

**FACTORS INFLUENCING STUDENTS' CHOICE OF HISTORY AND  
GOVERNMENT SUBJECT IN PUBLIC SECONDARY SCHOOLS IN  
CHESUMEI SUB-COUNTY, NANDI COUNTY, KENYA**

**BY**

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## DECLARATION

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**DEDICATION**

This thesis is dedicated to my parents, Mr Lazarus K. Kerich and Mrs. Scholastica Kerich for providing me with a firm educational foundation.

## **ACKNOWLEDGEMENT**

My thanks and much appreciation go to my supervisors Prof. Jackson K Too and Dr Margaret Kimwarey for their continuous encouragement and constructive supervision on my study. Without their enduring guidance, this study would not be in this form. They were always available for consultation and advice. I am indebted to my sister Dr Mary Kerich who always encouraged and urged me to finish my study. I wish to thank the principals, teachers of History and Government and form three students who participated in the study. Their co-operation and willingness to participate in my study was invaluable to me.

## ABSTRACT

History and Government is one of the subjects in secondary school curriculum. History and Government is essential because it tries to shape and mould learners to be good citizens. Despite its importance, the number of students taking the subject in secondary school is declining. The study sought to investigate factors influencing the choice of History and Government in public secondary schools in Chesumei sub-county, Nandi, County. The study was guided by the following objectives of establishing the influence of student's individual factors, the influence of teachers, influence of family members and the school factors on the choice of History and Government. The study was guided by Choice Theory. The study adopted the descriptive Survey research design. Form three students and teachers of History and Government from public secondary schools who were purposively elected formed the study population Stratified sampling was used to obtain the study sample. The population of thirty five public secondary schools, were categorized into three strata; national schools, extra-county and county schools These schools were further stratified into boys and girls. Random sampling was used to select the desired number of students respondents from each stratum on proportionate basis. Questionnaire and interview were instruments used to collect data. The questionnaire were pre-tested to establish their validity and reliability before being administered to the respondents. The statistical package for Social sciences was used to analyze data and represented in frequencies, percentages and tables while qualitative data was presented in form of discussions and explanations. The study found that students were influenced in their choice of History and Government through attitude, gender, previous performance and career goals. The study also found that teachers influenced the students on the choice of History and Government through advice and teaching methods. The study found out that family members influence the students' choice of History and Government through careers and level of education in student's selection of subjects .The study also identified several school policies that either made students select History and Government or decline it altogether. One of such policies was that of denying bright students the opportunity to select History and Government. The study may be useful to teachers and the stakeholders in the Ministry of Education. From the findings, this study recommends that teachers should be the role models therefore conduct themselves in a manner that make students want to model them, teachers should positively talk of their subjects and opportunities available to those who do well in History and Government. School policy on optional subjects should provide a system of preference which allows a choice among the alternatives because the learning environment is critical on how students view a subject.

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**LIST OF ABBREVIATIONS**

<b>MOEST</b>	Ministry of Education Science and Technology
<b>H/G</b>	History and Government
<b>KIE</b>	Kenya Institute of Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KUCCUPS</b>	Kenya University and Colleges Central Placement Services

## CHAPTER ONE

### 1.0 Introduction

This chapter covers the background of the study, statement of the problem, objectives, research questions, justification of the study, significance of the study, scope and limitation of the study, conceptual framework, definition of terms, summary of the chapter.

### 1.1 Background to the study

Education plays an important part in human development by providing knowledge and skills needed to meet the diverse needs of societies around the world. Rana (2015), observed that education is a lifeline for any society. It creates choices and opportunities for people to play their roles in the development of their country. It enables nations to produce literate citizens who are able to solve problems thus opening doors to economic and social prosperity.

History as a subject is one of the most important subjects in secondary school curriculum. The teaching of History is intended to broaden and deepen learner's knowledge and understanding of their environment. This will lead to an understanding of his environment and adaptation to physical and social environment of his community, nation and international community. This fosters in the learner an understanding of the world of nations as well as the interdependence of the nations and cultivate proper attitudes towards the wealth of world's community. It enables learners to acquire a sense of nationhood by mitigating conflicts and promoting positive attitudes of mutual respect which enables them to live in harmony. For this reason, History occupies a special place in the achievement of Sustainable

Development Goals which emphasize people's peaceful co-existence and harmonious leaving.

The aim of teaching History is to inculcate moral values in the minds of learners. In History lessons, the past is seen as a kind of stage on which students see all kinds of men and women. Their deeds, misdeeds, courage, wisdom, their achievement both good and bad. All these tend to influence the students sense of moral values. The teaching of History lays a solid foundation for future careers such as lawyers, political analysts, teaching to name but a few.

In many countries of the world History subject in secondary schools level is optional according to (Rhys et al 2014) the future of the subject is uncertain owing to its diminishing popularity as an optional subject in secondary school .They observed that few students opted for History from a list of available options in a curriculum that is already crowded. The teaching of History in United Kingdom is to promote values as well as enabling learners to understand and appreciate aspects of cultural identity and civil rights. The study of History is also used to promote national unity and citizenship. Through the use of History as a vehicle for promoting national values, the learners are reminded on a daily basis of their nationhood through symbols of nationality such a flags, coins and other symbols, (Rhys et al 2014).

The teaching of History in Ghana dates back to colonial days. It continued to enjoy its place in the school curriculum. History is offered in secondary school from one to form five as an elective subject for Arts students who sit for the School Certificate and General Certificate of Education Ordinary Level. Despite its importance,

emerging developments indicate that History appears to be losing its position due to waning interest in the subject by the students (Cobbold & Adabo, 2016).

In Tanzania, there is emphasis put on sciences and technical oriented subjects in the current system of education. Students take science subjects where chemistry subject is taken by all science students where those opting for Arts take History as one of their combination subject. Ndalichako, (2014) observed that the reasons for students' preference were attributed to career and the teaching methods.

In Kenya History has been a subject in secondary school curriculum since the colonial times. According to the commission of Education 1964 referred to as Ominde commission, History was accorded a special status in the curriculum. This commission observed that the value of African traditions was vital to the country. It passed a recommendation that emphasized the role of History in fostering respect for Kenya's rich and varied cultures as well as international consciousness.

Another taskforce tasked to conduct a study on education was The National Committee for Objectives and Policies in Education (Gachathi, Republic of Kenya, 1976). This concurred with Ominde's commission that the value of African traditions had done Kenya great by guiding the development of our society. The commission passed recommendations which emphasized the teaching of History which expose learners to their traditions.

The Mackay Report (1981), also known as The Presidential Working Party on the establishment of a Second University in Kenya made History one of the compulsory

subjects. In 1991, the secondary school curriculum guidelines were revised and from the following year, History and Government was made an optional subject in form three.

Since the inception of 8-4-4 system, the curriculum has been broadened to include a variety of subjects. New subjects were introduced and some subjects acquired new names. History was renamed History and Government. Among the stressed objectives of this system was that, more emphasis was to be laid on technical and vocational education. The strong bias in the emphasis on Sciences has pushed History and Government to periphery, (Republic of Kenya, 1984). Therefore many students are unlikely to be interested in studying the subject because opportunities might be limited.

In assessing the 8-4-4 education system, the Koech Commission (1999) highlighted that there was need to decrease the number of the examinable subjects in secondary schools. The reforms in the examination system provides that students are required to take a minimum of seven and a maximum of nine subjects when they enter form three, (MOEST, 2001) The clustering of subjects various groups by the Ministry of Education specifies the optional subjects the students should choose or not choose at all based on their interest, (MOE, 2008).The required secondary subjects are categorized into groups as follows;

- Group 1. English, Kiswahili, Mathematics.
- Group 2. Biology, Physics, Chemistry
- Group3. History and Government Geography, Christian Religious Education and Islam Religious Education.



Group 4. Home Science, Art and Design, Agriculture, Aviation Technology and Computer Studies.

Group 5. French, German, Arabic, Music and Business Studies.

Kenya Secondary Certificate of Education (KSCE) is a mandatory entrance requirement for any student in Kenya hoping to proceed to tertiary colleges or university. The subjects in group one are compulsory while the other four must be selected. History and Government is placed under optional subjects in group three. This grouping poses a challenge for the learners in their choice of subjects. The above is further complicated with the examination policy in KSCE in which History and Government is not considered as a core subject despite its relevance, (KIE, 2000) According to Ministry of Education (KIE, 2002), the general aims of inclusion of the subject in the secondary school curriculum is to inculcate moral values in the mind of the young learners. In History lessons the past is seen as a kind of stage on which students see all kinds of men and women. Their deeds, misdeeds, their courage, wisdom, their achievements both good and bad tend to influence the students' sense of moral values. This means that History exposes vices, unmasking false virtues done by men and women. In this way the subject provides students with standards of references against which they can compare the values and achievements of their own age.

The objective of teaching of History and Government also in secondary school curriculum is to equip students with knowledge that enables them to appreciate the social, economic and political situation of the world and the implications thereof. Another reason why History is being taught in secondary schools particularly is that

Kenya is now struggling to achieve vision 2030 and sustainable development goals which emphasize peoples' peaceful co-existence and harmonious living.

### **1.2 Statement of the Problem.**

The general aim of History and Government in the secondary school curriculum is to inculcate moral values in the mind of the young learners,(KIE,2001).The same sentiments have been echoed by the Ominde commission(1964) which observed that the value of African traditions was vital to the country. The subject educates learners on principles which shape and mould people and governments of the world. These principles are essential to individuals and societal development. History and Government integrates people in the society. This is done by enhancing unity and harmony. The learners are exposed to forces which binds the society together. This creates a spirit of togetherness. In History lessons, the past is seen as a kind of stage on which students seen all kinds of men and women. Their deeds, misdeeds, their courage, wisdom and their achievements. All these tend to influence the students sense of moral values History provides students with Government occupies a special place in the achievement of vision 2030 and sustainable standards of references against which they can compare the values and achievements of their age. History and Government enables learners to acquire a sense of nationhood by mitigating conflicts and promoting positive attitudes of mutual respect which enables them to live in harmony. For this reason, History and Government occupies a special place in the achievement of vision 2030 and Sustainable Development Goals (SDG) which emphasize people's peaceful co-existence and harmonious leaving.

Despite the fact that History and Government has been recognized to have a central place in the secondary school curriculum, the choice of the subject as an option of

study show that the number of students opting to study History and Government in secondary schools is declining. The decline in the enrolment has an important implication for both the students and the society at large. In order to reverse this trend interventions which provide opportunities for students to select History and Government should be looked into.

### **1.3. The purpose of the study**

The purpose of the study was to investigate the factors influencing the student's choice of History and Government subject.

### **1.4 Objectives of the Study.**

The objectives of the study were;

1. To explore the influence of student's individual factors on the choice of History and Government.
2. To establish the influence of the subject teacher on student's choice of History and Government.
3. To establish the influence of family members on student's choice of History and Government subject.
4. To determine extent of the influence of school factors on student's choice of History and Government subject.

### **1.5 Research Questions**

The study was guided by the following questions -

1. To what extent do individual student factors influence the choice of History and Government?
2. How does a subject teacher influence the students' choice of History and Government?

3. How do parental level of education and occupation influence student's choice of History and Government?
4. To what extent does school factors influence students' choice of History and Government.

### **1.6 Justification of the study.**

History and Government is an important subject in the Secondary school curriculum. This is because History and Government equips learners with standards of reference against which they can measure the values and achievements of their own age. It shows the meaning of great moral qualities such as self-sacrifice and devotion to duty and also furnishes compelling examples of conduct to be emulated by learners. The learners are able to understand and show appreciation of the rights and obligations of oneself and others for promotion of a just and a peaceful society, (KIE, 2002). Despite the many benefits of studying History and Government the number of students enrolling in the subjects is declining. It is important therefore to investigate into the teaching and learning of the subject in secondary schools with a view of identifying factors that influence its enrolment so that learners can be advised appropriately and to ensure that enrolment in the subject is improved. The many benefits of studying History and Government will consequently be realized in many people and result in a society with good morals and values, ingredients of a peaceful and harmonious society.

### **1.7 Significance of the study**

The findings of the study will be useful to policy makers and stakeholders in the education sector. This may initiate corrective measures to reverse the situation. The study is expected to provide information to Quality and Standards officers on school

factors responsible for the declining enrolment of students in History and Government. The findings of this study will challenge the teachers of History and Government to explore more strategies to reverse the declining trend in students selection of History and Government.. The findings are also expected to be useful to the school management to come up with the best practices that would help students to select subjects. The findings of this study will also provide information to Kenya Institute of Curriculum Development (KICD) to review the curriculum in secondary schools. Finally the findings of this study are expected to contribute to the existing literature and serve as a reference point to scholars who might be interested in this area.

### **1.8. Scope and Limitations of the Study**

The scope of the study in terms of population, methodology and population has been discussed. The limitations have also been discussed.

#### **1:8:1 Scope of the Study**

The study was carried out in Chesumei sub- county, Nandi County. The area has the three categories of schools namely National, Extra-county and county. The study targeted the form three students having already chosen their subjects and teachers of History and Government were in a better position to give the factors that influenced them in deciding to select History and Government or not participated in the study in Chesumei sub-county. This gave the researcher the expected picture of the study thus giving analysis and conclusion to the research work.

#### **1:8:2 Limitations of the Study**

The researcher faced a number of challenges. Initially, the researcher was denied access to most schools and at the same time student respondents were hesitant to

respond to the research questions because of the corona pandemic. However, the researcher had to make several visits to the schools before she could be allowed to conduct the study. Nevertheless, the study provides a framework upon which other studies could be replicated.

