching learning resources as revealed by the high standard deviations and low means of (3.43, 0.535; 3.00, 0.816; 3.57, 0.535, 4.57, 0.535) respectively. Similarly, they disagreed that the college does not facilitate tutors in the acquisition of teaching and learning resources; instructional materials have no value than wasting time and that teaching without the aid of T/L resources will not bring the intended result as indicated by the low means of (M=1.71, 1.43, 1.43 and 1.57) respectively. Generally, the results reveal that the attitude of majority of respondents towards selection and use of teaching learning resources in teaching social studies was positive.

From the student-teachers' point of view majority of them agreed that the chalkboard to a very important resource used in teaching and learning of Social Studies. They were also of the view that use of teaching and learning resources in Social Studies instruction helped to elaborate difficult concepts. In addition, they agreed that use of teaching and learning resource in Social Studies helped in the retention of students' attention. This concurs with the findings of Nyawira (2015) who notes that use of teaching and learning resources in instruction are effective in holding attention, motivating learners to take an action, increase permanence of learning, make the job of teaching easier and create interest.

The finding was also consistent with similar findings by McMillan (2000) that learning situations that are perceived positively by learners contribute to the development of positive attitudes towards a subject and its achievement. Hence agreeing that, when an individual has positive feelings towards an object, they behave

favorably towards that object, while those with negative feelings behave unfavorably. This implies that the kind of attitude a learner holds on a subject is important in determining the academic performance of a learner.

The findings of this study concurs with that reported by Begi (2007) who found that pre-primary and lower primary teachers had positive attitude towards computers. The results also concur with those of Teo (2008) in a study of 139 pre-service teachers' assessment of their computer attitude. Overall, the participants had positive attitude towards computers, as demonstrated by the mean score obtained for each subscale which was 3.5 and above (on a 5-point scale). The study concluded that the positive level of computer attitude could be attributed to the availability and accessibility to computers. Where the tutors exhibited a negative attitude was probably the result of inexperience, insufficient training or lack of support from the administration of these colleges.

Saracaloglu, Serin, Serin, Serin, (2010) analyzed the attitude of 419 candidate teachers from Buca education faculty towards computer in terms of various variables. Data were collected through two data gathering instruments and analysis done at using t-test at alpha level of 0.05. The study revealed that attitude of students towards computer was "very positive". Al-Zaidi yeen (2010) investigated the level of ICT use for educational purposes by teachers in Jordanian rural secondary schools. The study demonstrated the importance of teachers' attitude towards the use of ICT for educational purposes. A questionnaire was used for data collection and it was distributed among 650 teachers in Jordan. The survey included questions concerning the attitude of teachers towards the use of ICT. The findings revealed that teachers' level of ICT use for educational purpose was low although their attitude towards the ICT use was positive.

The findings also agree with that of Kumar and Kumar (2003) in a study on the effect of a web-based project on pre-service and in-service teachers' opinion toward computers in instruction and their technology skills. The study reported that most teachers held the opinion that a long computer experience has a positive effect on belief towards computers and their utilization. Similarly, Mueller & Wood (2012) in a study on patterns of beliefs and characteristics of teachers that influence computer integration found that teachers' beliefs about ICT and technology integration influenced how they think about instructional media and hence how to use them during instruction. Hence, whenever they had positive beliefs about them, the teachers were positive about integrating them.

4.8 Chapter Summary

In this chapter, the researcher presented: data analysis, presentation, interpretation and discussion of the findings of the study. The findings were presented as per the objectives of the study on the utilization of teaching and learning resources in Social Studies instruction in private primary teacher training colleges in Nakuru County.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings of the study and makes conclusions upon which recommendations are drawn. Suggestions for further study are also captured as a way of filling the gaps identified in the study. The study was guided by four objectives and four research questions upon which conclusions are aligned to.

5.1 Summary of Findings

Findings of the study are presented according to the purpose of the study and the objectives. The objectives that guided this study are:

- i. To identify the types of teaching and learning resources used by tutors in teaching Social Studies in private TTCs in Nakuru County.
- ii. To establish how training in the use of teaching and learning resources influence the delivery of Social Studies in private TTCs in Nakuru County.
- iii. To determine the extent to which private TTCs avail student-teachers' opportunities to using instructional materials during their training.
- iv. To find out tutors' attitude towards the selection and use of teaching learning resources in teaching Social Studies in private TTCs in Nakuru County.

