



AVAILABILITY AND USE OF INSTRUCTIONAL MATERIALS IN THE TEACHING OF CONFLICT AND CONFLICT RESOLUTION IN PRIMARY SCHOOLS IN NANDI NORTH DISTRICT, KENYA

Hilda Ng'etich Tuimur¹ --- Bernard Chemwei^{2†}

¹Mosoriot Teachers Training College, Kenya

²Department of Education Kabarak University, Kenya

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.

© 2015 Pak Publishing Group. All Rights Reserved.

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

† Corresponding author

DOI: 10.18488/journal.61/2015.3.6./61.6.224.234

ISSN(e): 2310-3868/ISSN(p): 2311-6897

© 2015 Pak Publishing Group. All Rights Reserved.

Contribution/ Originality

Learning occurs best when a multiplicity of senses are involved, other than overreliance on verbal communication alone. Instructional materials are quite important for effective teaching of conflict and conflict resolution. As such, this study contributes in the existing literature of instructional technology because there exist a lot of constraints in the effective teaching of Social Studies and by implication conflict and conflict resolution in Kenyan schools. This study will be useful to teachers who will carefully select and skillfully handle the resources to make their teaching effective. Besides they will be able to know the criteria for selecting and evaluating resources. This study provides information to Ministry of Education on the prevalent practices/approaches regarding the implementation of the topic (being an emerging issue) in the primary Social Studies curriculum. It will also provide information on instructional materials to publishers so that they can prepare relevant teaching/learning materials.

1. INTRODUCTION

One important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete.

These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2006).

It is held that good teaching resources can never replace the teacher but the teacher uses them to achieve their teaching and learning objectives. Some of the instructional materials necessary for effective teaching and learning of Social Studies include the chalkboard, models, graphs, charts, maps, pictures, diagrams, cartoons, slides, filmstrips, radio, and television (Kochhar, 1991). The importance of the use of these materials cannot be underscored.

This has been emphasized by a number of scholars. Lockheed (1991) says that instructional materials are critical ingredients in learning and that the curriculum could not be easily implemented without them.

Kochhar (1991) adds that a teacher who has adequate and relevant teaching facilities is more confident, effective and productive. Similar sentiments are shared by Steel (1983) who asserts that relevant instructional materials enable the learners to have a clear understanding of Conflict and Conflict Resolution.

Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. The work of Sampath (1990) graphically explain that people learn more through the senses of sight and hearing compared to other senses.

Table-1. Percentages of what is learnt using Different Senses

Senses used when Learning	% of what is learnt
Taste	1.0
Touch	1.5
Smell	3.5
Hearing	11.5
Sight	83.0
Total	100.0

Source: [Sampath \(1990\)](#)

Sampath also notes that we remember more when we see, hear, say and do.

Table-2. What is remembered from Learning Activities using Different Senses

Learning Activity	% of what is remembered
What we read	10
What we hear	20
What we see	30
What we see and hear	50
What we say and do	80

Source: [Sampath \(1990\)](#)

The implication here is that for more knowledge to be internalized, more of the learner's senses have to be stimulated other than hearing alone. In learning and teaching, the various senses can be stimulated through the use of audiovisual materials. In teaching Conflict and Conflict Resolution, the Non-Violence Education Programme asserts that the flip chart teaching tool is a stand-alone material that can be used in any classroom without the expense of additional resource. At the same time, [Walkin \(1982\)](#) says that instructional materials have to meet the learning objectives, be validated and their impact be evaluated. But [Jarolimek and Parker \(1993\)](#) are of the view that instructional materials for Social Studies need to be evaluated carefully before, during and after they have been used. This is because it is the teacher and not the media who produce exciting programmes for children. As such, apart from being available and adequate, instructional materials should also be used appropriately. No material is entirely self-teaching; they all require a teacher to set the stage for learning to take place because materials of instruction can be no better than the teachers who use them. In summary, [Romiszowski \(1988\)](#); [Walkin \(1982\)](#) and [Hills \(1982\)](#) concur on the fact that if instructional materials are properly selected and used, the following would occur:

- Learning would be interesting and meaningful.
- Knowledge acquired would be retained for a longer time.
- Different skills would be acquired by learners.
- Students would be actively involved during lessons.