### **1.9 Theoretical Framework**

The study is guided by Choice Theory developed by William Glasser(1984). The theory states that choice is the process of determining what options are available and then choosing the most preferred one according to some consistent criterion. The 2002 syllabus requires that students to take three core subjects in group namely group one, Mathematics, English and Kiswahili, Students in secondary school are given the opportunity to choose subjects in form three in preparation of national examination at the end of form four, (MOEST ,2001) The students must also choose at least two subjects from group two; Sciences, Biology, Physics and Chemistry. History and Government, is one of the subject placed with Geography, and Religious Studies in group three. They are also required to select subject one subject from group four and five. These optional subjects vary from school to school and are determined by individual schools.

The Choice Theory also states that choices are decided based on how these choices are beneficial to those who choose subjects. Society believes that education is a vital asset that brings important benefits to an individual and in the long run to the society. The subjects selected by students automatically dictate the kind of career paths. Besides other benefits of studying History and Government, the subject

provides many career opportunities such as law, teaching which require the knowledge of the subject.

It further states that many choices depend on a much wider range of factors such as the way information is presented, (Mwenga 2015). Schools offer guidance to students to enable them to be equipped with knowledge so that they are able to make informed subject choices that will enable them join careers that utilize knowledge of History and Government. Career guidance should be organized in schools to offer students with information they need in order to make informed subject choices that will be enable them join careers that utilize knowledge of History and Government.

Based on this theoretical framework, this study will investigate into learners' knowledge of the benefits of studying History and Government including their knowledge of the career opportunities and how schools career guidance program is organized to offer information to students.

### **1.10 Conceptual Framework.**

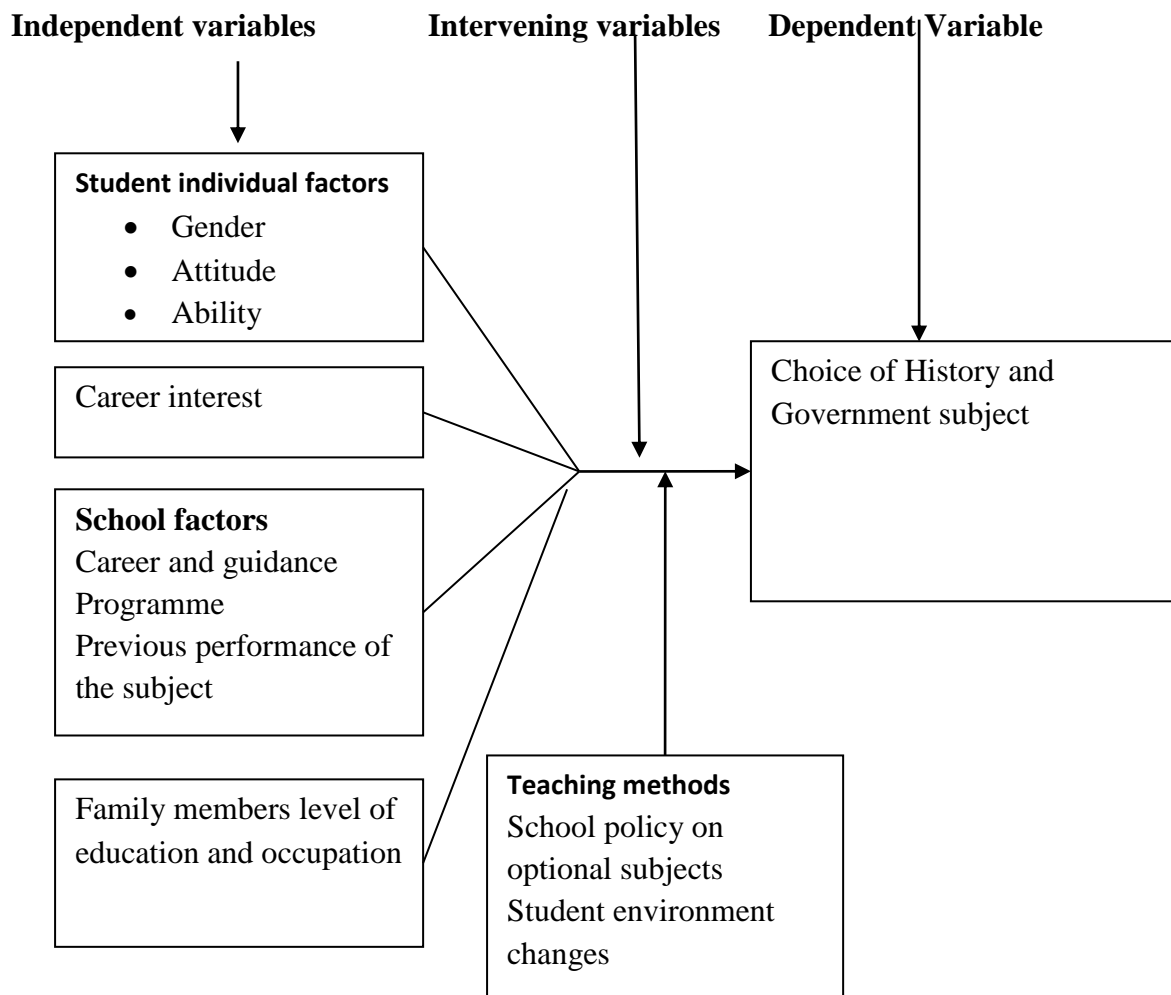
In this study the selection of History and Government by students is an dependent variable. Selection of History and Government is dependent on several factors. The study conceptualized that independent variables influenced the dependent variable where independent variables could either lead to choice of History and Government. The dependent variable is the choice of History and Government. The independent variables considered were student's individual factors which include gender, attitude, student's previous performance and career, parents towards the subject which may influence students' choice of the subject. Students see their parents as role models whose encouragement or discouragement influences their subject choices.

Intervening variables include teacher's characteristics' (gender, qualifications and instructional methods, enthusiasm, commitment to History and Government, attention to individuals' needs and school factors.

Depending on the way the students interacts with these factors in the first two years in secondary school or career guidance services he may either influenced negatively or positively to take or not History and Government.



### Presentation of factors influencing students' choice of History and Government



**Figure 1.1: Conceptual framework**

### **1.11 Definitions of Operational Terms.**

**Attitude:** An overall evaluation of a person, an idea or object.

Choice

**Performance:** This is a determination of how well or how poor a learner scores in an assessment when compared to a set standard.

### **1.12 Summary of the Chapter**

This chapter presented introduction, background, problem statement, research issue, significance of the study, conceptual framework, scope of study and limitation, operational definition of important terms.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section contains review of literature related to factors influencing students' choice of History and Government subject in secondary schools, works of scholars and researches were studied and referred to. The review of literature was presented under the following sub-heading; the influence of student factors, subject teacher, the influence of parental/guardian's level of education and occupation, and school policy on student's choice of History and Government.

#### **2.1 Choice of Subjects.**

The curriculum is an important element in education because it contains selected knowledge and skills that imparts learners at all levels. When students go through lower levels and partially through secondary schools, they will have gone through school practices which include knowledge, skills and attitudes. All student are learners with different interest and capabilities. Students are able to make decisions once they are exposed to several subjects at certain educational level. Students need to be assisted to focus more on the impact of their decisions before selecting subjects.

The freedom for students to choose subjects differs from country to country. Kotut, (2018) alluded to the fact that the selected subjects are significant for students leading them to different careers. He found out that most secondary schools tend to give information vaguely to students especially on optional subjects. He proposed

that career counseling programmes should be organized in schools to enable students to explore subjects of their interest.

The United States of America, curriculum offers a wide range of subjects designed to produce well-rounded students. The mandatory subjects which are taught in high school include Biology, Chemistry, Physics, Mathematics, and English leading to different career paths. History subject has been placed under Social Sciences category which is one of the optional subjects. Students choosing History tend to do it having been fully exposed to implications of their choices and having acquired a substantially better understanding in their occupation.

The countries in Africa take History as an optional subject. In Swaziland for instance, History is not a compulsory subject. There is a misconception that there are no skills involved in learning of History. It is such conceptions that are considered threatening the survival of the subject. These misconceptions have resulted in students, other teachers in the profession and the community at large, believing that History is barren and not related to needs of the students, (Nasibande, 1999)

In Tanzania, there are seven compulsory subjects at the lower secondary school and these include Mathematics and Biology. Subjects are grouped into Sciences and Arts. This makes students to rate Humanities subjects lowly. History is taken as an option by students who select Arts subjects (Ndalichako & Kombo, 2014). This has distracted learners from what the society views as marginal subjects.

In Kenya, History and Government is one of the subjects offered in the secondary schools in the broad curriculum. Since independence, History and Government has been accorded a special status among other subjects. In 1976 report by the National Education Objectives and Policies Committees (NCEOP) observed that traditions of Africans had been of great importance in guiding our societal development. The Commission suggested that there was need to put emphasis in teaching of culture that stressed local culture and make students more aware of the best of their traditions. The idea that a curriculum is not compulsory just as it is in Kenya today certainly may not attract many students as the compulsory ones, (MOE, 2008). History and Government has been given as alternative to Geography and Religious Studies but also to pure Sciences like physics and Biology. To make matters even worse, there is emphasis on sciences and technology as a means of industrialization in vision 2030 has relegated History and Government subject making of no consequence.

Eshiwani (2001) argued that it is crucial that the education and training industry play their part in building the necessary human resource in the country in order to achieve a higher level of social, economic development. In order to build a basis for further progress, science and mathematics needed to be reinforced. He observed that the labour market requires special skills. There has been a bias against some subjects. History and Government subject has been considered less prominent than before because of the drastic changes made in form three in the 8-4-4 education system. Most students choose sciences subjects that are regarded marketable.

Students are looking for marketable subjects. Arend (2009) argued that the domination of science and technology may lead to the questioning of the value of History and Government where the demand is for 'bread and butter' subjects which will enable learners to gain financially from the world of work. The element of marketability of subjects in relation to the job market Against this background, questions such as these arise whether there is a place for History and Government subject in our society driven by financial forces and technological developments. It begs for an answer whether History subject has any value to our society today. The question still remains whether History and Government subject is still important and relevant subject at the secondary level.

In this fast-growing competitive environment, industry chooses graduates who can satisfy and compete effectively globally in their research and development needs, (Gannon, 2020). Research done by Eshiwani, (2001) discussed the importance of skills. He supported the above sentiments that due to the demands of the labor market specific skills are required. He asserts that the teaching of Science and Mathematics must be reinforced to lay a foundation for economic development. Some subjects such as History and Government get neglected when students do not take this subject seriously.

Seemingly, a student is no longer required to study History and Government to pursue a career in law, although this is a profession that demands primarily knowledge of history. In other circumstances, where options exist History is taken as an alternative to Geography and Religious Studies. Many students choose Geography under humanities category because it has been considered as a Science

subject. As a secondary school subject, the grouping of disciplines has further affected History and Government, (Nasibi, 2015).

Skills acquisition is a process which begins in school. Today, employment depends significantly on the development of skills acquired for the job market. The fact that History and Government teachers rarely impart skills is a direct consequence of the lack of relevance to the labor market. In History subject the teacher relies entirely on theoretical skills. In this scenario, the biggest problem is how practical abilities can be incorporated in the teaching of the subject.

The marketing of careers in media has an impact on the choice of subjects for students. Schools sometimes do not provide enough information to learners on careers so that students try to use the internet to obtain more information. Secondary school students look for subjects that can lead them to high paying jobs in the current job market. The element of marketability of subjects in relation to the job market has created a situation where History and Government is never taken seriously by students who believe that the subject has no space in the current job market.

If the students are not given the opportunity to study History and Government they will not have a body of knowledge and practices not found in any other field of study. Perhaps it is best to imagine the curriculum without it as a way to understand the value of incorporating the subject into the curriculum. This means that no other subject imparts knowledge other than what History does, (ibid).

It has been observed that the society does not seem to be a rational in the inclusion of History and Government in the secondary curriculum. In relation to the importance of History, Ohara (2001) said that the lack of the subject in the curriculum could lead the learner to a lack of skills necessary for work in the modern economy and in other curriculum areas. He noted that some students do not consider History to be practical, but the fact that it involves inquiry addresses its part of the value.

Technology has been acknowledged as a vehicle through which problems facing humanity could be solved. There is emphasis on Science and technology as an instrument of realizing industrialization in 2030. A summative evaluation conducted by Kenya Institute of Curriculum Development (KICD, 2009) recommended that the curriculum should put more emphasis on practical and vocational subjects. This was meant to equip the students with practical skills.

### **2.1.1 Concept of Attitude.**

Attitudes have been studied for a long time. It has been studied to see if it is a good predictor for students' subject preference. Tzougrati & Salta (2014) conducted a research to explore the attitudes of perception of subjects. One of the key findings was that attitudes that have been learnt from society, may be positive or negative with respect to the subjects.

The report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond emphasized the teaching of Mathematics and Sciences in the primary and secondary school curriculum. This has contributed to development of different attitudes among learners. The strong bias in sciences has



pushed history and Government to a corner. This indicates that students have already developed attitudes towards the subject.

Attitudes towards a subject are linked to views that learners develop as a result of interactions with different situations. Classroom experiences for learners provide an environment where students develop attitudes. There are situations that can make a subject unexciting. Their experiences during lessons portray an image about the subject which in turn influences their attitude towards it. Langat (2015) observed that it is necessary to understand learners' attitudes towards the subject with the aim of coming up with ways of improving learning and teaching of History and Government.

The society tends to place high priority on sciences and technology. Students are looking for marketable subjects that can open doors for the current job market. This element of marketability of subjects in relation to job market may make History and Government less prominent among students because of drastic changes in the 8-4-4 system which made the subject elective in form three.

The attitude of an adult towards subjects has a profound impact on the learners' attitude towards a given subject. It is important that teachers who are enthusiastic about their subjects understand the importance of these subjects to the students. Owino et al (2016) noted that students tend to prefer subjects whose teachers have knowledge in the subject content, those who are passionate and are able to pass information knowledge in an interesting manner as opposed to those less enthusiastic. A student who has developed a positive attitude will automatically select that subject. On

the other hand a student who has developed a negative attitude towards a given subject can avoid pursuing it.