A summary of the findings are discussed below.

The first part of this study was to assess the biographical information for the tutors and the teacher trainees in the PTTCs. This would only be captured by the use of the tutors' gender age, professional and academic qualifications as well as their experience. It was worth noting that in the three PTTCs where the researcher carried

out his study, a majority of the tutors were above five years in their teaching. The gender distribution of the population of tutors revealed that most of the tutors in the private teachers' training colleges were female. The researcher sought to establish the academic and professional qualifications of the tutors sampled for the study. It was important to realize that the selection and utilization of learning resources was highly influenced by the tutors' academic and professional qualifications. Also from the findings gathered by the researcher, it was evident that Primary Teachers' Training Colleges had professionally trained workforce. It was therefore expected that tutors in PTTCs are competent, properly skilled and professionally trained in the selection and utilization of learning resources

5.1.1 Teaching and Learning Resources Available in Private Teachers' Training Colleges

The first objective of the study was to establish the teaching and learning resources that were available in private teacher training colleges. According to the findings gathered by the researcher, three categories of learning resources in the PTTCs namely; print learning resources, audio-visual learning resources and display learning resources. The researcher tentatively prepared a systematic approach to analyze the availability, adequacy and accessibility of learning resources in Primary Teachers' Training Colleges. Almost all learning resources were available but their adequacy and accessibility were below the researcher's expectation. Print media resources available included textbooks, newspapers, programmed materials, encyclopedias, pamphlets among others. However, the number of textbooks available was inadequate for the whole population of the teacher trainees in the five selected colleges. Availability of textbooks is very important in the sense that, it is the primary learning resource widely selected and utilized by both the tutors and the teacher trainees, and

mostly important of all guides on the utilization of the other learning resources. Newspapers utilized as reference materials were inadequate for the large population of the tutors and the teacher trainees.

Display learning resources available in each of the PTTCs included chalkboards, realia, graphs, specimens, models, cartoons, charts, flashcards and flannel boards. All the tutors pointed out that the chalkboard was the second most important display learning resource after the textbooks. In all the responses gathered by the researcher, the chalkboard attracted three (3) uses, namely; displaying other media, writing topics of discussion, highlighting new phrases and points.

The other available category of learning resources was audio-visual learning resources. Those that found available in the three PTTCs were; radios, televisions overhead slides, film projectors, radio cassettes, cameras, computers and liquid crystal displays (LCDs). Audio-visual learning resources were indeed important in teacher training because of the hear-see aspect associated with them. This category of learning resources was found to be the most inadequate in terms of quantity, thus giving the tutors and the teacher trainees the minimal choice in their plans to opt for their selection and utilization. The researcher established that, these types of learning resources were expensive to acquire and this accounted for their limited numbers. Computers were available because of the introduction of computer studies in the PTTCs, a subject that has become a common unit in all tertiary institutions currently. The selection and utilization of audio-visual learning resources was found by the researcher to be rare because of the time required to prepare for their selection and utilization in a lecture session.

5.1.2 Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies

The second objective of the study was to establish tutors' views on how training in the use of teaching and learning resources influence the delivery of Social Studies. The study found out that teacher trainees are trained in the use of teaching and learning resources, are well exposed and prepared adequately in the use of teaching and learning resources to teach social studies and that the acquisition of training in the use of T/L resources influences delivery of Social Studies.

5.1.3. The Extent to Which Private TTCS Avail Teacher Trainees Opportunities to Use Instructional Materials during their Training

The third objective pursued by this study was to determine the extent to which private TTCs avail student-teachers' opportunities to using instructional materials during their training. Both tutors and student teachers agreed that training helps student teacher to understand the use of instructional materials and enhances knowledge of S/S studies activities that foster students' manipulative abilities.

5.1.4 Tutors Attitude towards the Selection and Use of Teaching Learning Resources in Teaching Social Studies

The fourth objective of this study was to ascertain tutors' attitudes towards the selection and use of teaching and learning resources in social studies. The findings revealed that majority of the respondents agreed that the use of chalkboard in the teaching of social studies was very important; production of T/L resources was time consuming and that T/L resources are a good substitute for some commercial teaching learning resources.

