

**CONSTRAINTS ON EFFECTIVE HISTORY AND GOVERNMENT
INSTRUCTION IN SECONDARY SCHOOLS BOMET IN DISTRICT,
RIFT-VALLEY PROVINCE IN KENYA.**

**BY
RONO DAVID**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF PHILOSOPHY IN HISTORY EDUCATION,
SCHOOL OF EDUCATION, DEPARTMENT OF
CURRICULUM INSTRUCTION AND
EDUCATIONAL MEDIA.**

MOI UNIVERSITY

JULY, 2015

DECLARATION

DECLARATION BY CANDIDATE

This thesis is my original work and has not been submitted for any degree in any other University. No part of this thesis may be reproduced without prior permission of the author and Moi University

..... Date.....

DAVID RONO

EDU/PGCM/1049/09

DECLARATION BY THE SUPERVISOR

This thesis has been presented for examination with our approval as the University Supervisors.

..... Date

Dr. Agumba M. Ndaloh
Lecturer
Department of Curriculum Instruction
And Educational Media
Moi University

..... Date.....

Mr. Fungo Chenge
Lecturer
Department of Curriculum Instruction
And Educational Media
Moi University

DEDICATION

I dedicate this work to my wife and my daughter Chepkorir for their total support during both my undergraduate and post graduate studies.

ACKNOWLEDGEMENT

I would like to acknowledge and thank my supervisors Dr. Agumba M. Ndaloh and Mr. Fungo Chenge for their invaluable advice, guidance and inspiration they gave me in preparation and writing of this work. I am also grateful to Moi University for granting me opportunity to pursue my Degree in the institution. I am indebted to my lecturers at Moi University who imparted the knowledge necessary for this work. I particularly thank Prof. Jackson Too, Dr. Makana, Prof. Boit and Prof. Mukwa for their support during my study. My heartfelt appreciation goes to Dr. Erick Mibei and Mr. Kipkirui Rono for their tireless support and precious time they provided to me while undertaking the research. It is also a pleasure to express special thanks to Philis Cheruiyot and Beatrice Chelangat who were supportive with computer work, without which I would not have the work completed.

ABSTRACT

The purpose of the study was to examine constraints on effective History and Government instruction in public secondary school in Bomet District. The study sought to determine the constraints on the attitudes of form two and three in the learning of History and Government; to find out constraints on instructional methods and strategies use by History and Government teachers ; to identify constraints on the teaching – learning resources and find out the professional and in servicing of History and Government. A total of 454 respondents participated in the study. The study adopted descriptive survey design. Data collation was done using questionnaire and interview schedule. By use of stratified sampling, simple random sampling and purpose sampling the technique, 18 school principals, 24 History and Government and 410 History and Government students were selected. The study established that majority of the teachers used lecture, assignment and questions and answer. It was also founded that lack of variety of recourses for History and Government were lacking .There was also lack of in service for History teachers. It was recommended that in service courses, History clubs and field trips should be encouraged.

TABLE OF CONTENTS

Pages	
DECLARATION.....	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABBREVIATIONS AND ACRONYMS	ix
CHAPTER ONE.....	1
INTRODUCTION TO THE STUDY.....	1
1.0 Introduction of the Study.....	1
1.1 Background to the Study	1
1.2 Statement of the problem	6
1.3 Purpose of the Study	7
1.4 Research Objectives	8
1.5 Research Questions	8
1.6 Justification of the Study.....	8
1.7 Significance of the study	9
1.8 Research Assumptions	10
1.9 Limitations.....	10
1.10 Delimitations	10
1.11 Theoretical Framework	11
1.12 Operational Definition of Terms.....	12
CHAPTER TWO.....	13
LITERATURE REVIEW.....	13
2.0 Introduction	13
2.1 General constraints on various subjects	13
2.2.1 Attitudes of students toward various subjects	16
2.2.2 Attitudes of students towards History and Government	19
2.3 Studies done on teaching methods.....	21
2.3.1 Programmed Instruction	22
2.3.2 Lecture Method.....	25
2.3.3 Project Method.....	27
2.3.4 Small group method	29
2.5 Teacher experiences and in-servicing	38
2.6 Summary of the reviewed literature.....	41
CHAPTER THREE.....	43
RESEARCH DESIGN AND METHODOLOGY.....	43
3.1 Introduction	43
3.2 Study Area	43
3.3 Research Design	44
3.4 Target Population.....	44
3.5.1 Sample size	45
3.5.2 Sampling procedure.....	45

