The Effect of Use of Learning Resources in Teaching Social Education and Ethics in Bungoma District, Kenya

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Abstract
The study sought to find out the types of learning resources available for teaching Social Education and Ethics (SEE) in secondary schools in Bungoma District. A field survey design was used to carry out the research. Questionnaires, interview schedules and an observation checklist were used to collect data. The respondents included the personnel in charge of the District learning resource centre, 1920 Social Education and Ethics students of Forms 3 and 4 classes, 120 Social Education and Ethics teachers and 80 heads of humanities department. Descriptive statistics was used to analyze data. The study revealed that types of learning resources for teaching SEE were not adequately available in secondary schools. The most commonly available resources used for teaching SEE were: text books, radios, charts, maps, teacher made materials and newspapers. The study revealed that there were learning resources like reference books and newspapers but SEE teachers were not using them for teaching/learning. The study recommended that education policy makers should review the objectives of Social Education and Ethics and provide the necessary learning/teaching resources for effective implementation of the subject. The study was carried out to provide information to curriculum developers, the Kenya Institute of Education (KIE), the inspectorate and Ministry of Education on the status of learning resources for teaching SEE in secondary schools in Kenya to help identify the steps necessary for improving their availability and use.

Keywords: availing learning resources, effect, use, teaching social education, ethics, Bungoma district, Kenya

INTRODUCTION
Many scholars in the education sector have emphasized the need to use learning resources for teaching of any subject. This implies that learning resources make learning effective when used for teaching for easier attainment of the laid down objectives. Based on the same strength, this paper suggests that learning resources for teaching Social Education and Ethics (SEE) are vital for effective implementation of the subject in the field. Studies have been conducted by Ogoma (1987), Komen (1991), Munyiilu (1985) and Kiigi (1983) on various aspects of learning and teaching of different subjects like History, Christian Religious Education (CRE) and Geography. The most important finding of these studies has been the lack of adequate resources for teaching because teachers rely mostly on the use of textbooks. Probably SEE, being a new subject in the secondary school curriculum, has the same problems of inadequacy of resources for teaching.

Masinjila (1996) has reported that learning resources for teaching SEE are not available in secondary schools in Kakamega District. In fact, the District lacks SEE trained teachers yet a teacher is the central learning resource for any curriculum implementation.

The teachers who were found by the authors to be teaching the subject were trained in other disciplines like CRE or the sciences. Nevertheless, a wide range of instructional resources that could be used for teaching SEE are available in Kakamega District schools. They include projected visuals, audiovisuals, non-projected visuals, audio and community resources. In addition, resourceful equipment such as typewriters and duplicating machines were available. The textbooks used were mainly authorized by Kenya Institute of Education (KIE). These books were not comprehensive in the coverage of topics on SEE syllabus.

There is a shortage of teaching-learning resources in Kenyan schools. This shortage has been more pronounced in the district than in provincial schools. The findings by Masinjila (1996) indicate that none of the teachers reported complete lack of teaching learning resources. This paper on the status of learning resources for teaching SEE sheds more light on the resources available and the effect of their use for teaching in secondary schools in Bungoma District. Masinjila (1996) has concluded that shortage of teaching-learning resources could lead to a situation where both the teacher and students do not
have ready access to the necessary resources. This affects the effectiveness of the teacher because much time is spent looking for the required resources instead of selecting from those available. Maranga (1993) shares the same sentiments, that the amount of learning is affected if learning resources for teaching are not availed to students and teachers.

The Need to Avail Adequate Learning Resources

Although SEE was considered a strong subject when it was incorporated into 8-4-4 system of secondary school curriculum in 1986, there is still an outcry among the public over the degradation of morals reflected in the higher institution of learning. A number of secondary schools are still characterized by rampant strikes, description of school property and death of school children, reported drug abuse, trafficking and rape cases among other social evils. This is sound proof that there is a moral problem. In view of the above, the authors wondered why SEE is not meeting its intended objectives; yet, since its inception, the performance of SEE has generally been very good. The question of availability and use of teaching resources for SEE arises because resources are important in the teaching of any subject. For learners to derive maximum benefit from the study of SEE, educators have to be especially careful about the organization of learning experiences. These experiences could be internalized and retained by learners if types of learning resources are used for teaching SEE.