5.2 Policy Implication

The role of instructional materials in the teaching/learning process cannot be overemphasized. They facilitate and encourage self-study or independent study in students. The finding of this study has shown that inadequate use or lack of use of instructional materials in the teaching/learning situation (lecture method) negates the objective of teaching. Teachers who do not make use of instructional materials hide in the cover of none supply of the teaching resources. Therefore, as a matter of policy implementation, the governments at all levels should supply regularly standardized instructional materials, some useful hard and soft ware's for use in schools. The vocational, technology and science teachers should be trained retrained and exposed regularly to make them to be up to date in the effective selection and utilization of instructional materials for effective teaching.

5.3 Conclusions

The findings of this study are the grounds upon which the following conclusions were reached.

The study concludes that:

- i. There is availability and use of an array of teaching and learning resources for teaching social studies in private teacher training colleges
- ii. Use of teaching and learning resources greatly influences the teaching of social studies in private teacher training colleges
- iii. Teacher trainees are trained in the use of teaching and learning resources, are well exposed and prepared adequately in the use of teaching and learning resources to teach social studies and that the acquisition of training in the use of T/L resources influences delivery of Social Studies

- iv. teachers had positive attitude towards use of teaching and learning resources in private teacher training colleges

5.4 Recommendation

Teacher quality has long been and will continue to be an important issue to parents, educators and policymakers and to that extent therefore, there will be need for a legislation framework to be enacted to act as a watch dog over the teacher preparation programmes across the nation. In the light of the findings and conclusions of this research it's recommended that, the Principals and the management of emerging private primary teacher training colleges should provide adequate instructional materials and learning facilities to their institutions of learning for effective teaching and learning. More so the Ministry of Education should enhance and enforce regular inspection of private primary teacher training colleges to ensure conformity to standard guidelines.

Consequent upon the conclusion of this study based on the findings, the following are recommended:

- i. There is need for teachers in the field to have a forum for meeting periodically to assess the effectiveness of their teaching using the methods of instructional and educational technology as applicable to the organization of the content of the school syllabuses at high schools.
- ii. There is need for all stakeholders including the Central Government and County Governments and the Private sector to contribute financially and materially in the provision of instructional materials and resources for the teaching of social studies

- iii. There is urgent need for the organization of regular workshops/seminars for social studies teachers, head teachers and principals on the importance and current developments and progress in the use of instructional materials and resources in social studies teaching.
- iv. It is necessary for PTTCs to nurture a culture of the selection and utilization of learning resources from the beginning to the end. The heads of these institutions need to appreciate the role played by the tutors and the teacher trainees in the selection and utilization of learning resources.
- v. Improvisation of learning resources needs to be embraced by these institutions. This will enhance simplicity of resources, reduce cost of buying and ensure availability of the learning resources.
- vi. There is need to in-service principals and tutors on the variety of teaching/learning resources available for use. There is also need to in-service tutors on cheap ways of availing instructional resources such as teaching/learning aids.

5.5 Suggestions for Further Study

This study concentrated on the utilization of teaching and learning resources in Social Studies instruction. It narrowed down to private teacher training colleges in Nakuru County. There is therefore need for a similar study to be undertaken in other counties of Kenya. This would help establish the dynamics of utilization of instructional media in these colleges which would create a good platform for comparison with the findings of the current study.

There is also need to conduct an inquiry into the characteristics of the private primary teacher training college tutors training at the university or college level to establish

the use of instructional media by their lecturers is recommended. The lecturers' level of knowledge in the production and utilization of instructional media could give insights on the reasons behind the low use of instructional media.

In addition a comparative study between public and private teacher primary teacher training colleges can be undertaken.

A study on the challenges facing private primary teacher training colleges in Kenya can also be done. This would help to explain the low enrolment, poor performance and inadequate personal in these colleges.