The effective teaching of History and Government is more than the transmission of knowledge, but rather it is a process where students and teachers interact in the classroom as they share ideas, reflect and engage in reasoning. This implies that a good learning environment should cater for all learners with different abilities. Eshiwani, (1992) in his research on quality of secondary education in Kenya observed that there were challenges that were involved in teaching of History and Government. Methods of teaching create positive or negative attitudes depending on the learning environment.

Exposures to various teaching methods in History have contributed greatly to the different perceptions that learners have towards the subject. An investigation by (Nyongesa, 2019) on the teaching methods showed that students' conceptions about a subject are negatively affected by the way a teacher presents the subject. For example, the use of teaching methods such as lecturing, giving notes which most teachers find as useful strategies may make learners perceive subject the learning of History and Government as boring collection of facts about the past that they have to memorize and reproduce these in exams in exams.

Many studies have shown that if students are not effectively taught in the lower forms, they are likely to develop negative attitude towards the subject. However good practice occur where every reasonable effort is made to meet the learners needs. This can make it possible for the teachers to change students' their attitude

towards the subject. Langat (2015) supported the fact that positive attitude towards a subject is an important outcome that should be permanently nurtured.

Kotut, (2016) observed that certain characteristics of the learners were mostly influenced by what happens during lessons. Many teachers of History and Government present themselves as less enthusiastic and interested in the subject they teach and this affect the attitudes of the students they teach with regard to the usefulness of the subject. The study recognizes that positive attitude from teachers and learners are important in learning and teaching process where the teachers play a central role. The teacher's attitude can influence their point of view in terms of his choice of preference.

The social environment in which learners grow conveys cultural beliefs about their gender roles. Mwenga, (2015) compared the perception of male and female students towards subjects. He found out that male students had positive attitude towards sciences while female students' attitude towards sciences was influenced by their perception of the subject being difficult. The masculine image of science as presented in school is challenging for girls and interesting for boys, girls see the feminine subjects as easy and boys see them as boring. In this study it is indicated that there is lack of awareness regarding an all inclusive gender policy on choice of subjects.

A conflict facing students in secondary schools is the drive to succeed and the urge to avoid failure. Good scores provide a good feeling while bad marks frustrate students in their choice of subjects. Negative attitude is a confirmation of and show that they cannot continue with the subject.

The values formed by students can be attributed to the attitudes of parents or classmates and books used by the teachers. Salisbury & Ruddel (2000) noted that teachers' attitude and behavior affect learners' subject choice in many ways. Some students will make their choices just because of the fact that they like their teachers and this may or may not have significance of gender differences. The relationships between teachers and students built up through time, gender and learning environment also contribute to this. This study sought to find out the kind of attitude held by learners towards the subject choice of History and Government.

### **2.1.2 The impact of gender**

The social environment in which boys and girls grow transmits cultural convictions of what is male and female. Learners can hold views about what is regarded as feminine and masculine that support traditional gender roles, (Xia-oming 2013). Research has indicated that traditionally, subjects such as Chemistry, Physics, Mathematics are considered masculine whereas subjects such as History and other related subjects are considered feminine,(Francis , 2000).

In considering future professions, gender roles may direct boys and girls towards distinct subject choices. Boys tend to select Science and Mathematics, as they usually lead to better opportunities and income, while girls are more likely to focus on social issues. An approach that considers gender roles rather than future job opportunities does not take into account or underestimate the potentials and opportunities that are out there for all learners irrespective of their gender. In a related study , (Kireria, 2019), concluded that gender was not a determining factor

in his study of factors influencing form two students of optional subjects in Meru District.

However, disparities have been noted in subject choice trends in different secondary schools. Within all boys' school more students chose to study sciences and while in girls schools chose Social sciences based subjects.

### **2.1.3. Impact of performance on subject choice**

There is a general agreement that quality of education is manifested through cognitive abilities and progression to higher levels of learning. Performance is the capacity to grasp the subject's contents and reflects the proportion of marks acquired through evaluation. The system of education in Kenya is examination-oriented where the only benchmark for performance is passing examination. The performance of students plays a major role in preparation for jobs across the country. The prior tests provide significant trends in academic progress of a learner. It is noted that students took account of their previous experiences academically in making option choices and there was widespread concern that they were rejecting sciences due to the negative attitude towards the subject. Students made their choices based on results obtained from previous work.

Langat, (2015) observed that ability in a subject is proof of achievement in a subject. It makes students have confidence in the subject. Students who believe in their competence and their expectations for their success in examination have been directly linked to their levels of engagement. Poor performance in a subject creates a belief in many students that the subject is hard. This encourages them to drop such a subject

during subject selection. Students who feel that they cannot do well will not make an effort to excel especially in any school related work.

Some research pointed out that performance of the students is a crucial factor in choosing subjects. A feeling that one is capable of doing well in a subject is often related to the pleasure in a subjects which in turn may affect one's decision. Those with good results pursue the subject because they are confident of their own competence. Students who make extra effort to get good marks prepare themselves for different job options while meeting the needs of the labour market, (Oladebinu et al, 2018)

The pressures placed upon teachers to focus on securing a good position in school performance might not be in every case in the best interest of their students. For example teachers may feel the need to encourage particular students to take easier options that might secure higher outcomes to help their school performance. A survey commissioned by (Ofqual, 2014) found out that teachers took performance of the school into account when choosing which options to offer their students rather than what is best for the learners. The way a given subject is performed in a given school will either encourage or discourage students from choosing that subject as one of their choices. Randall, (2007) in her survey on career and subject choice reported that majority of students chose their best subjects for career purposes.

#### **2.1.4. The influence of student's career on the choice of History and Government**

In addition to preparing students for national examination, the school is expected to create career orientation among students towards career thought to be the highest priority. The schools are supposed to acquaint students with information on the world of work. An individual student can fit well in the world of work if he finds a suitable career and this depends on how well the school prepares him for this. Career guidance in school helps a student achieve a life role in harmony with aspirations and ability.

Study of subjects enables a student to enter an occupation hence there is need for making correct choice. Students require career guidance to help them understand the relationship between subject combination and various careers. Students need information on various careers and about themselves to make informed choices. In United Kingdom career guidance is timetabled as a subject for schools due to their importance, (Peter, et al 2018).

Student interest is a long-term process that needs appropriate preparation and counseling. Assisting students in making informed decisions about their subjects will enable them to have a greater purpose in life and being able to make positive contribution to their society. According to (Owoyele & Toyobo 2008) professional guidance and Counseling are needed to guide students on how to choose subjects based on their ability, interest and relevance of the subjects to their future career aspirations. Schools must endeavour to organize career counseling services before students are asked to select subjects. This is in line with the Choice Theory that informed this study. The Theory holds that choices are decided based on how the

choices are beneficial to those making them. Choices change depending on how information about possible alternatives is presented to them. Available information to learners is important in determining their choices. This then means that the career guidance in schools will be instrumental in students' choices by presenting relevant information.

The Koech Commission (1999) in reviewing the 8-4-4 system of education noted that there was need to reduce examinable subjects in secondary schools to a minimum of seven subjects a maximum of nine subjects. The Ministry of Education categorized the secondary school subjects into five groups which specified option subjects the students should choose or not. Students are required to take all subjects from group one and at least two from group two. They are required to choose one subject from the remaining groups (MOEST 2008).

Education in Kenya allows students to choose their career paths in secondary education depending on the subjects they opt to specialize in. They choose an alternative that is likely to give them the greatest satisfaction in their career aspiration. In most cases, students lack adequate information on career opportunities their choices are based on perception of jobs and subjects they have taken and also information they receive from their teachers.

Teachers in career counseling have a variety of tools and approaches that assist students understand what they want to do after school. In order for students to choose subjects on the basis of their skills, interest and relevance to their career objectives, professional assistance and consultation services are necessary.



Githaika (2012) noted that career orientation is an important step towards future careers. Students are able to explore the world of employment before embarking on subject selection. Students are able to explore their potential and opportunities before making decisions on subject choices. He further pointed out that schools should plan to provide learners with career orientation as they are being prepared for the national examinations. The choice of career is dependent on a blend of interests, skills and the labour market for determining subjects one should select in form three. Each subject today is relevant and essential in its right. To many students today History and Government is a subject that is useless after the examination is over, this poses the question- what is it that the learners are going to be able to do once they have mastered the content?, Cobbold & Adabo ,2016 Unbiased opinions of subjects help to decide on the best options. History and Government is a very relevant subject and it directly connected with prestigious professions.

History and Government indeed can and does prepare students for job market. The list of job opportunity for the history graduate is inexhaustible. A survey conducted by Cobbold & Adabo (2016) indicated that the usefulness of the subject is linked to various forms of employment. They noted that students' perception of the subject led them to make poorly informed choices in high schools because students were not clear about whether or not History would enable them get lucrative jobs. such as teaching and researching in history in private and public institutions, working as human relation officials in local and international organizations, managing information and cultural resources in archives, libraries, museums, national cultural centres and tourist centres and working as research officers in law firms. The history

graduate can also work like any other graduate in the civil service, foreign services and security services.

In the current job market where emphasis is placed on workplace or on-the job training all employees of the various disciplines they pursued in school are given some induction and training. This occupation socialization even widens the job market for the history graduate, making him fit and work effectively in any establishment.

That means that it is always necessary for teachers to bring out that what is taught and its use in relation to different occupations. Turner (2003) noted that various subjects are assessed differently for certain occupations. Students have challenges while trying to choose between careers and subjects by attaching their preferences with careers which might be difficult for them. The students are increasingly often unsure of the proper combination of subjects leading to the right job. This can also result into liking or hating a career.

Students are exposed to different circumstances that impact on their choices of subject directly and indirectly. Despite independent decisions, children require assistance from their parents to clarify the confusion they may have about jobs or choices of the subject. Kristin et al (2017) reported in their study that some parents encourage their children to pick their own profession while teachers may offer advice from an expert perspective, taking academic achievement and skills into account.

Regarding subjects, (Francis 2000) observed that there was a hierarchical subject status and humanities subjects were associated with low status. He indicated that the Sciences were considered as most important subjects by the students in leading to careers such as medicine and engineering, are linked to high earnings. While sciences lead to high-level jobs, many students find it challenging. Students' views on subjects such as physics, mathematics and chemistry are harder than other disciplines such as English, and History, (ibid).

In order to lay foundation for further progress students are linked to the selected subject with Kenyan Central Placement Universities and Colleges (KUCCPS) since the prerequisites are cluster subjects for admission to Kenyan universities and colleges. Form four students select subjects in Kenya each year before their final exams of the Kenya Secondary Education Certificate (KCSE).

The selection of subjects elicit a stand between what is relevant as regards to certain careers and the question of perceptions and competence. Nandege, (2015) & Korir, (2018) observed that socio-economic conditions affect employment choices for the majority of students. Parents advise their children to take into consideration well-paying high-ranking jobs. As indicated earlier, students are informed by their understanding of future aspirations and their choice of studies. Students whose parents who have acquired higher education qualification or high-social status students are more likely to learn about their career than those with a poor social-economic standing. Majority of students in Tanzania experienced difficulties in trying to link the subjects and the occupations, (Ndalichako, 2015). The study reported that high

school students in Dares- Salaam considered factors such as professions that are attractive in regard to career choices.

Students' interest in subjects continues to change during the school years, irrespective of different factors. Students' previous knowledge about occupations and always find a relationship between the subject and future career fields. If they do not choose the right combination of subjects, they may face challenges in pursuing certain university programs, (Raleigh, 2016).

The subjects selected by the students may in some situations, make professional opportunities accessible or limited. The suitability for the subjects chosen must be taken into account by students' ability and motivation. Taking the labor market and the changing world of work into account, subjects must be selected to meet these requirements, (Gannon, 2020).

### **2.3 Influence of the subject teacher on student's choice of History and Government.**

The role of a teacher is important when it comes to imparting knowledge to the learners. The role of a teacher is to create an environment conducive for the learners. Teachers should provide a warm and supportive environment and create a trusting atmosphere so that students want to work because they feel that their needs are being addressed. Besides imparting knowledge, the subject teacher is at the centre of providing his learners with updated information that will encourage or discourage learners in choosing the subject. This is in line with the Choice Theory which states that people change when the environment changes.

Methods of teaching History and Government do not differ from the methods used in teaching other subjects. There are various methods of teaching which can be divided into two groups namely teacher- centered and learner- centered. In the teaching and learning of History the teacher may use methods like lecture method, narration, field trips, drama, project and discussion method to enable students to understand the subject better and also exposing students to many teaching methods create a conducive learning environment because the teacher will be ensuring that all students have understood (MOEST, Sessional Paper No 1 of 2005).Methods of teaching are very important since they may make the learner like or dislike a subject. In order to ignite students' interest, the teacher is responsible for making the learning process attractive and exciting.

Methods of teaching history complement each other. In teaching and learning of History and Government the teacher should use all the teaching method so that learning will be easier and also the teacher must rely on methods which are student centred. It has been established that different subjects have different methods of teaching for instance a teacher of History and Government may use methods different from those used by a Mathematics teacher or a Science teacher. The teaching of History and Government is a process where the teacher and the learners interact in a classroom as they share ideas and engage in reasoning thus transmitting knowledge. Bishop (1985) asserted that appropriate teaching methods should be used to achieve the objectives of the curriculum. The teachers who successfully transmit knowledge to learners use learning resources.

