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**RESEARCH ARTICLE**

# ANALYSIS OF THE AVAILABILITY OF NON-PROJECTED MEDIA RESOURCES IN THE TEACHING OF GEOGRAPHY IN PUBLIC SECONDARY SCHOOLS IN KOIBATEK DISTRICT, KENYA

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**ABSTRACT**

Geography is one of subjects that can be studied as a physical or social science at high schools level in Kenya. In secondary education it is currently an optional subject at upper secondary education. There have been concerns over declining performance in geography at national examination, especially areas that test students' knowledge of field work, map work and physical geography. Coincidentally these are the areas where non-projected media resources are most used. This study sought to determine the availability of non-projected media resources in teaching of geography in public secondary schools in Koibatek District. A sample of 70 geography teachers, 35 head teachers and 314 students were sampled using purposive and stratified random sampling. Data collection was done by use of questionnaires, observation and content analysis. The findings of the study established that most schools had non-projected resources, though a limited supply and were rarely used. However, some schools lacked some important resources such as geography rooms, facilities for field work, weather station and library services. The study has recommended for an urgent review of curriculum and increased supervision to ensure that curriculum is fully implemented, and refresher courses be given to teachers on the use of these resources.



## INTRODUCTION

While geography as a field of study has been taught in many parts of the world for several centuries, in Kenya, it started with the introduction of formal education in early 20 century (Osakwe, 1994; Kenya Institute of Education, 2000). As a teaching subject, geography is well developed in secondary schools and tertiary institutions of learning. Osakwe (1994) observes that the teaching of geography over the years has changed. He argues that while initially the teaching of geography concentrated more on location of features, modern approach in the teaching of the subject lays great emphasis on spatial interrelationships, relative location and regular concepts. These concepts according to him lay great emphasis on physical and human phenomena, with the overall goal of promoting international co-operation and peaceful co existence of humanity. Although the subject is taught generally at high school level, it is examined as two separate papers in the national examinations. Analysis of the reports of Kenya National Examinations Council (KNEC) on geography done between 1989-2007 reveal that students have consistently performed poorly in paper one compared to paper two (KNEC, 1990; KNEC 2007). These reports blamed poor performance in geography on among other things inadequate syllabus coverage, poor language skills to draw and interpret diagrams and sketch maps, negative attitude towards paper one and inadequate use of non-projected media resources in the teaching of geography. While looking at the relationship between resources availability and performance in examinations, Kamunge (1999) blamed poor performance in national examinations on inadequate teaching materials in most schools, thus vindicating KNEC's earlier reports. Whereas non-projected media resources are used in the teaching of geography generally, it is more used in the teaching of geography paper one as the latter deal with map-work, physical geography and field work. The pivotal role of non-projected media resources in the teaching of geography is well documented by many scholars. Motanya (1996), for instance, maintains that visual imagery provide authentic background, which helps to remove previously held misconceptions among the learners. Gospsil (1973) have extended this by asserting that non-projected media resources provides greater opportunities for stimulus variation, thereby creating a good learning environment in which students participate in finding out and interpreting what they observe. While some scholars have looked at these media resources because of the value they add in the teaching of geography, others like World Bank (1988) and Kafu (1976) have stressed their use on the fact that many of them are not only cheaper than projected media resources but could also be easily improvised from locally available resources. More recently, due to increased financial pressure on government toward education following the introduction of free and compulsory primary education in 2003, the government has urged school administrators and respective instructors to creatively use locally available resources for effective teaching (MOEST, 2003).From the foregoing it is clear that non-projected media resources form an integral part of teaching resources. Their significance as demonstrated by different scholars and organizations range from local availability, clarity and cheaper in cost compared to projected media resources. Although their local availability is highly hailed, there was no study prior to the current one that attempted to analyze the availability, adequacy and constraints faced in their acquisitions and use. The current study was done in Koibatek district, one of the districts curved out of the larger Baringo district. It is one of the arid and semi-arid (ASAL) districts, and considered one of the marginalized and hardship zones. It has about 35 public secondary schools and a handful of private ones.