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APPENDICES

Appendix I: Research Authorization



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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9th Floor, Utalii House
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NAIROBI-KENYA

Ref: No. **NACOSTI/P/16/16096/9042**

Date:

23rd February, 2016

Rose Chelangat
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing utilization of instructional resources in teaching social studies in private teachers training colleges; A case of Nakuru County*" I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **23rd February, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

Appendix 2: Research Budget

Proposal Writing and Presentation	Description/Unit	Sub-Total	Total
Purchase of Stationery 5 reams of paper	Costa	1,750	
Stationery	@350	600	
2 ream of fullscaps	500	500	
Typing & Printing (12 copies)	@300	16,800	
Binding (12 copies)	70 pages @ 20 per page	960	
Internet/Libraries/photocopy of materials	@ 80 per copy	5,000	
Travelling and subsistence		10,000	
			35,610
Piloting			
Preparation of Pre-testing Instruments (6copies)	18 pages @ 20 per page	360	
Travelling and Subsistence		8,000	
Stationery	500	500	8,860
Data Collection			
Photocopying of Questionnaires	3 pages @ 2 per page	1,200	
Travelling and Subsistence		15,000	
Distribution of Questionnaires		5000	
Stationery		500	21,700
Data Analysis			
Data entry and analysis using SPSS		20,000	20,000
Thesis Writing			
Typing and printing (12 copies)	200 pages @ 20	48,000	54,000
Binding of thesis (12 copies)	@ 500	6,000	
GRAND TOTAL			<u>Ksh.</u> <u>140,170</u>

Sources of Funds: Self-Financed By the Researcher

Appendix 3: Letter of Introduction

Moi University- Kericho Campus

School of Educational

Department of Curriculum, Instruction and Educational Media

Kericho.

Dear Sir/Madam,

**RE: RESEARCH ON SELECTION AND UTILIZATION OF LEARNING RESOURCES IN
TEACHING OF SOCIAL STUDIES IN PRIMARY TEACHERS' COLLEGES IN
KENYA: A CASE STUDY OF PRIVATE TEACHERS' COLLEGES IN NAKURU
COUNTY**

I am a Post Graduate student at Moi University, Kericho Campus currently pursuing a degree of Master of Philosophy in Early Childhood and Primary Education. I would like to carry out a research on the above topic. A questionnaire is attached herein for the purposes of data collection. You are advised not to include your name.

Kindly respond to all questions.

Yours faithfully,

Rose C. Kimetto

Researcher

Appendix 4: The Tutors Questionnaire

This study is to examine the factors influencing the selection and utilization of learning resources by tutors in primary teachers' colleges in Kenya with specific reference to private teacher training colleges in Nakuru Sub County. You have been selected by chance to assist in providing information that would help in answering the research questions, as your views are considered important to the study. You are not required to fill in your names. All information given will be treated with utmost confidentiality and will only be used for this study.

Instructions:

Please answer all questions as honestly and accurately as possible. The information you give will be treated confidentially and will be used only for the purposes of this study. Do not indicate *your name*. Some questions have more than one answer. Indicate the appropriate answer(s) by use of a tick (✓) in the box (es) provided. Where appropriate, fill the spaces provided with your responses(s).

Part A: Background Information

Please tick your chosen response () where appropriate.

Sex: Male [] Female []

Age: a) 20 – 30 years [] b) 31 – 40 years [] c) 41 - 50 years [] d) over 50 years []

What are your highest academic Qualifications?

Diploma [] Bachelors' Degree [] Masters [] PhD []

Others _____

For how long have you taught that subjects?

- i. Less than 12 months
- ii. 1-5 years
- iii. 6-10 years
- iv. 11-15 years
- v. 16-20 years
- vi. 21 and above years

Part B:Teaching and Learning Resources Available in Private Teachers' Training Colleges

1. Please list down the learning resources available for your subject area

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____
- vi) _____
- vii) _____
- viii) _____

2. Indicate with a tick (√) in the appropriate column. What teaching and learning resources are available and how they are used.

