ACADEMIC STAFF PROFILE

SECTION A: Staff’s Identity Details
(Full name with title, posting, designation and any other position of responsibility in the University)

- Name: Dr. Ruth Iramwenya Andambi
- Department: Humanities Education
- School: Education
- Designation: Lecturer
- Responsibility:

SECTION B: Professional information

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Institution</th>
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<tbody>
<tr>
<td>2014: Doctor of Philosophy in Educational</td>
<td>MOI UNIVERSITY</td>
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<tr>
<td>Communication Technology (Religious Education)</td>
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<tr>
<td>2005: Master of Philosophy in Educational</td>
<td>MOI UNIVERSITY</td>
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<tr>
<td>Communication and Technology (Social Education and Ethics)</td>
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<tr>
<td>1988: Bachelor of Education (Arts): (History &amp; Religion)</td>
<td>KENYATTA UNIVERSITY</td>
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- Specialization: RELIGIOUS EDUCATION

- Research Interest: EMERGING ISSUES IN EDUCATION, UNDERSTANDING TRADITIONAL AFRICAN SOCIETY, ETHICAL AND MORAL ISSUES IN EDUCATION, SCIENCE, RELIGION AND EDUCATION

SECTION C: Selected Recent Publications
How Socio-Demographic Factors of Teachers’ Influence Methods of Communicating Responsible Sexual Behaviour to Students in Schools

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Department of Social Sciences Education
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Abstract

This paper examines the ‘How Socio-Demographic factors of Teachers influence methods of communicating Responsible Sexual Behavior to students in schools’. The paper is based on a survey study that was carried out by the researcher to establish methods used by Christian Religious Education Teachers to Communicate Responsible Sexual Behavior to students in Secondary schools in Kenya. The researcher had generally observed that despite the fact that Kenya Institute of Education had infused HIV/AIDS education program in the school curriculum, high dropout rate of girls due to pregnancies was still reported in schools as per Daily Nation (2012, October 13). This meant that majority of learners in schools were engaging in sex activities thus increasing their risk of contracting HIV and AIDS. Reducing the rate of infection among the youth through behavior change methodologies would lead to substantial slow-down of the epidemic even among married couple in the next decade. The purpose of this study was to assess how the socio-demographic factors of teachers influence methods of communicating responsible sexual behavior to students in schools. The main objective of the study was to find out whether the age, sex, culture and religious background of respondents and teacher preparedness in terms of training affected methods of communicating responsible sexual behavior to students in schools. The study was conducted in selected secondary schools within Eldoret Municipality, Rift Valley Province, Kenya. The theoretical framework of the study was influenced by the Principles of participatory communication methodologies, Frere (1970). The study adopted a pragmatic philosophical world view, which opens the door to multiple methods. The study adopted mixed method approach that combines or associates both qualitative and quantitative forms. A descriptive survey research design was adopted for the study. Simple random, purposive and stratified sampling techniques were used to select the schools, students, and Christian religious education teachers who participated in the study. Primary data was collected using questionnaires and an observation checklist. Descriptive and inferential statistics were used.
to analyze the data. Inferential statistics was used to test the effect and influence of independent variable on the dependent variables.

Keywords: Socio-demographic factors, Teachers, Methods of Communication, and Responsible Sexual Behavior of Students.

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Teachers’ Attitude towards Use of ICT in CRE Instruction for Secondary Schools in Bungoma Central Sub-County, Kenya Rosemary Nasambu Watamba*, Ruth Iramwenya Andambi Department of Technology Education, The University of Eldoret, Kenya

**Abstract:**

Despite the overarching need to use Information Communication Technology (ICT) to promote the intellectual qualities of students in secondary schools, most teachers still find it a challenge in its use for instruction in various subjects. Christian Religious Education (CRE) is one such subject through which adoption of ICT in its instruction would enable problem solving, higher order thinking and improved communication among students and teachers. This paper is premised on the findings of a study which sought to investigate teachers’ attitude towards use of ICT in CRE instruction in secondary schools. The study concentrated on Bungoma Central sub-County in Kenya. Using a descriptive survey design and with a target population of 600 teachers, the study sampled 135 respondents consisting of 45 principals and 90 CRE teachers using purposive sampling technique for principals and simple random sampling for CRE teachers. Data was collected using questionnaires and interview schedules. The collected data was organized, coded and analyzed using descriptive statistics then presented in tables by way of frequencies and percentages. The discussions in this paper point to a negative perception presented by teachers on the use of ICT in instruction of CRE. This is attributed to lack of ICT knowledge among the teachers in the studied schools. As such, the paper recommends that teachers should not only be trained to acquire basic ICT knowledge but that the training should be a continuous professional development to keep up with the dynamic ICT developments.
Utilization of Instructional Materials for Personalized Learning of Mathematics in Public Primary Schools: A Case of Eldoret East Sub County, Kenya.