From the above views, it is clear that instructional materials are essential for effective teaching of Conflict and Conflict Resolution in Social Studies and should be made adequately available in all schools. To help teachers become better teachers, most schools in developed countries are provided with a variety of instructional materials and equipment. But the situation in Primary

schools in Kenya is quite different. The Kenya Institute of Curriculum Development (KICD) carried out a summative evaluation of the 8-4-4 in the secondary school curriculum. It emerged that if learning materials were to be used effectively, then there was need for provision of adequate resources and facilities.

Teaching materials needed for inquiry methods are sometimes non-existent and relatively expensive when available. [Ogoma \(1987\)](#) in a survey on resources for teaching in Nairobi primary schools, has found that teachers are not eager to use the available instructional materials or even produce them. [Komen \(1991\)](#) in a similar study in Baringo District, found out that instructional materials are inadequate.

Similarly, [Malakwen \(2000\)](#) on teacher trainers and trainees' attitudes towards the implementation of Social Studies curriculum in Kenya's Teacher education institutions, noted that the materials that trainees use in preparation for teaching practice in primary schools are inadequate and of low quality. Most of these studies on the teaching of Social Studies were carried out before the introduction of the new Social Studies Syllabus in 2002. In the new syllabus, emerging issues like Conflict and Conflict Resolution have been introduced. For these topics to be effectively taught there is need to adequately avail and effectively utilize instructional materials. This paper, therefore, assesses the availability and use of instructional materials by Social Studies teachers in primary schools in Kenya in teaching Conflict and Conflict Resolution.

2. STATEMENT OF THE PROBLEM

There have been increasing criticisms on the teaching of Social Studies in primary schools in Kenya, especially with regard to the teaching methods and instructional materials. The teaching of Social Studies in Kenyan classrooms has been dominated by lecturing and giving of notes, accompanied by use of the chalkboard only and prescribed textbooks (African Social and Environmental Studies Programme ([African Social and Environmental Studies Programme, 1993](#))).

One of the emerging issues included for teaching and learning in the Social Studies syllabus in the Kenyan primary schools is Conflict and Conflict Resolution.

The objective of teaching this topic is to enable the learners to understand the factors that cause disputes and demonstrate the ability and readiness to amicably resolve their own disputes in and out of schools ([Kenya Institute of Education, 2002](#)). For this learning objective to be achieved the teacher must select the instructional procedures and materials that will enable the learner to internalize, retain and apply what has been learnt.

Only then can the learners productively apply what they learn in everyday life. [Ogoma \(1987\)](#) in a study on resources for teaching in Nairobi primary schools, points out that teachers are not eager to use the available resources.

Moreover, [Komen \(1991\)](#) observes that instructional materials are inadequate and at the same time, teachers are not adequately prepared. It was against this background that the study was carried out to investigate the teaching of the topic on Conflict and Conflict Resolution in Social Studies in primary schools in Nandi North District in Kenya.

3. LIMITATIONS OF THE STUDY

Since the sample subjects were few, the results may not be generalized to other areas. Nevertheless, the research findings reveal a lot about the current state of teaching methods and materials for teaching Conflict and Conflict Resolution in Social Studies and the attitude of teachers towards these. Moreover, Kosirai Division was in a rural setting hence the findings obtained may not apply to schools in peri-urban and urban setting. Another limitation had to do with the fact that since the topic is taught once a year in Class Seven, the researchers had to inform the teachers in advance about the observation of the lesson. As such, they may have prepared well for the lesson in order to mask the true picture of the activities of teaching and learning of Social Studies in their schools.

4. MATERIALS AND METHODS

The study was carried out in Kosirai Division, which is part of Nandi North District, in the formerly Rift Valley Province, Kenya. Kosirai is a rich agricultural region where crops like maize, potatoes and vegetables are grown. Dairy farming is also widely practiced. It covers an area of 3,784 km². The Division has three (3) educational zones, namely Mutwot, Lelmokwo, and Kosirai. Educational institutions include forty-five (45) primary schools, twelve (12) secondary schools, one (1) college and other tertiary institutions such as village polytechnics.