The view that the use of learning resources could improve the quality of learning in and out of the school has been reinforced by Mukwa, (1993, p. 1), Wendt (1975) and Hills (1986). These scholars observe that if learning resources are selected and used carefully, learning retention is made longer; learning becomes more interesting, effective and meaningful. This means that for any subject, SEE included, relevant learning resources are necessary for teaching in order to meet the objectives as laid out by the Ministry of Education.

To support this view, curriculum developers point out that no curriculum can be effectively implemented in the absence of adequate teaching/learning resources. This means that relevant types of resources must be made available for teaching SEE in order to enforce realization of its objectives. Maranga (1993) shares the same sentiments regarding the types of learning resources for teaching and he asserts that resources and methods of instruction among others affect the amount of learning that takes place; therefore, effective learning demands that resources are made available to the students. SEE as a discipline, however, faces a number of implementation problems as observed by stakeholders. Shiuendu and Omulando (1992) observe that SEE lacks both trained manpower and relevant learning resources. Moreover, Makori (1999) has proved that SEE lacks trained teachers for effective implementation in the field of learning.

Iolondo (1998) indicates that students do not apply part of what they learn in their practical life at school, and that they exhibit bad behaviour, a fact which proves that definitely SEE is not meeting its intended objectives as clearly indicated by upheavals in the learning institutions. For instance, the Daily Nation (1991, July 13) has reported that 19 girls died, 70 been raped, and many injured after boys ran amok in a Meru school. Educational experts have observed that without the relevant learning resources for teaching appealing to the learners in a way that learning becomes easier for achievement of intended goals is difficult for teachers. Bearing in mind these concerns, the authors therefore went to the field to establish the types of learning resources SEE teachers are using for instruction, and whether or not the resources used provide stimuli to learning in order to bring desirable change in the learner’s behaviour.

LIMITATION OF THE STUDY

The study was conducted in Bungoma District of Western Province of Kenya. It was only limited to secondary schools that had offered SEE for over five years and had it examined up to Form Four level. Since the authors were interested in contributing towards improvement of teaching SEE with learning resources, the fact that the research was conducted in only one district may make it slightly difficult to generalize its findings to Kenya as a whole.

The study also made use of Forms Three and Four SEE students, SEE teachers and departmental heads of humanities. These students had willingly chosen SEE as a subject of their interest as opposed to the Form Two students who did the subject because it was compulsory. As such, the responses from students in these two categories might have been influenced by the manner in which they ended up taking the subject. Moreover, resources used for teaching and learning vary depending on the types of school and locality, therefore, generalization of the findings may be restricted to the District. However, the methodology of the study may be used in carrying out localized studies elsewhere as such; the findings of the study may go a long way in shedding light on the current state of the types of learning resources used for teaching SEE.

MATERIALS AND METHODS

The study was conducted in Bungoma District of Western Province of Kenya. Bungoma District had 126 secondary schools by the time the study was conducted. The authors involved respondents from schools which offered SEE up to Form Four level and had had the subject taught for over five years. A total of 85 from 126 secondary schools were sampled and
five of those used for piloting did not participate in the study. Data was collected from 80 secondary schools, out of which 39 were both day and boarding. The study also targeted 80 heads of humanities department, 120 SEE teachers’ 1920 SEE students and 1 person in charge of the District learning Resource centre. This study used simple random sampling technique to select schools and students to participate in the study.

The authors developed, tested and revised the questionnaires before using them. There were four questionnaires, an interview schedule and an observation checklist. These instruments were developed basing on the study objectives. The information provided by a review of past literature was used to construct the questionnaires. Major areas identified and used to construct instruments were: teacher qualification and experience, availability and use of learning resources for teaching, selection and use of resources for teaching, and possible suggestions of SEE teachers towards use of types of learning resources.

Descriptive statistics were used to analyze the data. Inferences were then made from the data to gauge the extent to which types of learning resources were available, used and the extent to which the use of resources affected the behaviour of students. A description of information from the learning resource centre was done.