Immaculate Alaka Department of Curriculum Instruction and Educational Management, Head Teacher, Moi U Chepkoilel Primary School, Rift Valley Region, Kenya Dr. ALice Limo Head, Department Education Foundation School of Education, Eldoret, Kenya Dr. Ruth Andambi Head, Department Social Sciences, University of Eldoret, Kenya

Abstract:
Most people agree that a major goal of schooling should be the development of students’ understanding of basic mathematical concepts and procedures. Unfortunately, there is considerable evidence to indicate that this objective is not being met (UNESCO, 2015). Accordingly, the purpose of this study was to investigate the utilization of Instructional Materials for personalized learning of Mathematics by teachers in public primary schools in Eldoret East Sub County. This study employed descriptive survey design. The study target population was 3147 drawn from 151 Primary schools in Eldoret East Sub County. Data was collected using questionnaires, document analysis and interviews and analyzed using descriptive statistics and qualitative thematic approach. The findings of the study revealed that most of the schools had varied materials to suit learners’ differences though, majority of teachers did not choose materials depending on learners individual needs, in addition the study found out that though skills acquired by teachers’ were critical in improving personalized learning many teachers were lacking the skills. The study recommends that with the increased and easy access to technology, government in partnership with individual schools should develop Mathematics instruction software that suits personalized teaching and learning that are child and teacher friendly. This study is helpful in that it helps teachers to identify ways of introducing learners to personalized study through Information and Communication Technology (ICT).
Keywords: Instructional materials, Personalized learning, Mathematics

Reference


Abstract

Background: Christian Religious Education is a moral vehicle in Kenyan schools. As such, attitudes change and acquisition of desirable behaviour is expected of the learner by the end of a given learning/teaching process: the subject influences of acquisition of values. Therefore, this paper examined the attitudes of teachers and students towards the use of the CRE as a subject to convey values to learners. The paper is based on a study designed to find out the teachers’ and students’ attitudes towards the subject as a conveyor of values in secondary schools within Eldoret Municipality in Uasin Gishu County, Kenya. The study adopted a descriptive survey design. Its population comprised of 1476 respondents from 30 secondary schools: 60 CRE teachers and 1416 Form Four CRE students in the Municipality. Stratified sampling was used to stratify the schools into National, Provincial and District categories. Purposive sampling was used to select the only National school in the Municipality and simple random sampling technic was used to get a sample of 10 secondary schools. Systematic sampling was used to select a sample of 240 students for the study. Two CRE teachers were purposely picked from each of the sampled schools to form a sample of 20 teachers. Data was collected using questionnaires, interview schedule and an observation checklist. Validity of the research instruments was ascertained through expert help from the supervisors, lecturers from the department of Curriculum Instruction and Educational Media, Moi University and a pilot study done in two schools that did not participate in the study. Reliability of the instruments was determined using Pearson’s Product- Moment Correlation Coefficient (observation checklist 0.69; teachers’& students’ questionnaires 0.74 & 0.78 respectively; interview schedule 0.65). Descriptive statistics was then employed to analyze the data.
**Results:** Teachers' attitude towards CRE was found to be more positive (80%, n=48) than that of students (31%, n=232). It is recommended that there is need to sensitize the school population on the importance of the subject as this could enhance a positive attitude towards the subject.

**Conclusion:** The study is significant in understanding the role of CRE in inculcating values in students to make them better members of society. Scholars could also use the findings to undertake an evaluation on the success of this subject in instilling values in learners and recommend ways to improve its teaching in schools.

**Keywords:** Attitudes, Teachers, Students, Christian Religious Education, Values

**A Survey of Types of Learning Resources for Teaching Social Education**

LAP Lambert Academic Publishing (2016-03-21)

€ 61,90

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The purpose of this study was to find out the 'Types of Learning Resources for Teaching Social Education and Ethics in Secondary Schools in the then Bungoma District.' This was in response to the public outcry about the degradation of morals in secondary schools in Kenya. A field survey design was used to carry out the research. Questionnaires, interview schedules and an observation checklist were used to collect data. The respondents included the personnel in charge of the district learning resources center, Social Education and Ethics students, Social Education and Ethics teachers and heads of humanities department. The study revealed that types of learning resources for teaching S.E.E were not adequately available in secondary schools. The most commonly available resources used for teaching S.E.E were; textbooks, radios, charts, maps, teacher made materials and newspapers. The study recommended that
education policy makers should review the objectives of Social Education and Ethics and provide the necessary learning resources for effective implementation of the subject. In the light of findings of the study, suggestions were made for further research on the same topic.

**SECTION D: Current/ Recent Research Projects & Consultancies**

Have submitted a proposal for funding to IDRC. Waiting for response

**SECTION E: Contact Details**

*(Details of how to be contacted by prospective collaborators)*

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