Boadu,et al ( 2014) suggested that some of the key characteristics of an effective teacher are personal qualities(-a teacher who is enthusiastic , approachable ,open and

has a high sense of humour), teaching skills and subject matter mastery. Teaching process begins before lesson time and even after class. This means that effective teaching is not tied to lesson delivery but also other activities outside classroom and within the school environment. Scholars have pointed out that effective teachers make time after lessons to give extra attention to students who have non-academic issues, (Lumpkin, 2013).

Effective teaching is a hallmark of every good teaching. A qualified teacher must be available for the subject area for proper implementation of curriculum. Teachers should be armed with knowledge even before lesson time. It has been acknowledged that the teacher's content mastery is crucial in the learning of the subject. The interaction between the teacher and student towards the subject should be favorable.

Boadu, (2014) pointed out that effective teaching of History and Government is an area of concern to History teacher-educators. He found out that instructional methods played a significant role in shaping the attitudes of students towards the subject. The reason being that teachers do not use appropriate methods of teaching the subject because they are in most cases concerned with syllabus coverage than the understanding of the required concepts by the learners. Past studies indicated that students' statements such as the subject was boring and rigid reflected unfavorable attitude. This was because teachers chose methods which did not involve the students in the learning process, (Kioo 1999).

Effective teaching further requires that they are adequate resources. All schools have potential to provide a rich resource for learning Teaching and learning resources are items that the teacher gathers for use in a lesson to support teaching and learning. They are very vital in the teaching and learning process. . Consistent use of resources improves learners' retention of information. Koech (1999) reported that the quality and adequacy of resources such as teaching and learning materials have a direct learning on the quality of education as they determine how effectively the curriculum is implemented. that can be used in History and Government include recommended textbooks, charts radio Some of the teaching and learning resources photographs, and magazines among others.

The use of a variety of teaching resources is necessary in drawing the attention and sustaining the interest of the learners to the lesson. It also makes it easier for the learners to understand the lesson content by making it real. Resources like newspapers, maps, charts, pictures videos tapes and radio bring reality to learning and high retention capacity. Ayot, (1984), emphasized that classroom textbooks are valuable for teaching but their value is limited if learners cannot use them. A teacher therefore should plan carefully suitable teaching resources and methods to deliver content as much early as possible. (Nasibi & Kioo, 2015), reported that History and Government learning resources are vital for learning since they enable the teacher teach easily .These include prints are considered as reference materials. They enhance vocabulary, linguistic abilities, readability and overall comprehension of History and Government.

The student is the centre of the teaching and learning process where the attitude regarding a particular subject can be considered a huge challenge to the teacher who does not use various activities. However, good practice occurs where every reasonable effort has been made to meet learners' needs to support their participation during the learning process. This can cause students to lose interest in the subject. The atmosphere required for learning should be conducive so that all attention is focused on the learning process. All learners are individuals with different interests and abilities. Good practice is when methods of teaching are thought of in advance. The teacher's role should be that of an initiator and enabler of learning as a provider of the framework within which learners can get information on their own.

There are two different methods of teaching. In one, a teacher may decide that the role of the learners is a passive one as the teacher is busy transmitting information which the learners need to know. This method of teaching is teacher-centered because the learners are not actively involved in the lesson. In the second method, learners are asked to examine, find out or give an opinion. In this approach the learners, are actively involved in the lesson. Teachers should be aware of different teaching methods and abilities of students. In a situation where a learner has not understood a concept, the teacher takes time to explain it further. A teacher should use methods which are student-centered that allow learners to participate in the learning process. Nasibi, (2015) found out that several teaching approaches allow History and Government teachers to achieve instructional objectives.

There is a growing consensus backed by many scholarly reports that the use of variety of methods of teaching and preferably those that are learner friendly should be



used as much as possible. Nonetheless, students are able to develop abilities to ask questions and embark on research issues, (Langat, 2015).

The methods recommended in the teaching of in History and Government include lectures, seminars, field trips, narration, discussion role playing, dramatization, audio visual and modeling and question and answer. These views have been supported by several studies. These studies demonstrate positive relationship between methods and learning that takes place. Field visits are visits to an area of historical significance such as a museum archeological site, or a trip away from school. Such visits enable learners to collect information for themselves and get firsthand information concerning the topic being covered.

The teacher may also need to use field trips in teaching History. Behrendt & Franklin (2014) argued that teaching and learning is spontaneous and student-centred when moved away from the classroom. This means students can be active in the teaching and learning process if they are involved in field trips. The environment will be effective as a place for learning experiences for the learners involved places the learners at the centre of learning. The study also indicated that when properly organized, field visits provide information to the learners which they will remember for a long time. This can also help the learners in sustaining their interest in the subject.

Methods of teaching History and Government complement each other in that the teacher can also use the discussion to cover the weakness of other methods. This is because the students take active participation in the learning process in an effort to

build their knowledge, understanding Discussion is one of the most effective teaching method as the teacher plays the role of a facilitator. The teacher divides the class into several small groups so as to involve the learners. Discussion provides a friendly setting for all students. History and Government is considered a dry subject. This is intended to inspire students because they easily forget what they have learned when they are inactive. The method stimulates active learning and increases learners' communication skills, build social values, such as tolerance of other opinions, the spirit of teamwork and responsibility. Active participation by students in the discussion makes learning full of interest for students. This ensures better and effective learning, (Broockfield & Perskill, 2005).

Discussion method has some weaknesses when teaching History and Government and these weaknesses can be complemented by using drama method. Drama is an effective learning tool because it involves the student intellectually, socially and emotionally. Drama method is very important because it helps in boosting students confidence (Caldwell, 2011). Drama is student-centered because it gives students a better picture of what they are studying unlike other methods.

Drama method also has some weaknesses. For example in drama method, some learners may lose focus of their main activity and this may result in students getting lower grades and also some students may also lose interest in the subject as they will have to use another method.

Learning in a subject is more interesting if there are varieties in the activities that the teacher uses in teaching. The study also indicated that teaching and learning activities

should reflect many points of experiences in order to make learners relate these experiences to the current events in the society. Occasionally, inviting a resource person to discuss an important topic is also a variation of the learning activities in the classroom. As a result students cannot be bored. A teacher of History and Government is also encouraged to invite experts on certain issues to come and share knowledge with the learners. Such experts may include County governors, world wars veteran's. The role of the teacher is to prepare the learners when the resource person will talk to them and the kind of questions they are expected to ask during the discussion. This is meant to clarify issues that they may not have understood.

Narrative or story telling is one of the most suitable methods of teaching the subject. Many scholars agree that narrative or story-telling is one of effective methods of teaching H/G subject. It is a method allows learners to acquire knowledge in a comprehensible vibrant, appealing and chronological manner. It is said to be good at encouraging learners imagination, visualization and arousing interest in learning. It enables learners to relate the story to their community and country, (Nasibi & Kioo, 2005).

New research highlight the importance of presentations are an important part of the learning process for students. They develop confidence in individual's public speaking, develop language abilities and rarely forget what they have learned. Therefore, the role of a teacher is to encourage learners to grasp how events change or stay the same over the period and to put occurrences into context. Boadu (2016) found similar results pointed out that discovery approaches in the context of learning enable students gain certain long-term experience which they cannot forget for a long time.

Students considerably remember the tasks carried out by themselves gain understanding and retention for a long time in comparison to learners memory training.

Teachers communicate content to facilitate understanding of content in learners. The use of questions and answers is the most commonly used teaching method. Teachers use question and answer method to introduce a lesson. Questions are meant to assist students connect their previous knowledge with the current lesson. The questions asked by the teacher help to gauge the level of understanding of the learners. Studies have demonstrated that an interactive learning method encourage questions and answers which boosts students' ability to recall what they have been taught After the learners have gained content, teachers can react appropriately to the inquiries of learners and also ask them questions teachers guide book one (KLB,2017)

Role-playing is another method of teaching which is used to demonstrate concepts. It is a means that students learn without being taught. Its purpose is to help learners see a situation through other peoples' point of view. The learners play various roles and in the process each student reveals the role and personality of the character he is portraying. It increases students' confidence in talking front of people and more importantly recall what they have learned.

In the teaching of History and Government the teacher may use the lecture method The method is also known as jug and mug method is widely used by many teachers of History and Government. The method relies on the teacher (jug) as the sole source of knowledge who transmits it the child (mug) This method is also important in

covering many topics in a short time, (Protocnik, 2017). This method has been criticized for being non-interactive and boring to the students. It restricts learners to listening and note-taking and it is a poor way of enhancing the memory of learners, (Nasibi & Kioo, 2005), Therefore the teacher may need to use another method which involve students in the learning process.

Learning is less likely to occur in a situation where teachers are tied to using the traditional mode of delivery where content is provided and where learners take notes, (Boadu, et al 2014). When lectures are prolonged, they fail to arrest the learners' attention span. Conversely, dull and boring methods inhibit learning. These teachers' pedagogies have been claimed to colonize and domesticate and to be 'not a tailor-made-all' approach to teaching and learning nor to be in keeping with the principles of psychology and pedagogy, (Bishop, 1985)

There is also the use of project method. The basic use of this method is that the learners can learn a lot of things with the help of cooperation. This method promotes purposeful activities through a group of learners. The main objectives of this method are learning by doing. The method enables the learners to have sufficient freedom for thinking, decision making in their assigned tasks and this will also help in making learning interesting for students. It will also make the learners to be interested in the subject and this may help them in getting in getting good marks.

Significantly, all learners should be in a place where they are respected and appreciated in a school environment. Subject teachers have primary responsibility to all students in their classrooms. The subject teachers should therefore make sure that

they plan carefully their classes to meet the various demands of the classroom especially for some learners, whose behavior and engagement with their peers are a cause for concern, may need to adjust their teaching time.

Teachers are individuals who care about the success of their students and ensure that they are available to assist them to achieve their goals. Teachers should make learning environment interesting by giving them opportunities and getting to know how they are progressing. New ways of intervening may be required in relation student's needs. The teachers should create time for them so that they can be part of their social world, (Crankshank, et al 2008).

The influence of a teacher on student's choice of subject in any institution is extremely important since students rely on teacher's advice. Wilhelm, (2016) back educators that subject teachers have a significant influence on how students perceive the usefulness of a particular subject. The role of teachers in the subject choice is crucial in encouraging students to participate and take an interest in a subject (Curran & Rosen 2006). The students can have a more positive view to life, a sense of purpose and a higher contribution to the society if they make well-informed decisions about subjects in any case, teachers cannot discourage students from choosing in particular fields, but can motivate them to select subjects based on their potentialities. The teachers should take the initiative to sensitize the students that all subjects in one way or the other contribute to different careers in future. Such sensitization will capture the student's interest towards the school disciplines.

Javeed (2018) claimed that the guidelines of teachers do matter sometimes because students cannot make decisions on their own themselves to meet their careers. The quality of teacher-student relationships affects the willingness of students to participate in the classroom. It is known that support by parents tends to ignore young learners' independence in decision making process. In particular, this tends to ignore the extent to which schools make subjects available how career counseling are offered and, naturally, this can affect subject selection. Teachers in most cases offer suggestions that are important for students to enable them make informed decision in the choice of subjects, as the selection of subjects is a turning point in their academic endeavors.

The attributes of the teacher, such as friendliness, constant effort and efficient instruction, make the students like some subjects. Some caring teachers who take time to focus on learners who have concerns about non-academic matters after the lessons strengthen the bond between with students. This indicates that an open, healthy relationship with students can lead to a good attitude towards the subjects which means that a teacher's image is consequently a motivation for learners. These make students prefer some subjects.

Teachers have a crucial role in instilling moral and ethical ideals which assist students on their journey in character formation. A study by (Perrone et al 2010) showed that the role model supportiveness and quality of student-teacher relationship will influence to some extent the choice of subjects. The teacher should be a role model in front of the students so that they can be believed and listened to by their students. Students consistently follow teachers' character. Adeyemi, (2010) observed

that learners search for role models from their teachers and would therefore like to choose the subjects taught by them. The attitudes and judgments of teachers about their students have a major impact on their progress at school.

Experience is an important part of teaching because teachers are bound to use a variety of methods. An experienced teacher has the benefit of selecting suitable and effective teaching methods to meet learning objectives. Verbal ability is regarded as an indicator of a teacher's experience. Rivers & Sanders, (2002) indicated that over the first 10 years of teaching the effectiveness of teachers grows significantly every year because teachers use experience to come up with ways to handle classroom issues.

The teacher's position is as dynamic as the contemporary society he lives in. Basic training cannot equip teachers with all their life's skills and knowledge. New teaching methods are being developed and older ones are being refined. The personal participation of a teacher in his subject area will probably offer relevance and vigor to the teaching process. It keeps him familiar with new learning processes. A teacher who participates in the advancement of his subject may lend zeal to subject matter in order to keep up with changing times. The teacher should be provided with opportunities to attend in-service courses to acquire information regarding new content and pedagogy, (Burke, 2000). In-service training is one of the many ways of promoting student's progress in learning.

#### **2.4 Influence of family members on student's choice of History and Government subject**

Family background is the basis upon which a child grows in terms of socio-economic position and education. Nandenge (2015) acknowledges parental



participation as an awareness of and participation in school work, a link between parenting skills and commitment to the achievement of education and to parenting. Parental influence is the degree to which parents appreciate education and encourage their children to make social progress through education. It takes parents' time and financial resources to provide a conducive learning environment at home.

Parents have an important role in preparing their children for education. That is why (Ozioma 2011) observed that the level of interest in students and the position of parents in the society sometimes influenced students' interest. Many parents recognize the importance of a child's educational and professional aspirations formed by their experience that education provides an appealing payoffs and prestigious employment. They guide their children through subject choices by making crucial decisions as they are familiar job market.

The education of parents can be so inspiring to children. Therefore, parents will urge their children to explore a range of subjects where they feel they can excel. Some parents influence their children probably due to the concerns they have regarding the aspirations of their children. Millward (2006) as cited by Kimotho 2020 established that parents have an influence on their children's decision on career issues when they discuss them first with their parents or guardians. Most learners will try to do their best in subjects which their parents have given them a go ahead.