RESULTS AND DISCUSSION

Types of Learning Resources Available in Schools

This study assessed the types of learning resources available for teaching SEE in secondary schools in Bungoma District. The findings of learning resources available as indicated were as follows: life periodical were 36(45%), recommended textbooks were 40(50%) and newspapers 4(5%). Visual Aids like: models 40(50%), pictorial materials 20(25%), globes and maps 20(25%) were also available. Audio-visual aids like motion pictures television 36(45%) were also available. Audio Aids like radio 44(55%), and the Kenya Institute of Education textbooks 80(100%) were available in schools as reported by the departmental heads of humanities. The SEE teachers reported the types of learning resources available in general as follows: printed Aids 26(22%), visual aids 26(22%), Audio aids and Audio visual aids 17(14%) and reference books 51(42%), all were available in schools.

The findings indicated that most schools had KIE books, Audio aids, models and recommended textbooks. Computer-assisted instruction materials 10(9%) were also available. Only HODs reported 100% availability of KIE textbooks. An examination of the responses within the secondary schools revealed that some schools did not have the recommended ME textbooks. The numbers of schools with visual, audio and audio-visual aids which are normally said to have much impact on learners’ senses when used for teaching were not adequate. Opaque and overhead projectors were lacking in schools. Audio equipment is an aid which appeals to the learners’ sense of hearing. The tape recorder can be used in recording information to be replayed back to students later on. On the other hand, the radio is a resource that at times can supplement the teacher’s work, especially during radio broadcasts to schools. The findings indicated inadequacy of audio-visual and audio aids for teaching SEE.

Table 1: Learning Resources available in Schools

<table>
<thead>
<tr>
<th>Types of learning resources</th>
<th>Frequency of Response</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed aids: Periodicals</td>
<td>36</td>
<td>45%</td>
</tr>
<tr>
<td>Recommended textbooks</td>
<td>40</td>
<td>50%</td>
</tr>
<tr>
<td>News papers</td>
<td>04</td>
<td>5%</td>
</tr>
<tr>
<td>Total number of HODs</td>
<td>80</td>
<td>100%</td>
</tr>
<tr>
<td>Visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides, film strips Models</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>50%</td>
</tr>
<tr>
<td>Pictorial materials</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td>Globe and maps</td>
<td>20</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100%</td>
</tr>
<tr>
<td>Audio-visual aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motion pictures and television</td>
<td>36</td>
<td>45%</td>
</tr>
<tr>
<td>Total number of SEE teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio aids-radio</td>
<td>44</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100%</td>
</tr>
<tr>
<td>Recommended aids</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed aids</td>
<td>26</td>
<td>22%</td>
</tr>
<tr>
<td>Visual aids</td>
<td>26</td>
<td>22%</td>
</tr>
<tr>
<td>Audio visual aids</td>
<td>17</td>
<td>14%</td>
</tr>
<tr>
<td>Reference books</td>
<td>51</td>
<td>42%</td>
</tr>
<tr>
<td>Total number of SEE teachers</td>
<td>120</td>
<td>100%</td>
</tr>
<tr>
<td>Other resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer assisted instruction Opaque projectors</td>
<td>10</td>
<td>9%</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

This was attributed to the fact that the audiovisual aids, though important, were expensive resources, yet schools did not have funds to purchase them. The 35(45%) who indicated availability of audio visual aids could be among those who utilized these resources as indicated in Table 2, where 24(20%) teachers acknowledged the use of television for teaching. Availability and frequent use of this resource can help leave a permanent mark in the minds of the learners. Therefore, such resources
should not be over-looked; instead the relevant authorities should make efforts of providing for them. The audio-visual and audio equipments are valuable types of learning resources that the authors considered important because of the role they play in learning process. As reported by Sampath et al. (1990, p. 27), psychologists say that we learn 11 percent through hearing and 83 percent through sight and, we remember 30 percent of what we see, 50 percent of what we see and hear.

Despite the shortage of learning resources, some schools showed an attempt to provide teachers with some of the basic resources for teaching. The study also sought to establish whether or not special classrooms were available for teaching and storing learning resources for SEE. The findings indicated lack of such provision. This implied that SEE was not considered a special subject because subjects like Home Science, Art and Craft, Biology and Chemistry had special rooms. This kind of provision (special room) is among the three prerequisites which Oshungboulum (1984) views as determinants of good quality education. He refers to them as physical facilities. This implies that a special room is a learning resource, which can ensure good teaching, organization and storage of learning resources.

