

Factors Hindering Geography Teachers from Designing Meaningful Pedagogical Activities in Secondary Schools, Kenya

Mohamed Moses Muchiri and Kariuki Stephen Mwaniki

Abstract:

The purpose of the study was to investigate difficulties facing Geography teachers from designing meaningful pedagogical activities when teaching and learning Geography in Secondary Schools. Like any other pedagogical issue, teaching and learning of Geography in Secondary Schools faces and poses wide range of challenges. These challenges range from expertise, technical and logistical support from the school administrative arising from the instructional established system, practices and traditions. This study was set to establish from both the school Geography teachers and department administrators whether they were aware of any challenges that existed in the teaching and learning of Geography. The study was based on Shulman, 1987, a model of knowledge growth in teaching. It adopted a descriptive cross-sectional survey targeting public Secondary Schools Geography Heads of the Department, Geography teachers and form three and form four Geography students. Data were collected using questionnaires for Geography Teachers, interview schedules for Heads of Department and an observation checklist were used to investigate the types of instructional resources used in form three(3) and form four (4) Geography lessons. On the teaching and learning process, the respondents cited many deficiencies such inadequate duration for covering the syllabus, examination oriented programme and cheating, understaffing and lack or inadequate instructional resources. The researcher, therefore, concluded there is little or no technical and logistical support provided to the Geography Department and in particular to Geography teachers in terms of financial resources, instructional resources, and in-service programmes to facilitate proper preparation for quality instruction. It was therefore recommended, to manage emerging pedagogical technological challenges in teaching and learning of Geography in Secondary Schools, there is a need for teachers to invest adequately on computer-aided instruction. This strategy will not only promote its quality but also make it relevant to the needs of learners and teachers of Kenya and beyond.

Keywords: Pedagogical Activities, Designing, Geography, Technical, Logistical, Computer-aided Instruction

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