Some parents irrespective of their social background do not influence their children in choosing their subjects. Students home backgrounds especially from lower social status learn little in their homes to support them in the development of academic curiosity. This contrasts when parents create an atmosphere that allows a good

learning environment. Rural parents expect higher educational levels from their children than their own as compared with parents with better earnings, (Tennenbaun, 2008).

Parental influence on the subject choice is notably known to direct what a child should pursue regardless of the interest or ability. Parents whose level of education is limited defend themselves that their children are more conscious of their potential and can make their own decisions. Umair et al, (2017) found out that parents did not allow their children to study Social Sciences because they perceived that they would not be able to get prestigious jobs.

Korir (2018) noted that family financial resources are linked to the employment and the achievement of parents' education. Their hopes and expectations for their children's education also mirror parents who have greater employment status and educational achievement. This also affects their dedication to learning. Previous research has shown that parents support or actively discourage their children from pathways in certain careers including medical, law and accountancy.

The home environment has a huge impact on social condition of the student. The hours spent between parents and their children are significant. The environment affects a student's social life since parents are the first social agents. In a situation where low socio-economic status exists, it is likely that disruption in parenting is likely to occur due to economic difficulties. Unstable unemployment creates emotionally unpleasant behaviors by parents, which in turn impair the emotional warmth and increases erratic behavior, (Ndalichako et al 2014).

Research has demonstrated that firm relationship between parents and children are geared towards career choices. Mwaa, (2007) noted that secure parent relationship are associated with progress in career decision making and subject selection. He further added that when parents and children are in agreement on family issues the students have more confidence in making good career decisions. The relevance of subjects chosen by children is also recognized by parents. The instructions and counseling offered by parents in particular on choice of subjects provide them with more opportunities in the labour market.

Parents portray themselves as role models for their children as observed by (Korir, 2018). Parents with higher employment may have higher aspirations and expectations for the jobs of their children and in turn may influence their learning commitment. Children sometimes emulate their parents' educational experiences. Better educated parents can play a significant role in the learning of their children whereas in a family that can barely satisfy the fundamental necessities of the family is likely less to influence their children's choice of subjects but will instead pressure on their children to seek employment prospects with the minimum training that will support their family.

Okeke(2000) pointed out that parents have a lot of expectations from their children which play an important role in forming students' own aspirations. Parents can directly or indirectly provide information through demands on their children or through support or encouragement. The careers of family members influence the career decision of students and shape a strong belief in what careers the students find themselves.

Research has shown that the lack or absence of guidance in some schools influenced the study of optional subjects. Owoyele & Toyobo (2008) alludes to the fact that the choice of subjects was influenced by parenting, peer pressures and teachers at high school level. They also found that peer pressure, and parental guidance were the most potential predictors, whereas intellectual capacity was the least predictor of subjects choice.

Parents are encouraged to take an active role in choices of subjects and professional outcomes of their children (Kleanthous et al 2013). More recently, the assessment of children's career development by (Rana et al ,2015) stressed on the need for more integral insights on how this can be nurtured throughout childhood where career development begin.

Siblings are said to be next to parents an important aspect of the home environment that shapes the study choices. The positive relationship creates a belief in younger siblings that the older ones are good role models. It is argued that younger siblings follow their older sibling's fields of study. This is likely to occur when siblings differ in age, and when older siblings are higher educated, (Maaiké V. et al 2020)

## **2.5. Influence of School factors on student's choice of History and Government subject**

The world is making drastic demands upon upcoming workers. More often different countries come up with education policies that will enable learners fit for life and needs of this new century. The right choice of subjects is an important step in achieving academic goals and professional placement. The policies on the education are tailored to achieve the desired education outcomes as demonstrated by (KICD

(2016). In most countries of the world, the subject-selection education policy allows the learners to choose subjects while in others, subject-selection starts early as grade 10, where learners select subjects they want to pursue.

In Nigeria, (Oyowele et al 2009) reported that 2009/ 2010 academic session History was removed from primary and secondary schools curriculum. Official reasons given were among others that students shun the subjects only a few jobs were made available. The choices that learners face are shaped by the school and often guide the students towards certain paths preventing them from taking certain combination options.

In the United States, every state has control over the education and there is an enormous difference between the schools in respect to the subjects and other school activities. In a survey on subject choices in secondary schools (Bunker, 2018) found out that some students chose the subjects according to structure that the school impose on the choices to be made.

Recent studies have reported that learners refused to study areas of their interest in the limited offers of subjects. Adejuyigbe and Adejuyigbe (2016) observed that some elective subjects that have been combined with the core subjects provide a combination which lead to what they call 'fatal certificates.' A school's selection policy may prevent misplaced career preferences for students and selection of subjects. The connection between the program and the student creates a foundation for the optional subjects in the Kenyan setting (Gathaiga, 2012).

The pressures placed upon teachers to focus on securing a good position in school's performance might not in every case be in the best interest of their students. For example, teachers may feel the need to encourage particular students to take easier Options that might secure higher outcomes to help their school performance. As Githuku (2014) pointed out those secondary schools have a prohibitive selection policy that undermines the democratic right of students to choose optional subjects. In a related study, Whitely (2010) observed that schools adapt policies that guide subject choice not dictates the subjects that a student is likely to pursue.

In most schools, as a matter of policy, academically promising students are not encouraged to select History as they qualify for Mathematics and Sciences thus History is left to less academically promising students. A survey commissioned by Ofqual (2014) found out that teachers expressed that they took the performance of the school into account when choosing which options to offer their students rather than what is best for the learners. The assumption is that such students will be able to cope with the subject because it needs recalling of what the teacher taught.

In some schools, students have problems in selecting subjects, because they have challenges on other possibilities. Some studies indicate that some school policy in certain public schools has rendered some optional subjects mandatory. Turner (2003) noted that the alternatives are restricted by the way options are structured in schools creating attitudes among students. He reported that the time scheduling arrangement altered students' views on those subjects. This implies that the curriculum is predetermined in school. Although, the Kenya National Examination Council has its

own subject criteria for schools, students are usually not able to choose optional subjects as some disciplines are not taught at school.

In some research, there is some evidence to show that subjects are scheduled simultaneously thus limiting what they can provide for students. When subjects like History and Government and Geography are in direct competition with one other as a result of timetabling practices at school, (Nasibi 2015) argued that certain subjects may draw more learners.

One of the school policies is on time-tabling or block structure where two or more subjects are blocked together. Some subjects like History and Geography have been affected in the sense that they are taught at the same time. It implies that a student who is aspiring History and Government's career cannot take Geography. It should also be acknowledged that this value can also affect student attitudes by giving a subject status, by placing it on the time table or by providing little information, (Roger & Duffied, 2002).

Some students tend to have limited access to optional subjects in schools. Schools take into consideration students' abilities and demands that govern their choice of subjects. In some Schools, a student is only allowed to take Geography if his science of choice is physics. This arrangement limits the right of student willing to proceed with the subject thereby checking the candidature of the subject in the Kenya Secondary Certificate of Education. The choice of History and Government is often determined in the majority of secondary schools by the subject grouping.

Another school policy identified affecting the choice of subjects imposed by some schools. Some schools require that a student get a certain minimum score in the subject for him to be allowed to take it as an option ,Munyari, (2017) As a matter of school policy, academically promising students are not allowed to select History instead they encouraged to study sciences and mathematics thus History is left to less academically promising students.

School past performance has also affected the choice of History and Government. Performance in examination indicates the standards of teaching and learning that has been achieved by teachers and students. Success is measured by ability of a student to pass final examination, average performance in any subject dedicate the number of students opting for it in the subject choice. When a subject is posting a good trend in performance it will attract more students opting to take it as an option.

Mwenga, (2015) pointed out that schools should provide students with an environment that will allow them to freely decide the subjects to study based on their ability and interest. Interest in the subject is regarded as the most important motivational factor in learning. Research has demonstrated that education fails a child if it has little to do with his real life, education must relate to learners life as they have been as they are and as they will hence giving purpose to the process. Education should not reduce young people to bored and frustrated students.

## **2.6 Summary of the literature reviewed.**

This study was directed towards finding out the factors influencing the choice of History and Government. . Research has shown that the students attitude, gender, career goals previous influences their choice of History and Government. Studies



carried out by (Osoro 2006 and Langat 2015) revealed that attitude play towards subject choices. This study is geared towards exploring how attitude influences students' choice of History and Government subject.

Further literature has shown that teachers teaching methods and relationship with the students influence the choice of History and Government a study by Nyongesa (2019) established that methods used in teaching History and Government in secondary school in Kenya. These studies examined various methods teachers employ in their daily practice. The studies also dwelt on methods that teachers should not use in content delivery that contribute to students' negative attitude towards the study of History and Government. This study identified the methods of teaching that tend to emphasize teacher-centred rather than learner-centred methods influencing the choice of History and Government. This study also further showed how subject teacher influences student's choice of History and Government through their relationship with students.

Literature reviewed showed that family has a role on what choice students should take when it came to choosing subjects.

Finally studies on school policies have also been found to influence the choice of subjects directly or indirectly. The study showed that school policies affect students' choice of History and Government. However, these studies did not go further into some of the school policies like availing career counselling services to students in selection of optional subjects. The researcher intends to fill this gap.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents a detailed description of the research methodology used to carry out the study. It outlines the design for this study, the study area, the target population from which the findings for the study were generalized, the sample and sampling procedures, data collection procedures, data analysis and ethical consideration. This chapter also describes the research instruments used in data collection. Finally, the chapter also discusses the reliability and validity of the study.

#### **3.1 Research Approach**

The study used a mixed method approach which included the use of questionnaire and interviews. This was an ideal approach because the researcher was able to gather information using multiple data sources. The approach allowed the researcher and participants to interact directly. The approach enabled the researcher to respond to the research questions by gathering data in participants' own words.

#### **3.2 Study Area**

The study was carried out in public secondary schools in Chesumei sub-county in Nandi County. The area contained the requisite study population consisting of school types found in Kenya. The researcher is a master of Education student currently teaching in Chesumei- sub-county. As part of researcher's studies she is meant to conduct a research. As a teacher of History and Government, the researcher felt the need to investigate into declining enrolment of History and Government. Owing to the fact that the declining enrolment was also being experienced in Chesumei Sub-county

schools, the researcher thought this was a contribution she could make to this community as part of her community responsibility.

### **3.3. Research Design.**

Researches are designed to gather data to answer certain questions. The study adopted a descriptive survey design to answer questions of this study. The researcher selected descriptive survey design since it attempts to describe the characteristics of a sample of the study. According to Cress (2014) asserts that descriptive survey design studies have advantages in that they may be adopted to collect information that can be generalized for all the population and they provide relatively simple and straight forward approach to the study.

### **3.4. Target.**

A population is the group to which a researcher would like the results of a study to be generalizable, (Gay 2009). The researcher targeted the thirty five public secondary schools. The targeted population was seven hundred and ninety four form three students and 46 teachers of History and Government. A total of eight hundred and forty respondents were used by the researcher.

### **3.5. Sample size and Sampling technique.**

Purposive sampling was used to select public schools, teachers of History and /Government and form three students. The study focused on the public secondary schools where the government may utilise the findings of the study. The teachers were selected for the study since they were implementers of the curriculum. Teachers were important also in this study because they provided information on the factors that influenced the choice of History and Government subject and expertise in the teaching

of History and Government. Form 3 students represented high school students as they had selected subjects in preparation for Kenya National Examination. The Form 3 learners were also exposed to a wide range of studies over a two-year period.

The researcher used stratified sampling and simple random sampling. Stratified sampling was used to get a sample from a sub-group of national extra-county and county schools and further stratified. According Gay (2009), stratified sampling technique is the identification of sub-groups in a particular population. In the mixed schools, the researcher stratified the students into their gender and then employed simple random sampling to select the respondents in the schools selected.

**Table 3.1: Selected Respondents in the Schools**

<b>School Type</b>	<b>No</b>	<b>Sampled</b>	<b>%</b>
Boys	12	4	33.3
Girls	10	3	25
Mixed	14	5	41.6
<b>Total</b>	<b>36</b>	<b>12</b>	<b>100</b>

The twelve public schools formed the sample. It included four boys, three girls and five mixed public high schools. The researcher intended to use boys and girls at different settings for this study. A third of respondents from each stratum were selected to form sample. Student respondents were chosen in equal numbers per stratum. A sample is a smaller group obtained from accessible population. Sampling is a technique of selecting a representative from the study population, (Gay 2009). The study target population was seven hundred and ninety four students and forty six

teachers .A sample size of 238 students and fourteen teacher's respondents which represented 30% of the population.

A sample is a smaller group obtained from accessible population. Sampling is a technique of selecting a representative from the study population, (Gay 2009). The study target population was seven hundred and ninety four students and forty six teachers .A sample size of 238 students and fourteen teacher's respondents which represented 30% of the population.

Random sampling was used to select student and teacher respondents. In schools that had more than two teachers, the researcher random selected two teachers. This ensured that the respondents got equal opportunity to participate in the study.

### **3.6 Research Instruments.**

The study employed the use of questionnaires and interview schedule in the collection of data. Questionnaires for the students comprised both closed-ended and open-ended structured questionnaire with sub-sections. The purpose of the interview schedule was to collect data from the teachers.

#### **3.6.1 Questionnaire.**

A questionnaire is a written collection self-report to be answered by a selected group of respondents in a study (Gay, 2009). A questionnaire was developed for the form three students. The questionnaire consisted of two sections with closed and open-ended questions. Section A obtained background information of the student respondents. Section B dealt with four research questions which influenced the

choice of History and Government by students. The questionnaire helped to collect data from a large population.