The provision of special classrooms in which SEE is taught is one of the pre-requisite of good teaching organization. Storage of learning resources can be done in private rooms that have an added advantage to creating a conducive atmosphere for learning. Lack of learning resources and special classrooms for teaching and storage implied that the objectives of SEE teaching would be affected. This is why Maranga (1993) argues that resources and methods of instruction affect the amount of learning that took place.

The use of learning resources is valuable because students have acknowledged that they help to shape their character. For instance, pictorial materials could be used by teachers to give students vivid impressions of events and features. A variety of pictures like a photograph involving a story of some kind could be described, discussed and related to real-life experiences by the students. Photographs of mob justice or a newspaper clip of a burnt school could be used to stimulate students into discussing the social behaviours depicted and their moral implications. The shortage of learning resources may affect the development of student’s skills on reading, observing, listening and communicating (American Association of School Libraries, 1975).

Types of Learning Resources Available at the District Learning Resource Centre

This study sought to establish the types of learning resource available in the resource centre. It emerged that the resources that were available and could be used to teach SEE included textbooks, reference books, newspapers, magazines, pictures, charts, maps, models, a videocassette recorder, and a radio. Most textbooks available in large numbers were mainly relevant for English teachers. Audio aids like the radio and video cassette recorder were limited due to lack of finances. The interviewee reported that teachers borrowed learning resources specifically for teaching SEE. This was accounted for by lack of interest to teach the subject as indicated by 24(30%) teachers. Such teachers were not committed.

The personnel in charge of the District learning resource centre indicated the usefulness of the available resources in teaching any subject. They could be used to widen the range of student’s experiences, which is a process that fosters non-verbal learning. According to Bruner (1963), learning resources for teaching are important because all experiences human beings derived in any learning situation were often from three sources with; direct sensory contact (inactive), pictures or some other form of subjects. Bruner (ibid.) adds that these objects involve observing (iconic) and oral or printed words, which involve symbolizing. The study concluded that since learning resources were important tools in enhancing earning experiences, teachers should be encouraged to borrow from the resource centres.

Adequacy of Types of Learning Resources used for teaching SEE

This study investigated the extent to which learning resources were used for teaching SEE. The main aim was to ascertain the adequacy of these resources and whether or not they were used to the maximum for teaching SEE.

The findings indicated the extent to which learning resources, that could help students to internalize the learnt content used was adequate. It was established that 7(9%) teachers acknowledged adequacy of learning resources in the schools, 37(46%) did not have adequate resources, 13(16%) did not know whether such resources existed or not, neither were they sure of the adequacy or inadequacy of the resources. However, 23(29%) teachers confirmed that their schools did not have enough learning resources. Only 37(46%) teachers recorded a higher percentage of adequacies of resources. This information is quite contradictory because whereas educational experts have affirmed the importance of learning resources in helping students to internalize learnt content only a smaller percentage of teachers acknowledged adequacy of such resources in their schools. Such a fraction, better explained why SEE objectives, had taken a long way to be realized by the time the study was conducted. Summation of the last three responses gave a clear indicator towards the downfall of SEE,
which is viewed as a channel of morals in students. Taylor (1975) sees the need for a proper channel to enlighten the youths on morality in a changing society to try and curb problems of corruption, drug abuse and violence at all levels and general moral decay in the society. SEE was entrusted with this role, which could be better realized with adequate availability of types of learning resources for teaching. However, the study found inadequate types of learning resources for teaching SEE in secondary schools in Bungoma District.

**Effects of use of Types of Learning Resources for Teaching**

Students were asked to respond to various statements to ascertain the influence of learning resources on their behaviour. In total, 1056 (55%) of the students agreed to the statement that ‘the types of learning resources used make knowledge in SEE more life-like and interesting hence change in behaviour of students’, and 576 (30%) of them were undecided while 288 (15%) strongly disagreed to the statement. A total of 1344 (70%) students agreed to statement that ‘Learning Resources expose students to practical experience hence they are to developed sound moral principals’. In response to the same statement, 384 (10%) strongly disagreed while 192 (10%) strongly disagreed.

