

Criteria for Selecting Relevant Learning Resources by Teachers of Social Education and Ethics in Bungoma District, Kenya

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Abstract

This paper examines the types of learning resources used, teachers' criteria for selecting them, the relevance of the types of learning resources selected and used for teaching Social Education and Ethics (SEE). The study was carried out in Secondary Schools in Bungoma District, Kenya, as part of a response to the public outcry over the degradation of morals in secondary schools in Kenya. A field survey design was used. 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 and inferences were made for the same. Teachers were found to be picking any learning resource that was available or at times ignoring the use of those available. The study concluded that for better selection and effective use of types of learning resources, the stake holders like the head teachers, the Ministry of Education and all heads of departments should encourage holding of frequent meetings at departmental level; give incentives to SEE teachers and HODs. Through such meetings teachers could be enlightened on the positive impact of the use of learning resources on students. The study is useful to scholars and other readers as it highlights issues concerning the use of learning resources for teaching SEE, specifically, among other subjects. Its findings could be used by policy makers in education to put a lot of value on SEE.

Keywords: Examining, Criteria, Teachers, Social education, Ethics, Bungoma district, Kenya

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