### **3:6.2 Interviews schedule**

Interviews schedule were conducted in this study to collect information from the teachers of History and Government. It also gave the participants opportunity to share their experiences and give valuable information that would be virtually impossible otherwise. Due to its flexibility, the interview schedule was chosen to enable respondents to answer questions freely.

## **3.7 Validity and Reliability**

Validity and reliability are important aspects in any data collection. The data of a study depends on the quality of the tools used to address research questions.

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### **3.7.1 Reliability**

Reliability of the instrument was carried out in order to find out whether the measures of the instruments yield the same results on other occasions. A pilot study was conducted in Uasin Gishu County to test the reliability of the research instruments. This was the only way the researcher could find out if the questionnaire and interview schedule were more reliable in the collection of the data. One school from each strata from Uasin Gishu were not included in the study. The interview schedules were also conducted for the teachers in the three selected schools. After piloting, Cronbach's Alpha coefficient was computed to determine reliability of the instruments. A coefficient of 0.70 or more implies that there is a high degree of reliability (Kombo & Troop, 2006), The same threshold was adopted in this study A

reliability of coefficient of 0.77 was obtained. This was within the threshold for reliability testing and therefore the instrument was found to be reliable.

### **3.7.2 Validity**

Validity refers to the extent to which the instruments measures what it is supposed to measure according to research subjective assessment. Validity deals with the adequacy of the instrument for example to have questions in order to collect the required data for analysis that can be used to draw conclusion, (Frenkel et al 2012). To ensure validity of the instruments used, the designed questionnaire was taken into consideration. The researcher consulted two academic advisors from the department of Curriculum, Instruction and Education Media for a review of the instruments. Their suggestions were used to determine their suitability.

### **3.8 Ethical and logistical Considerations**

The researcher sought permission was also sought from the school authorities of the selected schools. The researcher explained to the respondents the purpose and why they had been selected for the study. The researcher further assured the respondents that the information they provided would be treated with utmost confidentiality. The assurance enabled them to take part in the study voluntarily.

### **3.9 Data Collection Procedures.**

The researcher sought a research authorization from the National Council for Science Technology and Innovation (NACOSTI) through Moi University Department of Curriculum, Education and Media. Before making a visit to selected schools, the researcher sought further authorization from County Education Officer Chesumei, a sub-county. The researcher then proceeded to seek permission from the principals of

the selected schools. The researcher made further arrangements to conduct interviews with the teachers after administering questionnaires to the students. The researcher then administered the questionnaires to the students. She then proceeded to conduct the interview with the teachers.

### **3.10. Data Analysis.**

After collection of data, sorting and coding were done appropriately. Descriptive statistics were used to describe data in such a way that it revealed general response. Analysed data was presented in the form of frequencies and percentage. Open-ended questions that produced qualitative data were analysed thematically. Quantitative data were analysed by use of statistics using Statistical package for social sciences (SPSS) and the results presented in the form of frequency and percentages.

### **3.11 Summary of the Chapter**

The chapter describe in details methodology and research design developed for this study. It discussed the location of the study, the sample and sampling procedures and the instruments used for data collection. Validity and reliability of data collection instruments have been explained. Questionnaires were used to data collect from the students while semi-structured interviews were used to acquire qualitative data from the teachers. Ethical consideration and analysis were explained.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4:0 Introduction**

This chapter presents analysis and interprets the data gathered from the respondents. The study was designed to answer one major question, what factors influence the student's choice of History and Government?

To answer this question, it was broken down to four subsidiary research questions. These were:

1. In what ways do student's individual factors influence the choice of History and Government?
2. In what ways does a teacher influence the student's choice of History and Government?
3. In what ways do family members influence a student's choice of History and Government?
4. In what ways do school factors influence the choice of History and Government?

In the presentation, analysis, interpretation and discussion, data was grouped into two main sections. The first section analyses the background information of the respondents.

The second section looks at reasons that made students to choose or not choose and Government. Data obtained through interviews regarding the study were summarized and directly reported in all sections. In all sections both frequencies and percentages were employed. Data was presented in tables and graphs.

#### 4.1 Background information of the respondents

The first section of the questionnaire gives background information of the respondents.

##### 4.1.1 Distribution of respondents by school Category

The researcher was interested in ensuring that respondents were fairly selected from different categories of schools. Table 4.1 gives a summary of the results.

**Table 4.1 : Representation of categories of schools.**

School category	No.	Sampled schools	%
National.	4	1	9.1
Extra-county	10	3	27.3
County	22	7	63.6
<b>Total</b>	<b>36</b>	<b>11</b>	<b>100</b>

Table 4.1. Shows that respondents were drawn from three school types and this ensures that each school was well represented in the study with respondents well distributed according to the number of schools in each type of school

#### 4.1.2 Distribution of Respondents by Type of School.

Table 4.2 shows the number of respondents sampled from the three categories of schools.

**Table 4.2 : Distribution of Respondents by Type of School**

<b>Type of School</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>National</b>	73	33.6
<b>Extra-county</b>	103	46.2
<b>County</b>	60	20.2
<b>Total.</b>	238	100

The student respondents were asked to indicate their type of schools. The study found that 33.6% were from national school, 46.2% were from extra-county school and 20.2% were from county schools. This information was important because majority of the schools in Chesumei sub-county, Nandi County are county schools. This ensured that each category of school was represented in the study with the respondents well distributed according to the number of schools in each category of school.

#### 4.1.3 Distribution of teachers by Gender

Table 4.3 shows respondents according to their gender which show how many male and female took part in the study.

**Table 4.3: Distribution of teachers by Gender**

<b>Gender</b>	<b>No.</b>	<b>Percentage %</b>
Male	5	35.7
Female	9	64.2
<b>Total</b>	<b>14</b>	<b>100</b>

Table 4.3 shows the number of teachers who took part in the study. Teacher respondents were 14 out of whom 64.2% were females while the male counterparts were 35.7%, The teachers were selected for the study because they are the implementers of History and Government curriculum.

#### **4.1.4 Teachers' Academic Qualification.**

Table 4.4 shows the qualification of teachers who participated in the study.

**Table 4.4: Teachers' Academic Qualification.**

<b>Teachers' academic Qualification</b>	<b>No.</b>	<b>Percentage %</b>
Masters	3	21.4
Degree	9	64.3
Diploma	2	14.2
<b>Total</b>	<b>14</b>	<b>100</b>

The study sought to find out the professional qualifications of the teachers of History and Government as Table 4.4 indicated above. The study findings indicate that most of the teachers graduate as shown. The study found out that out of 21.4% teachers had Masters in Education, while 64.3% had Bachelor degree in Education while the rest had diploma in Education were 14.2% This shows that all the teachers who participated in the study had necessary teacher qualifications to handle the teaching of H/G subject. This study is in agreement with (Oladebinu, et al.,2018) who pointed out

that a trained teacher acquires necessary pedagogical skills necessary for disseminating knowledge.

#### **4.1.5 Teaching Experience of Teacher Respondents.**

The study sought to find out the teaching experience of the teachers of History and Government the findings are presented in 4.5.

**Table 4.5: Teaching Experience of Teacher Respondents**

<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percentage</b>
0-5 years	2	14.2%
6-9 years	2	14.2%
10-15 years	6	42.8.%
Over 15 years	4	28.5%
<b>Total</b>	14	100%

From the study, the findings indicate that most teachers have taught for more than 5 years and this showed that majority of the respondents had mastered the skills in teaching the subject. As indicated in the table only 14.2% and 6-9 years, 14.2% of the respondents had taught between one and two years. 71.3% teachers had taught for over ten years teaching. Research has indicated that experienced teachers are considered to concentrate on the most appropriate ways to teach students who differ in their abilities, prior knowledge and backgrounds. These findings affirmed the position of (Taylor, 2003), who put forward that an experienced teacher process information with ease and connect ideas to enrich students' understanding.

#### 4.1.6 Teachers attendance of In-service courses.

The objectives of teacher education programs aim at developing communication skills that equip a teacher with the knowledge and continuous improvement in the quality of education.

**Table 4.6 Teachers attendance of In-service courses**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Attended	3	21.4
Not attended	11	78.5
<b>Total</b>	<b>14</b>	<b>100%</b>

The teachers were asked if they had attended in-service courses. The findings showed that 78.5% majority of the teachers had not gone for in-service courses and 21.4% had undergone in-service courses as their counterparts in other subjects. This has not been the case as there has been lack of adequate opportunities for in-service training. The findings of the study is contrary to the recommendations of MOE Policy on the new methods of teaching.

#### 4.2. Factors that influence student's choice of History and Government subject

The factors covered in this study include student's individual factors (gender, attitude, ability, and career), the role of subject teacher, the influence of parent/guardian level of education and occupation and the impact of school policy on optional subjects.

#### 4.2.1 Distribution of students by Gender

The researcher sought to find out the influence of gender on selection of H/G.

Table 4.7 summarizes the results.

**Table 4.7 Influence of gender on the choice of History and Government.**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage%</b>
Female	166	69.7%
Male	72	30.3%
<b>Total</b>	<b>238</b>	<b>100%</b>

The first question students were asked to indicated that gender affected the choice of History and Government. Gender of the respondents was considered in this study because boys and girls may be presented with different settings as far as the choice of H/G subject is concerned. The findings indicated 69.7% affected their gender in the choice of History and Government while 30.3% refuted that the role of gender in the choice of the subject. The above findings are consistent with Xia-oming 2013 who suggested that learners have a gendered outlook towards subjects' choices. The teachers felt that the difference in gender indicate that the male felt History and Government was too easy not challenging and that they could learn it on their own if they had to. On the issue of gender, teachers felt that it did not affect the choice of History and Government. A few teachers, however expressed that the classes which they taught, there were more girls than boys. In their view therefore, gender determined the choice of History and Government. Therefore, it can be concluded that gender affected their choice of History and Government. These findings are contrary to Kireria (2019) who carried out a similar study on factors influencing Form three

students in their choice of optional subjects found out that gender was not a determinant factor in students' choice of subjects.

#### 4.2.2. Students' attitude towards History and Government subject.

The researcher sought to find out whether there was a relationship between attitude and subject choice. The findings of the study are shown in the table in 4.8.

**Table 4.8 Students' attitude towards History and Government subject**

Statements	Responses.									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
I chose H/G because it is interesting.	27	11.7	5	2.2	5	11.7	38	15.9	139	62.3
It's boring.	100	42.3	74	31.3	9	3.6	27	11.2	28	11.7
There is too much to memorise.	90	37.7	74	31	15	6.3	29	12.1	55	22.9
I chose H/G because of good marks	33	13.9	42	17.5	22	9.4	84	35.4	57	23.8
It is an easy subject.	44	18.4	48	20.1	10	4.2	61	25.6	77	32.3
It is difficult to understand	22	9.4	62	26.0	16	6.7	65	27.4	73	30.5

The students also gave reasons for their different attitudes towards the study of History and Government. The attitudes range from extremely negative to extremely positive. This findings can only be inferred. The findings of the study revealed a significant number of students 78.2 % found the subject uninteresting while and could no pursue it any longer or consider it being useful while 22.4% selected it. These findings agree with (Azubuike et al 2016) who concluded that attitude play a key role in the choice of subject. From the findings poor attitude influenced their choice of History and Government. The poor attitude of students towards History and



Government could be attributed to teachers' lack of inspiration as indicated by the students. The significance of this information plays a major role in the learning process.

If a student has a positive attitude towards the subject it will be evident by his or her tendency to continue with the subject when he or she has a choice to do so. From the findings, the responses were more related to personal commitment to study of History and Government subject. The reasons for positive attitude towards 'it is interesting' and those with negative attitude towards History and Government gave reasons such as too much to memorize 35%, boring 73.6% and difficult to understand 33.4%.

However, not all students 2.2% specifically addressed the motives of their reflection on History and Government. Most of the teachers were also of the opinion that the choice of the subject was based previously acquired attitudes towards the subject. T6 expressed that students who chose History and Government found the subject interesting. Some of the teachers indicated that students' attitudes, perceptions and decisions are motivated by goals which are expressed by their preferences. Teachers thought that the final decision should be the student's personal responsibility because each student should take into account interest, parent expectations. Negative responses may be interpreted that History and Government did not attract students.

#### **4.2.3 Impact of previous performance on choice of History and Government.**

The student respondents were asked to indicate whether previous performance had an impact their choice of History and Government.

**Table 4.9 Impact of the previous performance on the choice of History and Government.**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree	139	58.4
Agree	40	17.0
Undecided	5	2.2
Disagree	30	12.6
Strongly Disagree	24	9.9
<b>TOTAL</b>	<b>238</b>	<b>100%</b>

Students' choice of subject was analysed by their previous academic performance in order to understand the relationship between the academic performance and choice of subject. The findings from this study indicate that 75.4% selected the subject because of good marks while 22.4% did not choose because of poor performance.

Majority of teachers agreed that subject selection is based on the performance of the subject while the rest reported that students choose what they wanted. T5, T6, T7T8, T9 and T10 opinions were that good marks was a proof that students ability to study the subject but may not necessarily lead to choice of the subject.

The majority of the teachers explained that those who enjoyed the learning experiences in History and Government at form one and two are more likely to choose the subject irrespective of their performance.

The findings of this study revealed that ability has an influence on subject choice. It is noted that students took account of their previous experiences academically in making option choices. The above findings are consistent to the results of a study by

Makori et al (2019), who concluded that students chose subjects according to their potentiality.

#### 4.2.4 Responses on the influence of career aspirations in the selection of History and Government

The researcher wished to find out if the choice of History and Government subject was related to their career. Table 4.10.