The research design adopted for the study was a descriptive survey. This kind of research was chosen because it would help reveal answers to questions concerning the current status of the teaching of Conflict and Conflict Resolution in Social Studies at the primary school level with regard to instructional methods and materials and the attitudes of teachers towards instructional methods and materials for teaching the topic. It was assumed the findings from the research would apply to other primary schools in Kenya because the same Social Studies syllabus is used in the whole country and the teachers of Social Studies in primary schools in Kenya are trained on how to use different instructional procedures and materials.

The target population consisted of primary school Social Studies teachers in Kosirai Division. The teachers were distributed in primary schools across three educational zones in the Division namely, a) Mutwot zone with sixteen (16) schools, b) Lelmokwo zone with fourteen (14) schools and c) Kosirai zone with fifteen (15) schools. The sample for the study was drawn from all the Standard Seven Social Studies teachers in Kosirai Division. One teacher was picked from each of the 45 schools. Purposive sampling was used to ensure that subjects were picked from Class Seven Social Studies teachers since they are the ones who do the actual teaching of Conflict and Conflict Resolution in class. Most of the schools in the Division had one stream of Standard Seven thus the teacher was automatically selected. Therefore, 45 teachers who taught social studies in class seven in primary schools in Kosirai Division were used for the study.

The instruments used for data collection in the study were: a questionnaire, document analysis and classroom observation checklist. After receiving the completed questionnaires, the author went through all of them to ensure that there were no mistakes in the marking of responses. Open-ended items were categorized and coded. An item-by-item analysis of the data was done using the Statistical Package for Social Sciences (SPSS) computer program where frequencies and

percentages were computed. The analyzed data was presented by use of tables and discussed in relation to the research questions and the reviewed literature so as to draw conclusions and make recommendations. Information from the teachers' guides was entered into a document analysis checklist. These were computed to get frequencies and percentages and the results presented in tables. Information from classroom observation checklists was coded and the data was analyzed where frequencies and percentages were computed and also presented in tables.

5. RESULTS AND DISCUSSION

5.1. Availability of Instructional Materials for the Teaching of Conflict and Conflict Resolution

The study sought to establish the available instructional materials for teaching and learning of Social Studies topics such as Conflict and Conflict Resolution. The results were as shown in Table 3 below.

Table-3. Availability of Instructional Materials for Teaching Conflict and Conflict Resolution in Social Studies

	Yes F(%)	No F(%)	Total F(%)
Pupils' Textbook	38(95)	2(5)	40(100)
Teachers' reference	40(100)	0(0)	40(100)
Chalkboard	40(100)	0(0)	40(100)
Wall maps	40(100)	0(0)	40(100)
Atlases	40(100)	0(0)	40(100)
Newspapers	16(40)	24(60)	40(100)
Charts	36(90)	4(10)	40(100)
Audio Tapes	2(5)	38(95)	40(100)
School Radio	8(20)	32(80)	40(100)
Pictures	28(70)	12(30)	40(100)
Magazines	6(15)	34(85)	40(100)
Television	2(5)	38(95)	40(100)
Notice board	20(50)	20(50)	40(100)
Resource Persons	26(65)	14(35)	40(100)
Computers	2(5)	38(95)	40(100)
Local environment	24(60)	16(40)	40(100)
Real objects	8(20)	32(80)	40(100)
Teacher-made notes	38(95)	2(5)	40(100)

Table 1 above presents the teachers' responses on the availability of specified instructional materials. All of the teachers, 40(100%), agreed that teachers' and pupils' textbooks, the chalkboard, wall maps, atlases and teacher-made notes were available. The findings further revealed that newspapers were available, according to a low percentage of teachers; 16(40%) agreed and 24(60%) disagreed on this. Inadequate availability of the requisite material may have hindered effective preparation and teaching of Conflict and Conflict Resolution in Social Studies. Conflicts are a part of everyday living. Newspapers update one on conflicts as and how they occur and how they have or have not been resolved. News on conflicts in parts of the country, continent and beyond could guide the teacher when preparing to teach the lesson.