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### Statement of the Problem

The field of geography enables us to appreciate how places and landscapes are formed, how people and environments interact and

associated consequences, and the interconnection between cultures and societies. Teaching resources in geography include both projected and non-projected media. The inadequate use of non-projected media has been cited as one of the causes of poor performance in geography in the national examinations. But despite the value non-projected media resources add to the understanding of geography it has never been critically evaluated by many scholars as various studies and literature reveal. It is against this background that this study analyzed these media resources in terms of their availability in the teaching of geography in public secondary schools in Koibatek district, Kenya

**Purpose of the Study**

The purpose of the study was to analyze the use of non-projected media resources in teaching of geography in public schools in Koibatek District. Geography as a field of study helps society to make sense of the environment and further develops in them an understanding about why places differ (Osakwe, 1994). The significance of geography as among school going children is embedded in the fact that it enables them not only in understanding their environment but also how the environment cart sustainably be used for the benefit of both present and future generations.

**Objectives of the Study**

The main objective of the study study was to assess the availability of non-projected media resources in the teaching of geography in public secondary schools in Koibatek district.

## METHODOLOGY

The study adopted descriptive survey design. The study design was descriptive survey and its Methodology was both qualitative and quantitative in approach. The study was carried out in Koibatek District which has 35 public registered secondary schools with about 4300 geography students, 100 geography teachers and 35 head teachers. The study used purposive sampling and stratified random sampling to select respondents. Questionnaires, content analysis and observations were data collection instruments for the study. Questionnaires had both structured and unstructured questions to facilitate standardized responses and to give respondents the latitude to respond without restrictions. Quantitative data from closed ended parts of questionnaires was analysed using descriptive statistics in form of means, frequencies and percentages. Qualitative data from open-ended parts of the questionnaires were analysed in an on-going process through sub-themes and themes as they emerged. The results were presented in tables, pie charts, graphs for ease of comprehension.

## RESULTS AND DISCUSSIONS

**Availability of Non-projected Media Resources in teaching of Geography in Public Secondary Schools in Koibatek District**

The study sought to establish availability of non-projected media resources in public secondary schools in Koibatek district. Information on availability of non projected media resources was sought from geography students, teachers and head teachers in public secondary schools in Koibatek district. The findings are presented in the Table 1 below: The findings of the study reveal that 100% of geography teachers were of the view that chalkboards were available in their respective schools. A further 82% conceded that text books were available in schools. Other items that teachers indicated were available were graph papers, diagrams, geography rooms, specimens, weather station, community resources, models, wail maps and photographs representing 72%, 12%, 17%, 21%, 29%,12%, 21%, 60% and 42% respectively. While these results indicate that non-projected media resources cited above were available in public secondary schools in Koibatek district, it should be noted here that some resources were completely lacking in some secondary schools. Such resources as weather stations, geography rooms and community resources were absent in newly established schools. The geography teachers' and head teachers' opinions were compared on the availability of non-projected media resources in their respective schools. There was concurrence that text books were available with no variability in geography teachers' and head teachers' responses. They all agreed that chalk boards were available in public secondary schools in Koibatek district, on text books and graph papers 62% and 68% of head teachers stated that they were available respectively. With regard to the availability of diagrams and geography room, 52% and 3% respectively stated that they were available. On community resources, 13% of school heads pointed out that the media resources were available. The findings also reveal that 23% of school heads observed that weather stations were available, thus implying their availability albeit in fewer public schools. The results also reveal 39%, 12%, 39% and 35% of school heads were of the view that, wall maps, models, photographs and specimens were available respectively. Figure 2 provides further illustration of the results.