AVAILABILITY AND USE OF TEACHING AND LEARNING RESOURCES IN TEACHING S/S					
1. PROJECTED/AUDIO VISUAL TEACHING AND LEARNING RESOURCES					
Teaching & Learning Resources	Available	Frequently Used	Occasionally Used	Rarely Used	Not Used at all
A. Audio-Visual Film projectors & Films					
Overhead projector & transparencies					
LCD Projector					
Video tape recorder					

Television					
Video Camera					
Radio Cassette					
Radio					
2. Visual					
Maps					
Graphs					
Charts					
Realia					
Posters					
Globes					
Pictures					
Photographs					
Flashcards					
Chalkboards					
Flannel boards					
Whiteboards					
Workshops					
Textbooks					
Handouts					
Magazines					
Locally assembled Teaching & Learning Resources					
Resource Persons					
Activities					
Places					
Things					

Any Other? Please specify

What is your opinion on the sufficiency of the learning resources for your subject area?

How do your learners behave when you use teaching and learning resources?

- (a) Very motivated ()
 (b) Moderately motivated ()
 (c) Not motivated ()
 (d) Indifferent ()

Are the teaching and learning resources easily accessible?

Yes() No()

3. Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies

1. The following are statements on how training in the use of teaching and learning resources influences the delivery of Social Studies. Identify your opinion as to what extent you either agree or disagree with the statements by circling the corresponding numbers: 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), 4=strongly Agree(SA).

Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies		5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Teacher trainees are trained in the use of T/L Resources					
2.	The colleges facilitates tutors in the acquisition of T/L resources to train teacher trainees					
3.	Teacher trainees are trained to use locally available T/L resources in teaching Social Studies					
4.	Teacher trainees are well exposed to and prepared adequately in using T/L resources to teach S/S					
5.	Acquisition of training in the use of T/L resources influences delivery of Social Studies					
6.	Teacher trainees are provided with materials for preparation of teaching and learning resources used in teaching Social Studies					
7.	Training in the use of T/L resources adds no value in the teaching of social studies					
8.	Teacher training colleges have functional learning resource centres used to train teacher trainees					

Part C: Attitude towards the Use of Teaching Learning Resources

2. Identify your opinion as to what extent you either agree or disagree with the following statements by circling the corresponding numbers: 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), 4=strongly Agree (SA).

Attitude towards the Use of Teaching Learning Resources		4	3	2	1
		Strongly agree	Agree	Disagree	Strongly disagree
1.	Using the chalkboard is very important				
2.	Producing teaching learning resources requires too much time				
3.	Teaching materials help elaborate difficult concepts				
4.	Local resources are a good substitute for some commercial teaching learning resources				
5.	The college does not facilitate tutors in the acquisition of teaching and learning resources				
6.	I do not have personal interest in enhancing students' learning through use of teaching and learning resources				
7.	Instructional materials have no value than wasting time.				
8.	T/L resources hold the attention of students				
9.	T/L resources materials role is to aid the teacher in teaching.				
10.	Teaching without the aid of T/L resources will not bring the intended result.				
11.	It is the topic you are treating that determines for utilizing or not utilizing the T/L resources.				

Part D: Extent to which TTCs avail student-teachers opportunities to use Instructional Materials during their training

Extent to which TTCs avail student-teachers opportunities to use Instructional Materials during their training		5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	Teacher trainees are provided with printed materials for teaching of Social Studies e.g. Textbooks, Newspaper, Teachers guide etc.					
2.	Appropriate charts. Pictures, models, and diagrams for the immediate illustration of Social Studies lesson are availed to student teachers for use					
3.	Teacher trainees are provided with electrical Operated Materials like slides, film projector, television, Radio for use in teaching Social Studies					
4.	Computer and internet facilities for Social Studies teaching are provided to teacher trainees for use					
5.	Social Studies Resource Person are occasionally invited to talk to the teacher trainees					
6.	Teacher training colleges have functional learning resource centres used to train teacher trainees					

PART E: Factors Influencing the Selection and Utilization of Learning Resources

9. How do you rate the importance of the following factors in influencing your use of teaching and learning Scale: 1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important. Please tick the most appropriate response you deem important.

Factors Influencing the Selection and Utilization of Learning Resources		4	3	2	1
		Very Important	Important	Somewhat important	Not important
1.	Relationship to the Topic				
2.	Readiness and ability of the Learners				
3.	Teacher's ability to use the of the T/L resources				
4.	Cost of the of the T/L resources				
5.	Complexity of the T/L resources				
6.	Availability of Materials				
7.	Size of the class				
8.	accuracy of information				
9.	Availability of storage facility				
10.	Durability of the teaching and learning aids				

Appendix 5: The Student-Teachers Questionnaire

This study is to examine the factors influencing the selection and utilization of learning resources by tutors in primary teachers' colleges in Kenya with specific reference to private teacher training colleges in Nakuru Sub County. You have been selected by chance to assist in providing information that would help in answering the research questions, as your views are considered important to the study. You are not required to fill in your names. All information given will be treated with utmost confidentiality and will only be used for this study.