In the light of the first and second statements, there is a behavioural aspect which could be observed. This could be interpreted to mean that when relevant resources, like audio visual aids, are used, a teacher is able to measure the extent to which, it has influenced the learner by observing student’s behaviour. In this case, when they respond to issues positively, the Table 2: The Impact of Learning Resources used for teaching SEE

<table>
<thead>
<tr>
<th>Response statement</th>
<th>Frequency of Response</th>
<th>Total number of students and percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The types of Learning resources used make knowledge in SEE more life-like and interesting hence change in behaviour of students</td>
<td>Agree: 1056(55%), Undecided: 576(30%), Strongly Disagree: 288(15%)</td>
<td>1920(100%)</td>
</tr>
<tr>
<td>2. Learning Resources expose students to practical experiences hence they are able to develop sound moral principals</td>
<td>Agree: 1344(70%), Undecided: 384(20%), Strongly Disagree: 192(10%)</td>
<td>1920(100%)</td>
</tr>
<tr>
<td>3. Students can be morally upright if teachers frequently used certain types of Learning Resources like audio aids, Audio visual aids and visual aids</td>
<td>Agree: 1728(90%), Undecided: 192(10%), Strongly Disagree: 0%</td>
<td>1920(100%)</td>
</tr>
</tbody>
</table>

The low percentage of 192(10%) students who were undecided about the statement seemed to suggest that they had not recognized the role of types of learning resources used for teaching as a sign that probably their teachers were among those who did not see the need of use of learning resources because they achieved their objectives in SEE. Such teachers were ignorant of the role of audio and audio visual aids in enhancing the morals of students as recorded by greater percentage of response to the statement. In the light of Sampath et al.’s (1990) views on learning, there is higher percentage retention of 50 percent of what we see and hear and 80 percent of what we say. Such an impact could be felt through use of aids which appeal to all the senses of a learner.

**CONCLUSION**

The fact that the types of learning resources for teaching SEE were not available in schools could affect the implementation of SEE in the field; mainly...
because for any subject to meet its objectives, all the necessary types of learning resources should be availed. As observed, very little efforts has been directed towards SEE implementation. SEE lacks manpower, trained teachers and the necessary resources for teaching.

The findings indicated that the types of learning resources which were found being used for teaching SEE did not have a lot impact on the learners. Basing on these findings, the study concluded that those learning resources were not appealing to all senses of the learners. This affects the implementation of SEE in the field because resources used could not effect a change in behaviour of learners. There were resources at the learning centre, which the study concluded that if properly utilized by the SEE teachers to teach, could fill the gap of inadequacy of learning resources. Since teachers were found not to be borrowing resources from the learning resource centre was an indication of that possibly they were not informed, especially considering a number of them were not trained to teach SEE.

The shortage of types of learning resources in schools might be as a consequence of incorporating SEE in the secondary school curriculum before developing the necessary learning resources for teaching the subject content. The study therefore concluded that if the curriculum revised the objectives of SEE to be as that of moulding a learner into a better person, then they could make available those types of learning resources necessary for teaching the subject. Among those teachers rated the highest needed learning resources were those that could better utilized to cater for students from different ethnic backgrounds.

Furthermore, since this study is the only one of its kind done in Bungoma District, the findings in the respective area are down to earth although there may be generalization where possible. To add on this, the approach used in the research is different from that of other researchers. Therefore, the research will help teachers acquire new interests, motives and insights that will renew their energy and motivations. Conclusively, it is hoped that the study will revitalize teachers’ use of types of learning resources having known the impact attained when they are used for teaching.

RECOMMENDATIONS
Firstly, it was established that types of learning resources, if carefully selected and used, were important tools which, could be used to bring about achievements of objectives of any subject and SEE is not an exceptional. Therefore, the study recommends the information discussed in this study be made public so that both teachers and the public in general can get access to it. The preceding findings indicated that SEE as a subject offered in schools lacked teachers with skills to handle the subject and a general lack of types of learning resources for effective realization of its objectives. This could account for the public condemnation of SEE as a subject entrusted with the responsibilities of passing morals to the learners to help them suit in the school community, the society, the nation and the world at large. Therefore, trained teachers with skills in SEE could make use of the available resources and if possible create others in order to have the realization of SEE objectives.

REFERENCES


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