

Availability and Use of Instructional Materials in the Teaching of Conflict and Conflict Resolution in Primary Schools in Nandi North District, Kenya

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Abstract

This paper examines the availability and use of instructional resources necessary for teaching Conflict and Conflict Resolution as a topic in Social Studies subject in primary schools in Nandi North District in Kenya. The study was carried out through descriptive survey. The study population included Social Studies teachers in Kosirai Division of Nandi North District. From this population, a sample of 45 standard seven Social Studies teachers was drawn using purposive sampling. The instruments used for data collection were: a questionnaire, document analysis and classroom observation checklist. Descriptive statistics namely: frequencies and percentages were used to analyze the data. The findings of the study showed that many of the primary school Social Studies teachers had not attended any in-service courses to induct them on how to teach emerging issues like Conflict and Conflict Resolution in the current primary curriculum. The teachers also lacked sufficient instructional materials for effective teaching of the topic. The conclusion drawn from the study was that the current preparation of teachers to teach Conflict and Conflict Resolution is inadequate with regards to their ability to design relevant teaching and learning resources and effectively use them in the teaching and learning process. In addition the available instructional materials in the sampled schools were insufficient. The study recommended the need for Social Studies teachers to be retrained and sensitized on the appropriate instructional materials for teaching Conflict and Conflict Resolution.

Keywords: Availability, Use, Instructional materials, Teaching, Conflict, Conflict resolution, Primary schools, Nandi North district, Kenya

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