Regarding charts, 36(90%) indicated that they were available while 4(10%) said they were not available. In contrast, for audio tapes 2(5%) agreed while 38(95%) disagreed that they were available. The absence of these resources could be attributed to the lack of electricity in most rural schools. This may have made the learners miss out on the development of listening skills as well as bringing reality into the lesson thus making the content applicable to their lives. [Jacinta and Regina \(1992\)](#) assert that audio tapes bring reality into the classroom and add interest and enjoyment to the lesson. The school radio was available to 8(20%) of the teachers while 32(80%) said they did not have it. Pupils should be exposed to radio lessons since they are tailored to provide perfect learning based on thorough preparation by KIE standards ([Jacinta and Regina, 1992](#)). Pictures were available to 28(70%) while 12(30%) gave a negative response. Magazines could be accessed by 6(15%) which was a small number compared to 34(85%) who could not access them. This implied that the teachers concentrated only on the approved textbooks in their preparation and teaching which may not have provided all the information for effective teaching of conflict and conflict Resolution. The findings also revealed that the television and the computer were available to only a handful 2(5%) while 38(95%) had no access to them. This may be explained by the fact that because of the rural setting, there was no electricity in most schools as earlier stated thus these gadgets could not be used. The teachers seemed to be keen on preparation for their lessons as 38(95%) agreed to teacher made-notes. A small percentage, 2(5%), did not have teacher-made notes and thus may have depended on textbooks only. Schools were generally ill-equipped with the instructional materials needed for effective teaching of Conflict and Conflict Resolution.

6. USE OF INSTRUCTIONAL MATERIALS WHEN TEACHING CONFLICT AND CONFLICT RESOLUTION IN SOCIAL STUDIES

Table 4 presents the frequency of use of instructional materials by Standard Seven Social Studies teachers when teaching the topic on Conflict and Conflict Resolution.

Table-4. Frequency of Use of Instructional Materials when Teaching Conflict and Conflict Resolution in Social Studies

Materials	Always F(%)	Occasionally F(%)	Never F(%)	Total F(%)
Pupils' textbooks	40(100)	0(0)	0(0)	40(100)
Teachers' references	38(95)	2(5)	0(0)	40(100)
Chalkboard	40(100)	0(0)	0(0)	40(100)
Wall maps	6(15)	32(80)	2(5)	40(100)
Atlases	14(35)	24(60)	2(5)	40(100)
Newspapers	22(55)	18(45)	0(0)	40(100)
Charts	8(20)	30(75)	2(5)	40(100)
Audio tapes	0(0)	4(10)	36(95)	40(100)
School radio	0(0)	6(15)	34(85)	40(100)
Pictures	12(30)	18(45)	10(25)	40(100)
Magazines	0(0)	8(20)	30(75)	40(100)
Television	0(0)	0(0)	40(100)	40(100)
Notice boards	6(15)	10(25)	24(60)	40(100)
Resource persons	0(0)	22(55)	18(45)	40(100)
Computers	0(0)	0(0)	40(100)	40(100)
Local environment	2(5)	26(65)	12(30)	40(100)
Real objects	0(0)	10(25)	30(75)	40(100)
Teacher-made notes	40(100)	0(0)	0(0)	40(100)

All the respondents, 40(100%), indicated that they always used pupils' textbooks and the chalkboard. This implied that the teachers made use of materials that were available as earlier indicated in Table 3. Regarding teachers' references, 38(95%) indicated that they always used them while 2(5%) used them occasionally. On wall maps, 6(15%) indicated they used them always, 32(80%) indicated that they used them occasionally while 2(5%) never used them. With regard to Atlases, 14(35%) indicated they used them always, 24(60%) said frequently and 2(5%) never used them. As the results in Table 4 show, 22(55%) indicated that they used newspapers always, 18(45%) said frequently. This implies that though newspapers may not have been available to some of them, 24(60%), as earlier shown in Table 3, they made an effort to access them for purposes of teaching Conflict and Conflict Resolution. Newspapers should be made available to all teachers in primary schools because from these newspapers they could link what they are teaching to everyday life. The findings further indicated that 8(20%) of the respondents always used charts, 30(75%) used them frequently and 2(5%) never used charts.

Majority, 38(95%), of the respondents indicated that they never used audio tapes while 4(10%) frequently used audio tapes. Regarding the school radio, none of them used it always, 6(15%) used it frequently and 34(85%) never used it. With regard to pictures, 12(30%) indicated that they used them always, 18(45%) frequently while 10(25%) never used pictures at all. This is not in keeping with the fact that one learns 83.0% through sight (Sampath, 1990). Pupils taught by the 10(25%) respondents were therefore disadvantaged. When asked to state the frequency of use of magazines, 0(0%) indicated that they used them always, 8(20%) used them frequently and 30(75%) never used them. This may be because they were not available to many of the respondents, 34(85%), as earlier indicated in Table 3; or they may have not been sensitized on the use of magazines in teaching conflict and conflict resolution. The study further revealed that none of the respondents used the television 0(0%). According to Sampath (1990) one remembers 50% of what they learn through sight and hearing. Learners should, therefore, be exposed to different teaching materials.