Instructions:

Please answer all questions as honestly and accurately as possible. The information you give will be treated confidentially and will be used only for the purposes of this study. Do not indicate *your name*. Some questions have more than one answer. Indicate the appropriate answer(s) by use of a tick (✓) in the box (es) provided. Where appropriate, fill the spaces provided with your responses(s).

Part A: Background Information

Please tick your chosen response () where appropriate

This questionnaire attempts to find out your views on availability and use of teaching and learning resources in your college. Your response to this questionnaire is very important and will be treated with strict confidence. Please go through all questions and mark with a tick (✓) in the brackets. If you think a question is not applicable write a short explanatory comment to that effect. *Do not indicate your name.*

1. Indicate your gender Male () Female ()
2. Please indicate your age
 - a. 18 – 24yrs () 25 – 34yrs () 35-44yrs () 45 - 55 ()
3. Indicate the subject option you are specializing in.

Option A (Science Based) () Option B (Art Based) ()

4. Below is a list of teaching and learning resources. Indicate by ticking (✓) in the appropriate
5. box the extent to which your Social Studies tutor uses them in teaching the subject.

Types of Teaching & Learning Resources	Used in Every Lesson	Used Often	Not used in every lesson	Never Used
AUDIO-VISUAL				
i. Film projectors & films				
ii. Overhead projector & transparencies				
iii. LCD Projector				
iv. Video tape recorder				
v. Television				
vi. Video Camera				
vii. Radio Cassette				
viii. Radio				
VISUAL				
ix. Maps				
x. Graphs				
xi. Charts				
xii. Realia				
xiii. Posters				
xiv. Globes				
xv. Pictures				
xvi. Photographs				
xvii. Flashcards				
xviii. Chalkboards				
xix. Flannel boards				
xx. Whiteboards				
xxi. Workshops				
xxii. Textbooks				
xxiii. Handouts				
xxiv. Magazines				
xxv. Resource Persons				
xxvi. Activities				
xxvii. Places				
xxviii. Things				

PART B: Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies

6. The following are statements on how training in the use of teaching and learning resources influences the delivery of Social Studies. Identify your opinion as to what extent you either agree or disagree with the statements by circling the corresponding numbers: 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), 4=strongly Agree(SA).

Training in the Use of Teaching and Learning Resources and its Influence on the Delivery of Social Studies		5	4	3	2	1
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
10.	Teacher trainees are trained in the use of T/L Resources					
11.	The colleges facilitates tutors in the acquisition of T/L resources to train teacher trainees					
12.	Teacher trainees are trained to use locally available T/L resources in teaching Social Studies					
13.	Teacher trainees are well exposed to and prepared adequately in using T/L resources to teach S/S					
14.	Acquisition of training in the use of T/L resources influences delivery of Social Studies					
15.	Teacher trainees are provided with materials for preparation of teaching and learning resources used in teaching Social Studies					
16.	Training in the use of T/L resources adds no value in the teaching of social studies					
17.	Teacher training colleges have functional learning resource centres used to train teacher trainees					

Part C: Attitude towards the Use of Teaching Learning Resources

7. Identify your opinion as to what extent you either agree or disagree with the following statements by circling the corresponding numbers: 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), 4=strongly Agree (SA).

Attitude towards the Use of Teaching Learning Resources		4	3	2	1
		Strongly agree	Agree	Disagree	Strongly disagree
1.	Using the chalkboard is very important				
2.	Producing teaching learning resources requires too much time				
3.	Teaching materials help elaborate difficult concepts				
4.	Local resources are a good substitute for some commercial teaching learning resources				
5.	The college does not facilitate tutors in the acquisition of teaching and learning resources				
6.	I do not have personal interest in enhancing students' learning through use of teaching and learning resources				
7.	Instructional materials have no value than wasting time.				
8.	T/L resources hold the attention of students				
9.	T/L resources materials role is to aid the teacher in teaching.				
10.	Teaching without the help of T/L resources will bring the intended result.				
11.	It is the topic you are teaching that determines for utilizing or not utilizing the T/L resources.				

