

The purpose of this study was to find out the instructional resources that were available, how these resources were acquired and utilized in the teaching and learning of geography in selected public secondary schools in Central Kisii district.

The data for this study was collected using questionnaires, observation checklists and classroom observation guides. The data was analysed using frequencies and percentages and presented in the form of tables.

The study findings revealed that both print and display resources were available in most schools. However, these resources were available in most schools. Most resources were acquired through school purchases and improvisations by geography teachers. However, some resources were bought by parents. The cost of resources was a major limiting factor in acquiring resources. Textbooks and chalkboards were the resources used most by teachers in teaching geography. Illustrative resources available in some schools were not used in teaching geography. Charts and realia were resources improvised by most teachers. Lack of preparation materials was the major problem teachers experienced in improvising resources. Fieldtrips and resource persons were rarely used in teaching geography. Lack of finances and inaccessibility of some community resources were the main limiting factors in the use of fieldtrips. Most students used the recommended geography textbooks in learning geography. However, difficult terminologies were the major problem students experienced in using textbooks to learn geography. Most students did not read geographical issues in newspapers. And most students regularly used the school library resources in learning geography.

On the basis of these findings, the study recommended that the ministry of education, parents and sponsors should give priority towards the provision of adequate resources for teaching and learning geography. The available resources should be made fully accessible to the students for learning geography. The Inspectorate department of the ministry of education should in-service teachers to facilitate the teachers' skills of utilizing the resources. Secondary schools should set up or equip the existing libraries with relevant resources for use by both teachers and students. The researcher suggests that a similar study should be carried out in other districts in Kenya to establish whether the study findings apply to other areas to enable generalization of the results. A study should also be carried out to investigate the attitude of teachers and students towards the utilization of resources in teaching and learning geography in Kenyan secondary schools.