Table-5. Instructional Materials used in Class when Teaching Conflict and Conflict Resolution as observed during the Social Studies Lesson

Material	Yes F(%)	No F(%)	Total F(%)
Pupils' textbooks	6(100)	0(00)	6(100)
Teachers' textbooks	6(100)	0(00)	6(100)
Chalkboard	6(100)	0(00)	6(100)
Wall maps	0(00)	6(100)	6(100)
Atlases	2(33.3)	4(66.7)	6(100)
Newspapers	0(00)	6(100)	6(100)
Charts	0(00)	6(100)	6(100)
Audio tapes	0(00)	6(100)	6(100)
School Radio	0(00)	6(100)	6(100)
Pictures	1(16.6)	5(83.4)	6(100)
Magazines	0(00)	6(100)	6(100)
Televisions	0(00)	6(100)	6(100)
Notice boards	0(00)	6(100)	6(100)
Real objects	1(16.6)	5(83.4)	6(100)
Teacher-made notes	6(100)	0(00)	6(100)
Computers	0(00)	6(100)	6(100)
Local environment	0(00)	6(100)	6(100)

The notice board was always used by 6(15%) of the respondents; 10(25%) used it frequently and 24(60%) never used it at all. This is another material which seems to have been ignored yet it was available to 20(50%) of the respondents. Regarding resource persons, none of the respondents used them always, 22(55%) used them frequently and 18(45%) did not use them at all. All the respondents did not use the computers for teaching Conflict and Conflict Resolution. This may have been explained by the fact that the schools were in the rural set-ups where in most cases have no access to electricity. Another indication is that apart from providing textbooks the government should also provide computers. The local environment was always used by 2(5%), 26(65%) frequently and 12(30%) never. Teachers are encouraged to use the local environment in the teaching of conflict and conflict resolution, only then can the learners see the connection between what they are learning and the reality. None of the respondents used real objects always, 10(25%) used them frequently while 30(75%) never used them.

Table 5 presents the findings on the materials used by teachers when teaching conflict and conflict resolution. This information was collected using an observation checklist. Six lessons were observed and these were the findings.

As shown in Table 5 above, all of the teachers used the pupils' and teachers' textbooks, the chalkboard and notes they made. None of the teachers used wall maps, newspapers, charts, audio tapes, school radio, magazines, televisions, the notice board, computers and the local environment. This may imply that the teachers attempted to use whatever materials were available. There is need for them to be sensitized on the use of newspapers since through them they could relate the topic to everyday events to the learners. As indicated in Table 6, all the teachers' guides recommended the use of newspapers in preparation and teaching of conflict and conflict resolution. A small proportion 2(33.3%) teachers used atlases while 1(16.6%) used pictures and exhibits. Most of the Teachers' guide books recommended the use of pictures when teaching Conflict and Conflict Resolution. The teachers did not use them yet they had the teachers' guides and they may have come across the information recommending their use. They may have avoided using pictures due to lack of confidence on how to use them and its inadequacy, as earlier on indicated in Table 3 where pictures were available to only 28(70%) of them.

7. INSTRUCTIONAL MATERIALS RECOMMENDED IN THE PRIMARY SOCIAL STUDIES TEACHERS' TEXTBOOKS ON THE TEACHING OF CONFLICT AND CONFLICT RESOLUTION

Table-6. Instructional Materials Recommended by Primary Social Studies Teacher's Guides (approved by the Ministry of Education) on the Teaching of Conflict and Conflict Resolution

Item	Yes F(%)	No F(%)	Total F(%)
Pupils' book	6(100)	0(00)	6(100)
Chalkboard	6(100)	0(00)	6(100)
Wall maps	0(00)	6(100)	6(100)
Atlases	0(00)	6(100)	6(100)
Newspapers	6(00)	0(00)	6(100)
			<i>Continue</i>