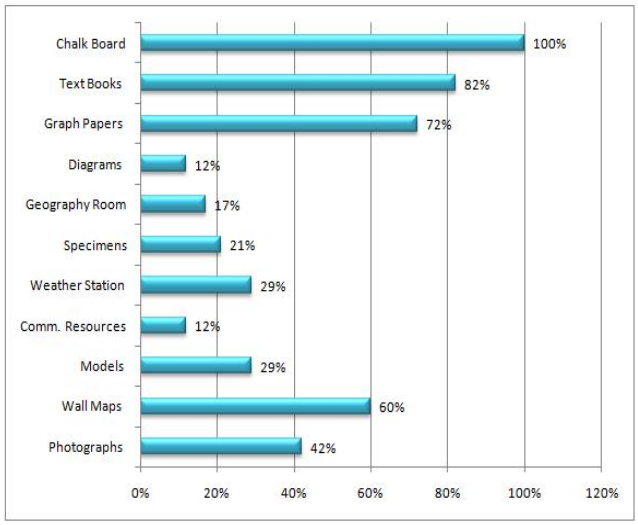


**Figure 1. Availability of Resources According to Geography Teachers**

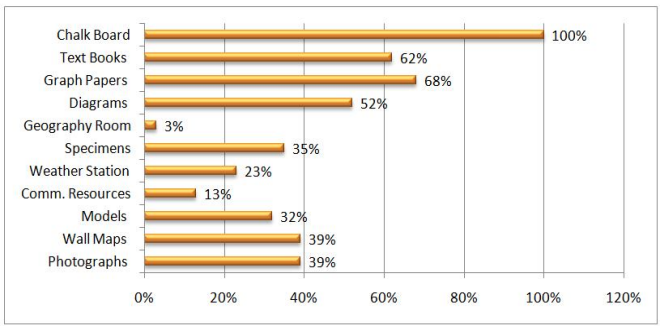


**Figure 2. Head Teachers' Response on Availability of Resources**

In summary, according to school heads most of the non-projected media resources were available. But as mentioned earlier their availability does not apply to all schools. Some schools had all the cited media resources, while others had some but not all. This availability of these media resources may point to their significance in the effective implementation of high school syllabus. However, the flipside of these findings is that some schools lacked critical resources, and this inevitably adversely affected the quality of curriculum implementation. For example field work, specimen, geography rooms and weather stations are very important in complementing theoretical concepts learnt in classroom setting. But what is more worrying is the fact that geography teachers and head teachers had different knowledge on the availability of these resources. There were few areas of agreement on the availability and spread of these media resources. This variability is presented in Figure 3 below.

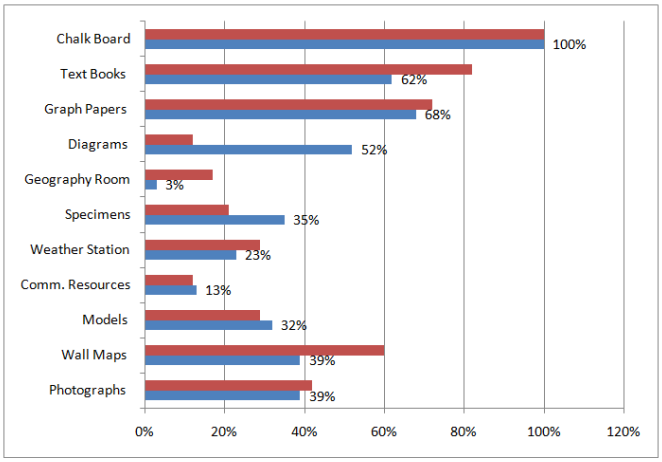


**Figure 3. Geography Teachers and -Head Teachers' Response on Availability of Resources**

The significance of non-projected media resources in teaching has been echoed by. (UNESCO, 1984). It observed that learning of science and geography (physical, map work and field work) is better achieved where learners are active participants in the learning process. Similar sentiments have been echoed by Marcus, Cooper and Sweller (1996), in which they maintain that learners understand instructions better if instructions are represented diagrammatically than if they were given in prose. It is held in this study that the use of materials like books, pictures and display of specimens make learning more meaningful in addition to gaining active participation of the learners. The observation made on the teaching of geography shows the importance of non-projected media resources in the teaching of geography. From the findings of geography teachers and head teachers on availability of non- teaching media resources, majority of them were of the view that the media resources were generally available in Koibatek schools.

## Conclusion

Based on the findings above it is clear that a combination of factors ranging from resource scarcity, negative attitude and structural strains has negatively affected the use of non-projected media resources in public secondary schools in Koibatek district. Most schools in the district never considered some of these resources critical in effective implementation of geography syllabus. This is supported by the fact that non-projected media resources were not fully utilized in schools where they were available. Worse still is the fact that in most schools, head teachers and geography teachers were not sure of the state of these resources in their institutions given the wide variations in their responses when asked to state the availability and adequacy of these resources in their institutions.

## Recommendations

The results of this study show that for better understanding of geography concepts and skills, the use of non- projected media resources is paramount in the teaching of geography. Thus the Ministry of Education needs to equip the schools with non-projected media resources in order to minimize unavailability of media resources.

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