**Table 4.10. Career Aspirations**

Statements	Responses									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
H/G is related to my future career.	33	13.9	46	19.6	14	5.8	82	38.5	63	26.5
The status of the jobs attracted me to choose H/G.	15	6.3	9	3.6	1	0.4	132	55.6	67	28.3
I chose H/G because of more job opportunities.	34	14.3	66	27.5	9	3.6	67	28.3	62	26

Career aspirations appeared to have influenced subject selection among students. All the two categories of the respondents agreed that career aspirations played a major in the choice of subjects. The findings 65% showed that the students who did not select History and Government while 33.2% was influenced by career considerations.

Majority of the teachers reported that career greatly influences the subject one selects. Many teachers explained that the kind of career seemed to be the driving force since

students were looking forward to careers that required one to have done History and Government in secondary school. These findings confirm those of (Adeyemi 2009) that future aspirations is a key determinant of subjects choice by secondary school students. From the findings of the study it can be said that the reason for the choice of History and Government was because of their career goals.

#### 4.2.5 The influence of the subject teacher

**Table 4.11 The influence of the subject teacher**

Statements	RESPONSES									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
I could not understand the teacher.	34	14.3	29	12.1	17	7.2	66	27.8	92	38.6
We have an approachable teacher.	132	55.6	67	28.3	15	6.3	9	3.6	15	6.3
My teacher guided me on selection of H/G	97	40.8%	24	9.9%	4	1.8%	61	25.6%	52	22%
Teacher's teaching method attracted me to select H/G	44	18.4%	18	7.6%	4	1.8%	104	43.9%	67	28.3%
My teacher motivated me to choose H/G subject keeping in mind my interest.	82	34.5%	63	26.5%	14	5.8%	33	13.9%	46	19.3%
My teacher's encouragement reinforced my choice of H/G.	24	9.9%	16	6.7%	30	12.6%	65	27.4%	104	43.5%

The findings indicated that 66.4% of the students' decision on choice were influenced by subjects I while 25% of the learners reported that the teacher had no effect on the choice of subject choice. The findings are consistent with (Ndakalicho et al., 2015) who showed that teaching methods significantly affect the students' preference for certain subjects.

In response to this, the teachers gave different reasons for the methods they used in content delivery. Majority of the teachers indicated that they tried their best to make their lessons as interesting as possible. Some of the methods used were discussions, presentations, question and answer. T1, T4, T7, T8 and T9 reported that they used such strategies though rarely made students active during the lessons and enable them to discover facts for themselves. They further added that learner-centered methods of teaching helped them identify individual abilities and weaknesses and deal with them individually.

Some of the teachers felt that in most cases they are forced to use teacher-centered methods because they are given a time-line in which they are supposed to complete the syllabus. T2, T3 and T6 indicated that they are forced to resort to lecture and note-taking so that they are able to complete the required syllabus in good time.

Studies have indicated that teachers' guidelines matter a lot for students in their choice of subjects since most of them may not be mature enough to decide on their own (Javeed, 2018).

The majority of the respondents 50.7% agreed that teachers provided guidelines based on their previous performance while 47.6% showed that that the teachers eroded the motivation of the students to pursue the subject. The findings confirm teachers' motivation plays a vital role in the selection of students' subjects.

Teachers observed that they had limited influence on the students' decision because the student felt that they were old enough to make their own choices. However, some teachers reported that they do advice students when selecting subjects. T1, T4 and T6 expressed that the environment, the people students interact with influenced their choices to a great extent.

The findings of the study showed that building respectful relationships with students 83.9% and being responsive to students needs are effective practices while 9.9% students indicated that teachers were not approachable and that was why they had no interest in the subject.

#### **4.3. Role family members on in the choice of History and Government**

The study sought to find out whether family members influenced the choice of History and Government.

**Table 4.12 Shows the distribution of family members level of education**

<b>Family level of education</b>	<b>Frequency</b>	<b>Percentage %</b>
University	21	9.0%
Middle level college	48	20.2
Form 4	153	64.1
Primary level	16	6.7
<b>Total</b>	<b>238</b>	<b>100.0</b>

The results above indicate that only a few family members 6.7% had acquired primary education. The researcher believes that the rest of the family members were educated that is to say that those who had acquired form 4 level 64.1% had gone through middle level colleges 20.2% and university level 9.0% could influence the students towards the choice of History and Government subject. The findings show that parents and siblings especially the older ones who acquired high level of education are interested in what careers their children and siblings respectively want to pursue hence will play a part and influence them in decision making on subject choices. These findings are supported by (Githaiga, 2012) who suggested that parents and (Maaike et al 2020) influenced their children and siblings on what subjects to take since they are educated and more aware of the needs of the job market which mostly determines what subjects are required.

**Table 4.13 Extent of family members careers influence on the choice of History and Government**

Statements	RESPONSES									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
My family's level of education influenced my choice of H/G	68	28.7	82	34.5	3	1.3	53	22.4	31	13.0
My family wants me to take up the same career.	32	13.5	27	11.2	5	2.2	96	40.4	78	32.7
They are positive about my decision.	91	38.1	82	34.5	18	7.6	17	7.2	30	12.6
They think that my interest and preference are most important in my choice.	64	26.9	76	31.8	15	6.3	29	12.1	55	22.9
They have strong opinions about what alternative I should choose.	104	43.9	54	20.6	2	0.9	29	12.1	53	22.4



The parents' occupation almost always influences the careers their children will take up in the future. From the findings of the study 63.2% indicated that family members influenced their choice of History and Government while 35.4% students indicated that their parents/ guardians insisted that they concentrate on the sciences. The results is contrary to the findings of (Ramachadran et al., 2014) who concluded that that parents who did not allow their children to choose Social Sciences will not be able to get prestigious and high paying jobs.

In this case, T5 stated that students select subjects which they are interested in while T7 said that students choose those subjects which can help them reach their career and employment goals.

With regard to family members' career is not a contributory factor in students' choice of H/G subject. The findings indicated that 24.7% and 73.1% agreed and disagreed respectively that the occupation of one's parent may not determine to a large extent the choice of History and Government.

However the findings do not agree with Ezioma, (2011) noted that parental career status has an influence on their career choices whereby like their children who are brought in a conducive environment are more likely to emulate their parents. This is because a child may not be as brilliant as one's parents who could be a doctor or lawyer and vice versa.

The teachers' view was that some parents tried to influence students' choice of History and Government. Educated parents often were more influential in the choice

of the subject as compared to those who were less educated or not educated at all. According to the teachers responses parents have been encouraging their children to take science oriented subjects.

#### 4.4 The influence of School factors.

The researcher sought to find out school policy on History and Government subject.

**Table 4.14I: Influence of school policy**

Statements.	RESPONSES									
	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Career counselling influenced choice of H/G.	44	18.4	18	7.6	4	1.8	104	43.9	67	28.3
Time tabling of History with Geography subject influenced my choice of History.	97	40.8	60	25.1	3	1.3	49	20.6	29	12.1
The school administration pressurizes students to choose History.	81	34.1	89	37.2	2	0.9	43	17.9	24	9.9
The school policy favour the overall performance in KCSE.	48	20.2	34	14.3	3	1.3	81	34.1	71	30.0

The results of the study indicated that 72.2% students indicated that career counselling influenced the choice of History and Government. While 26% students indicated that they did not. As regards the time-tabling of History and Government with Geography 65.9% respondents agreed 32.7% disagreed respectively that it influenced the choice of History and Government. This meant that the students had to choose between History and Government and Geography.

The pressure from the market-oriented subjects has made schools force students to choose the sciences particularly the academically promising students. The results indicate that 71.3% students were forced to choose History and Government while 27.8% were not.

In response to this, the teachers reported that in most cases students are forced to take History and Government because they are weak to do sciences. One can argue that History and Government is taken to be one of those subjects that meant to cushion the weak students as what is expected of them is recalling of what has been taught.

The main limitation that students reported with regard to subject selection process was the block timetable which schools used. The findings indicated that school policy did not favor 64.2% favored 34.5% their choice of optional subject. In fact students who had a specific subject had to look for alternative subject.

Teachers' responses show that different schools have their own policies as far as choice of optional subjects is concerned. In some schools some structural arrangements on how subjects are categorized restricted students' choices. Some teachers argued that in some schools Geography was time tabled with History and Government at the same time. These teachers felt that in such circumstances History would be disadvantaged especially with the current emphasis on science related subjects. The findings are consistent with (Whitely et al 2012) who observed that the block structure which schools used limited the students' choice in the sense that they had compromised their choices. The bright students will therefore choose Geography which is regarded more of a science subject not choose History and Government because the school policy affected their choice.

T1, T2 and T4 argued for grouping of optional subjects. T2 'grouping is done in this way so that the learners who are weak academically may have an option. Such sentiments indicated that H/G is regarded as one of those subjects meant to boost grades for those who are struggling academically.

A few of the teachers also reported that in their schools as a matter of school policy academically promising students are not encouraged to choose History and Government thus is left to less promising students. Therefore, from the finding of the study it can be concluded that school policy influenced their choice of History and Government. These findings are in agreement with those of a study (Whitely 2012) who found that schools can influence students' choice of H/G through block structure of the time table.

#### **4.5 Summary of the Chapter**

Chapter four presented data analysis, presentation and discussion of research findings. The study has highlighted several factors that influenced the choice of History and Government in public secondary schools. The data have been analyzed and presented as per the research questions.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATION

#### 5.0 Introduction

This chapter presents a summary of the findings of the study, the conclusions, recommendations and suggestions for further research. The main purpose of this study was to establish factors that influenced the students' choice of History and Government in public secondary school in Chesumei sub-county, Nandi County. To accomplish the purpose of this study, the study investigated the influence of student's individual factors, the influence of subject teacher, parental /guardian's level of education and occupation and the school policies.

The study focused on 35 public high schools, twelve of which participated in the study. The study consisted of a total of 252 participants, comprising 238 students and 14 teachers of History and Government. To obtain data questionnaires for students and teacher's interview guide were the tools used for data collection.

#### 5.1 Summary of the Findings

The summary is done by highlighting the findings of each research questions. The first question was carried out based on the results of each research questions of study.

With regard to student's individual factors (gender, attitude, previous performance and career aspirations) influencing the choice of History and Government. The issue of gender arose in this study. The findings of the study revealed that 69.7% females

while 30.1% were males the analysis showed that the choice of History and Government in Nandi County had been driven by gender. However, according to the some teachers, gender did not influence the choice of History and Government .Their views pointed to other factors that the male students had other reasons for not selecting the subject.

The students' attitude towards a subject can either be positive or negative. This depends largely on their learning experiences. Unfavorable attitude towards a subject may inhibit the development of a good attitude. This illustrates a connection between attitudes and choices. Osoro, (2006) indicated that if a student has a positive attitude towards a subject it will be evident by his or her tendency to continue with a subject when he or she has a choice to do so. The findings of the study showed that the students who had chosen History and Government 57.9% had positive attitudes towards the subject as indicated by their statements such as 'it is interesting. Those that chose to continue with History and Government tended to be learners who were passionate about the subject. Interest in a subject has been found to have had an impact on their choice of a subject. The study concluded that attitude towards a subject affects the decisions of the student.

The high scores in History and Government subject determined student's choice. Low score is one of the major reasons that prevented students from selecting H/G subject. Some studies have indicated that ability in a subject was perceived to be one of the key determinants when deciding on examination subjects. Makori et al (2019) observed that prior attainment in a subject influenced students' view of their own ability in making decisions on optional subjects. The results of the study

indicated that students who had attained good marks in their previous tests 75.4% had decided to continue with the subject. Those who did not get good marks 54 22.4% disliked the subject hence dropped it.

Literature has identified the way students viewed how useful a subject was to their future career played a part in how they chose their subjects. The results of the study showed that majority of the students 61% indicated History and Government usefulness was a factor in their choice. The majority of students referred to their career aspirations and achievements in. This means that they needed the subject in order to gain employment in future. Students who chose History and Government had already made up what they wanted to pursue in future a career.

The findings of the second question of the study were whether the subject teacher influenced their choice of History and Government through the methods of teaching. The experiences of students in the way subject was taught varied. The use of various teaching methods assist in building the interest of learners in the study of and eliminate negative feelings. A teacher should utilize a hands-on, interactive approach to learning in order to make the subject pleasant and attractive.

The study indicated that the choice of History and Government was affected by the teaching methods. The study also established that 72.2 % of students reported that their History and Government sessions were interesting, liked their lessons. Moreover, the lack of inspiration from the History and Government teachers influenced the decision to drop H/G as shown by 26.0% of the students. The

students considered a good teacher as one who was able to motivate them by being passionate and to deliver content in an interesting way.

It is emphasized that the nature of the relationship between students and teachers is of paramount importance. A positive relationship between the teacher and the student is important in creation of a conducive learning environment. Such an environment allows students to consult their teachers for professional advice on subject choices. Subject teachers are recognized as an influence in decision making of students choice of subjects .Based on study findings, 83.9% students had a sound positive relationship with their teacher. A teacher can create time to attend to students issues outside classroom time. Teacher's personality - caring enabled the learners approach their teacher without fear. The findings of the study indicated that 50.7% consulted their subject teacher and were able to make their choices.

The role of the teacher is dynamic in our society today. The teacher should be granted an opportunity to attend in-service courses to familiarize herself or himself with the latest knowledge in his/her field of study in order to keep in touch with new information on new teaching methods .The results of the study showed that 78% of the teachers had not attended in-service courses. Nyongesa (2019) pointed out that in order to offer learners content more effectively teachers' in-service courses should be made available to the teachers of History and Government as their counterparts in other subjects to increase their professional expertise.

The third research question focused on establishing the influence of family level of education on the choice of H/G by the student. The findings given in the table showed 63.3%that the student respondents indicated overwhelmingly that the family



members' level of education contributed to the choice of History and Government. What became clear was that most students believed that their families had an influence on their choice of subjects probably because of their fears about their careers. Some of them made their own choices probably their parents trusted them to make appropriate choices based on their potentiality. 35.4% of the students decided not to choose History and Government because of different reasons. Some of the students who did not opt for History and Government were discouraged by their families.