Part D: Extent to which TTCs avail student-teachers opportunities to use Instructional Materials during their training

8. Identify your opinion as to what extent you either agree or disagree with the following statements by circling the corresponding numbers: 1=strongly Disagree (SD), 2=Disagree (D), 3=Agree (A), 4=strongly Agree (SA).

Extent to which TTCs avail student-teachers opportunities to use Instructional Materials during their training	5 Strongly agree	4 Agree	3 Undecided	2 Disagree	1 Strongly disagree
1. Teacher trainees are provided with printed materials for teaching of Social Studies e.g. Textbooks, Newspaper, Teachers guide etc.					
2. Appropriate charts. Pictures, models, and diagrams for the immediate illustration of Social Studies lesson are availed to student teachers for use					
3. Teacher trainees are provided with electrical Operated Materials like slides, film projector, television, Radio for use in teaching Social Studies					
4. Computer and internet facilities for Social Studies teaching are provided to teacher trainees for use					
5. Social Studies Resource Person are occasionally invited to talk to the teacher trainees					
6. Teacher training colleges have functional learning resource centers used to train teacher trainees					

PART E: Factors Influencing the Selection and Utilization of Learning Resources

8. How do you rate the importance of the following factors in influencing your use of teaching and learning Scale: 1=Not Important, 2=Somewhat Important, 3= Important, 4=Very Important. Please tick the most appropriate response you deem important.

Factors Influencing the Selection and Utilization of Learning Resources	4	3	2	1
	Very Important	Important	Somewhat important	Not important
Relationship to the Topic				
Readiness and ability of the Learners				
Teacher's ability to use the of the T/L resources				
Cost of the of the T/L resources				
Complexity of the T/L resources				
Availability of Materials				
Size of the class				
accuracy of information				
Availability of storage facility				
Durability of the teaching and learning aids				

7. How often are you taken out for education excursions?

- a) Regularly
- b) Occasionally
- c) When funds are available
- d) Never

1. List below the available text books in the library in teaching Social Studies in your institution

Author	Title

2. List the problems you experience in your effort to access teaching and learning resources used in Social Studies.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Appendix 6: Classroom Observation Schedule

NAME OF COLLEGE _____

SUBJECT _____

CLASS _____

LESSON/TOPIC. _____

1. Is the lecturer following a lesson plan?
Yes () No ()
2. Is the lesson plan adhering to the Scheme of Work? _____
3. What are the teaching and learning resources listed in the lesson plan?
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
 - (e) _____
4. List the ones used during the lesson.
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
 - (e) _____
5. Name any teaching and learning resources that were improvised during the lesson.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
6. How were the learners organized when using the teaching and learning resources during the lesson?
 - a. Individually ()
 - b. In pairs ()
 - c. In groups ()
 - d. Whole class ()

7. When was a teaching and learning resource used during the lesson?
- a. During lesson introduction ()
 - b. During lesson development ()
 - c. During illustration of a concept ()
 - d. During summary of the lesson ()
8. List any other relevant observation you made during the lesson.
- (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
 - (e) _____

Appendix 7: Interview Schedule for Principal

This interview will aim at obtaining information on the extent of selection and utilization of teaching learning resources by primary school college tutors in Kenya with specific references to private teacher training colleges in Nakuru County. All the information given will be strictly confidential and will be used for the purposes of this study only. Your cooperation will be highly appreciated.

1. What in your opinion is the adequacy level of teaching and learning resources used in teaching social studies in your college?
2. What can you comment on resource utilization in teaching social studies lessons in your college?
3. What problems do you and your teachers experience in resource utilization while teaching social studies?
4. Do teachers' competencies influence students' achievements in social studies?
5. How do availability and utilization of resources contribute to learners achievements in social studies in your institution?
6. How does the use of resources help you teach social studies effectively? State
7. Do your students always use learning resources by themselves when learning social studies on their own?
8. What reasons make you use teaching and learning resources when teaching social studies in your school if you do?