Charts	0(00)	6(100)	6(100)
Audio tapes	0(00)	6(100)	6(100)
School radio	0(00)	6(100)	6(100)
Pictures	5(83.4)	1(16.6)	6(100)
Magazines	1(16.6)	5(83.4)	6(100)
Televisions	1(16.6)	5(83.4)	6(100)
Notice boards	0(00)	6(100)	6(100)
Resource persons	2(33.3)	4(66.7)	6(100)
Real objects	1(16.6)	5(83.4)	6(100)
Teachers' notes	0(00)	6(100)	6(100)
Computers	0(00)	6(100)	6(100)
Local environment	0(00)	6(100)	6(100)

With regard to instructional materials, all the teachers' guides recommended the use of pupils' textbooks, chalkboard and newspapers. A majority, 5(83.4%), recommended the use of pictures. None of the books recommended the use of atlases, wall maps, charts, films, audio tapes, school radio, notice board, computers and the local environment. Further analysis revealed that 1(16.6%) recommended the use of magazines, televisions and real objects. From these findings, the teachers' guides used by the teachers of Social Studies gave appropriate guidance to teachers on the teaching of Conflict and Conflict Resolution. However, teachers should be guided on the uses of the school radio which helps bring reality into the classroom and contains perfectly designed lessons because of the preparations and rehearsals that go into them before presentation (Jacinta and Regina, 1992).

8. CONCLUSION AND RECOMMENDATIONS

Teachers should be in-serviced on the teaching of conflict and conflict resolution so as to adequately prepare them to handle the topic. Specifically, newspapers should be made available to all teachers in primary schools because from these newspapers they could link what they are teaching to everyday life. Moreover, teachers should be encouraged to use the local environment in the teaching of conflict and conflict resolution; only then can the learners see the connection between what they are learning and the reality. Teachers should also be guided on the uses of the school radio to enhance learning in Social Studies classrooms.

Instructional materials should be varied and not limited to textbooks and atlases only as indicated in the list of approved books by MOEST. Primary schools should also be provided with modern equipment like the televisions, computers and radios so as to enable teachers to handle emerging issues in the present curriculum.

REFERENCES

- African Social and Environmental Studies Programme, 1993. A baseline survey of social studies curricular, teaching, learning and assessment in primary schools and teachers colleges in Kenya and Uganda. Nairobi: ASESP.
- Hills, P.C., 1982. A dictionary of education. London: Routledge and Kegan Paul.
- Jacinta, M. and M. Regina, 1992. Primary methods handbook. London: Hodder and Stoughton.
- Jarolimek, J. and W.C. Parker, 1993. Social studies in elementary education. 9th Edn., New York: Macmillan Publishing Company.

- Kadzera, C.M., 2006. Use of instructional technologies in teacher training colleges in Malawi. Doctoral Dissertation, Virginia Polytechnic Institute And State University.
- Kenya Institute of Education, 2002. Primary education syllabus, volume two. Nairobi: Ministry of Education Science and Technology.
- Kochhar, S.K., 1991. The teaching of social studies. New Delhi: Sterling Publishers Private Ltd.
- Komen, S.C., 1991. Resources for teaching and learning GHC in Baringo district. (Unpublished M.Ed PTE Thesis). Kenyatta University.
- Lockheed, M.E., 1991. Improving primary education in developing countries. London: Oxford University Press.
- Malakwen, B., 2000. Teacher trainers and trainees attitudes towards the implementation of social studies curriculum in Kenya's teachers colleges: The case of Tambach. (Unpublished M.Phil Thesis). Moi University.
- Ogoma, M., 1987. A survey of resources for teaching social studies in Nairobi primary schools. (Unpublished M. Ed PTE Thesis). Kenyatta University.
- Romiszwski, A.J., 1988. The selection and use of instructional media. London: Kogan.
- Sampath, K., 1990. Introduction to educational technology. New Delhi: Sterling Publishers. Private Limited.
- Steel, I., 1983. Developments in history teaching. Exeter: Open Book Wheaton and Company.
- Walkin, L., 1982. Instructional techniques and practise. England: Stanley Thornes Publishers Ltd.

Views and opinions expressed in this article are the views and opinions of the authors, International Journal of Education and Practice shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.