Students from where family members are not so educated were not guided to build interest in specific subjects. The above findings indicated that one of the factors that influence on the choice of History and Government was literacy level of the family members.

As far as career was concerned, it did not influence the students' option of History and Government. The results are contrary to Ezeji, (2001) that students like their parents would choose their parents' occupation. The results of the study 73.1% showed that the choice of subjects were not determined their family members' careers. This is because the circumstances which determine parents' occupation and siblings may not be the same. For instance, a child may not be bright like his /her parent who is a doctor or lawyer. From findings of the study results appear to disagree that career indicator has direct effect on the choice of student's choice of subjects leading to different careers.

The fourth research question sought to establish whether the school factors had an impact on the choice of History and Government. The policies that schools adapt guide students on what they are likely to pursue. The study showed that 72.2% students showed that school policy influenced the choice of History and Government in relation to optional subjects. Schools offer optional subjects in different ways, for instance, allowing students to choose one subject from each option block. Some schools offered History and Government at the same time with Geography. Those who selected History and Government did so because it was related to their career but others were not given the opportunity to do so because of other reasons.

## **5.2 Conclusions.**

The purpose of the study was to examine factors that influenced students' choice of H/G subject. The findings revealed that there were factors that influenced the choice of History and Government. Such factors included students' individual factors. The study indicated that gender influenced the choice of History and Government. Most of the students who chose History and Government were girls. This could be probably because learning depends on social environment that some subjects were meant for girls and others for boys. The study concluded that the choice of History and Government between female and male students significant.

Based on the findings on the students' attitude on the choice of History and Government subject, the study concluded that students' attitude towards the subject was negative and this was exhibited the number of the students who did not chose H/G subject. The significance of this information plays a major role in the learning process.

The study concluded that the choice of History and Government was influenced by good performance in terms of academic abilities. Bad performance prevented the students from selecting History and Government. From the findings of the study it is noted that students took account of their previous performance in choosing History and Government subject.

Students' aspired career influenced their choice of History and Government. Most students said they chose the subject that would prepare them to pursue their future career. From the findings of the study it can be said that the major reason for the choice of subjects was because of their career goals.

Teachers played a significant role in the choice of subjects; the study concluded that teachers had a great influence on students' choice of History and Government as a subject. This is through methods that are student-centered. On the other hand teachers who are friendly in guiding them on career opportunities available also influenced students' subject choice.

With regard to family level of education and career, the study concluded that level of education the family influenced their children on what subjects to take since they were educated and more aware of the needs of the job market which mostly determines what subjects are required. However, the family occupation did not influence the choice of History and Government.

The study concluded that the impact of the school factors on optional subjects however, tended to have a detrimental impact on students who wanted to choose

History and Government subject but did not get the opportunity. The main limitation that students reported with regard to the selection of subjects was block structure which most schools used to time table lessons. The results indicated that it influenced the choice of History and Government in some schools where History and Geography were offered at same time. The way subjects are grouped should give fair opportunity to all students to study History and Government because of the skills acquired from the subject.

#### **5.4 Recommendations**

The results of this study reveal that students are under considerable pressure during selection of subjects. The recommendations are based on the outcomes of the study. The following recommendations have been made from the findings;

##### **5.4.1 Students individual factors**

Identifying challenges in the teaching of History and Government in form one and two to promote positive attitude for the subject. Schools to facilitate regular forums to interest students on studying History and Government as a subject choice including inviting professionals who have developed after studying History and Government. Schools should strengthen career guidance to students so that they are able to match subjects with careers.

##### **5.4.2 The influence of teachers on the choice of History and Government.**

The second question was, do teachers and methods of teaching influence History and Government choices? Teachers have been regarded as having an influence on the decision of students. Teachers should be role models. Teachers should therefore conduct themselves in a manner that makes students want to model them. Teachers

should also positively talk of their subject and opportunities available to those who do well in History and Government.

#### **5.4.3. School factors.**

The study identified several school policies that either made the students select History and Government or decline it altogether. Schools should come up with policies that allow students to select subjects of their choice based on their interest and their future careers

#### **5.5 Suggestion for Further Research.**

- i. Further studies on factors influencing the choice of history and government in other counties should be carried out.
- ii. The same study on factors influencing History and Government choices should also be undertaken in private school.
- iii. Further research on the teaching of Social Studies could be carried out at primary level. This could shade light on the pupils' perception of History and Government and their expectations in secondary school.

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## APPENDICES

### APPENDIX I: LETTER TO RESPONDENTS

*Dear respondent,*

This questionnaire is designed to gather information on *selected factors which influence the choice of History and Government in public secondary schools in Chesumei Sub- County in Nandi County*. The study is carried out for purely academic purposes. Your assistance in facilitating your responses will be highly appreciated. Kindly respond to them as honestly as possible. Your cooperation in answering the questions will be highly appreciated.

Do not indicate your name anywhere in this form.

Thank you for your cooperation.

Sincerely,

**Kiyeny Getrude J**

## APPENDIX II: QUESTIONNAIRE

### Section A: General information of the respondents

#### Type of school

- a) Boys ( )
- b) Girls ( )
- c) Mixed ( )

#### Gender

- a) Male ( )
- b) Female ( )

#### Age

- a) Below 15 years ( )
- b) Between 15 & 17 years ( )
- c) Above 17 years ( )

### Section B:

#### I: Students attitude towards the study of History and Government

	<b>Attitude towards the study of and Government</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	Generally I am satisfied with choosing History and Government.					
2	I will need History and Government for any future work.					
3	I enjoy learning History and Government					
4	There is too much reading in History and Government.					
5	History and Government doesn't need a lot of memorizing.					
6	I get good marks in and Government					

### Career influence on choice of History and Government

	Career influence	SA	A	U	D	SD
7	History and Government is useful					
8	I don't think am interested in History and beyond Form 4.					
9	The job market is better for History and Government students.					
10	I want to become a lawyer					

### II. The influence of the subject teacher

	Items on subject teacher	SA	A	U	D	SD
	The teacher is interesting					
	Teaching methodology attracted me to choose H/G.					
	We have a caring teacher					
	My teacher guided me to select H/G based on my previous performance.					
	My teacher motivated me to choose H/G subject keeping in mind my interest.					
	My teacher's encouragement reinforced my choice of H/G.					
	I could not understand the teacher.					
	The teacher is boring.					
	We have a good teacher					

Below are some of the teaching methods used by your subject teacher.

i) Discussion.

ii) Question and Answer.

iii) Presentations.

iv) Field trips

v) Lecture.

a) Choose the method used during the lesson and explain briefly give reasons why you like it. If not explain why .

b) Did your teacher assist you to choose your subjects? State reasons why you sought his/her advice.

- i) .....
- ii) .....
- iii) .....

III: Influence of family members’ level of education and occupation on students choice of History and Government.

Educational level of family members

	Frequency	Percentage %
University		
Middle level college		
F4		
Primary		

	Family members’ level of education influence	SA	A	U	D	SD
16	My family influenced me choice of and Government					
17	My family career influenced your choice of History and Government.					
18	My family discouraged me from choosing History and Government.					

a) Did family encourage you to choose H/G .If not what **reasons** made you not to choose it?

- i) .....
- ii) .....
- iii) .....

**III The influence of school policy**

STATEMENTS	RESPONSES				
	SA	A	U	D	SD
19. Access to career counseling.					
20. Time tabling of History and Government with Geography.					
21. The school administration pressurizes students to choose H/G					

a) Does your school favour the overall performance of KCSE. If not give reasons why.

i) .....

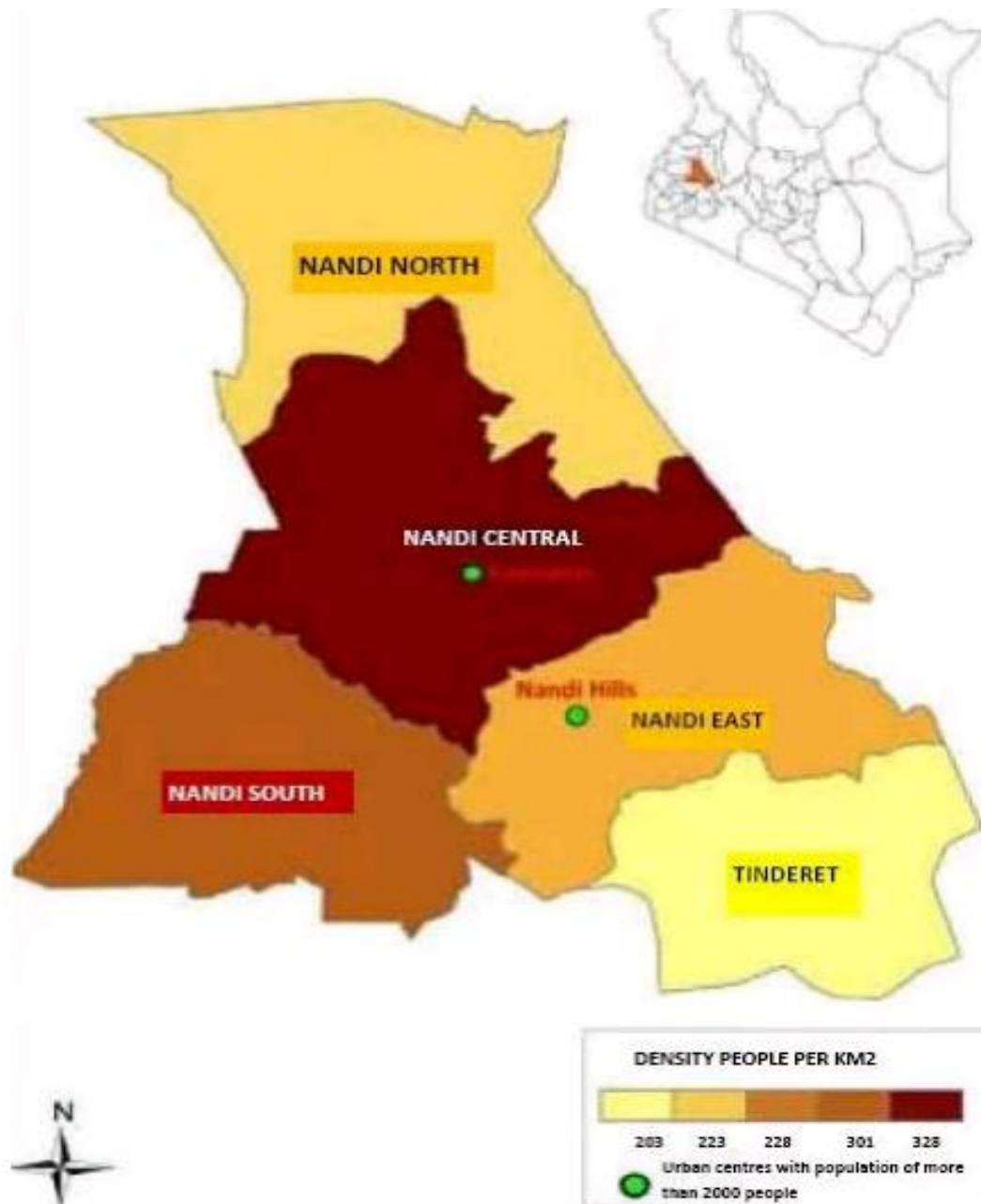
ii).....



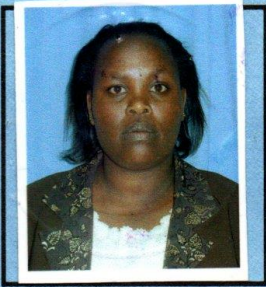
**APPENDIX III: INTERVIEW SCHEDULE FOR TEACHERS**

1. Do you think there are more girls than boys choosing History and Government?
2. What is the attitude of the students towards H/G subject?
3. To what extent do prior attainment an influence of subject choice?
4. How important is future career an influence on subject choice?
5. Do you give suggestions to students when they are choosing subjects?
6. How teachers' advice they give students on their choices?
7. Is there a link between family background and subject choice?
8. Do family members' career influence students' choice of subject?
- 9 .Does parents' occupation influence students' choice of subject?
10. What are some of the policies in your school?.
11. How often do you offer career counseling to your students in your schools.

## APPENDIX IV: MAP OF NANDI CENTRAL



APPENDIX V: RESEARCH PERMIT

<p><b>PAGE 2</b></p> <p><b>THIS IS TO CERTIFY THAT:</b></p> <p><b>Prof./Dr./Mr./Mrs./Miss</b>..... GETRUDE        JERUTO KIYENY</p> <p><b>of (Address)</b>..... MOI UNIVERSITY        P.O. BOX 3900 ELDORET</p> <p><b>has been permitted to conduct research in</b>.....</p> <p>.....<b>Location,</b>        NANDI NORTH <b>District,</b></p> <p>.....<b>Province,</b>        RIFT VALLEY</p> <p><b>on the topic</b>.....        FACTORS INFLUENCING        THE CHOICE OF HISTORY AND GOVERNMENT        IN SECONDARY SCHOOLS IN NANDI        DISTRICT, KENYA.</p> <p>.....  <b>for a period ending</b>..... 31ST DECEMBER, 2010</p>	<p><b>PAGE 3</b></p> <p><b>Research Permit No.</b>..... NCST/RRI/12/1/SS/171</p> <p><b>Date of issue</b>..... 30/03/2010</p> <p><b>Fee received</b>..... SHS 1,000</p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>.....  <i>Getrude Jeruto Kiyeny</i>            Applicant's            Signature</p> </div> <div style="text-align: center;"> <p>.....  <i>[Signature]</i>            Secretary            National Council for            Science and Technology</p> </div> </div>
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