3.6 Research Instrument.....	47
3.6.1 Questionnaire	48
3.6.2 Interview schedule	48
3.7.1 Reliability of the Instrument	49
CHAPTER FOUR	51
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	51
4.0 Introduction	51
4.1 Demographic information of the respondents	52
4.1.1 Gender of the school principals	52
4.1.2 Distribution of principals according to age	53
4.1.3 Distribution of principals and history teachers according to teaching experience.....	53
4.1.4 Distribution of teachers according to professional training.....	54
4.1.5: Distribution of students' respondents according to gender	56
4.2 Students attitudes towards History and Government.....	57
4.2.1: Attitudes and views towards the subject	58
4.2.2: History and Government subject ranking.....	60
4.2.3 Teaching and learning resources.....	61
4.2.4: In-servicing of teachers of History and Government.....	62
4.2.5 Teachers' characteristics	63
4.2.6 Distribution of teachers and their teaching load	65
4.3: Teaching methods and learning activities	66
4.4: School principals' comments on the attitude of student towards history	69
4.5 Summary of the findings.	72
CHAPTER FIVE	79
SUMMARY OF FINDINGS, CONCLUSSIONS AND RECOMMENDATION 79	
5.1 Summary of Findings.....	79
5.2 Conclusion.....	80
5.3 Recommendations.....	81
5.4 Areas for further research.....	82
REFERENCES	83
APPENDICES	88
Appendix I: Interview Schedule for School Principals	88
Appendix II: Questionnaire for History Teacher.....	91
Appendix III: Students Questionnaire	96
Appendix IV: Research Permit.....	99
Appendix V: A map of a Study Area.....	100

LIST OF TABLES

Table 2.1 Learners' ability to retain learned concepts in percentage.	33
Table 3.1: Table showing category of schools in Longisa Division	47
Table 4.1 Distribution of principals according to age	53
Table 4.2 Principals and teachers teaching experiences.....	58
Table 4.3 Distribution of teachers according to their training	55
Table 4.4 Subject ranking	57
Table 4.5: Sex of students and attitudes to history.....	60
Table 4.6: Learning resources used in History and Government.....	61
Table 4.7: Adequacy of History and Government textbooks	62
Table 4.8 In service History teachers	63
Table 4.9 Distribution of teachers by age	64
Table 4.10 Distribution of teachers' teaching load	65
Table 4.11 length of teaching experience	66
Table 4.12: Common Teaching and learning activities during History and Government lessons.....	67
Table 4:13 Teaching methods used by history teachers	68
Table 4.14: History as an optional subject.....	70
Table 4.15 : Adequacy of teaching/ learning materials	70
Table 4.16: History seminars and workshops	71

LIST OF FIGURES

Figure: 4.1 School principals gender	52
Figure. 4.2 Students' respondents according to gender	56
Figure 4.3: Bar graph showing teachers characteristics by qualification	64
Figure 4.4: Pie Chart showing principals comments on attitudes of students	69

ABBREVIATIONS AND ACRONYMS

B.Ed	: Bachelor of Education
K.C.S.E	: Kenya Certificate of Secondary Education
KICD	: Kenya Institute of Curriculum Development
M.Ed	: Master of Education
M.O.E	: Ministry of Education
MOEST	: Ministry of Education Science and Technology
SPSS	: Statistical Packages for Social Sciences
R.O.K	: Republic of Kenya

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction of the Study

This chapter gives the background of the study, a statement of the problem, the purpose of the study, the research objectives, research questions, theory and conceptual framework, Justification of the study, significance of the study, research assumptions, limitations and delimitations and definition of terms.

1.1 Background to the Study

Education is a cornerstone of economic, political and social development. Secondary education is crucial in that it produces literate and numerate population that serves as a foundation upon which further education is built. Kenya has experienced an influx of children in schools due to Free Primary Education (FPE) and subsidized secondary education. Increased demands have been placed on education sector for provision of teaching and learning materials and equipment, additional teachers and physical facilities. (Daily Nation April 6th 2006). History as a school subject was seen in terms of being a vehicle for moralizing, apart from being the instrument for purposeful recall and possible mirror for the future, (Dickson, 1994).

History became established in Kenya secondary schools during the time of colonization. History as a school subject was found in the goals of education. The purpose of any schooling was to be found in the in the relationship between the education given and existing vocations, (Dickson, 1984). History and government is a subject that is an integral part of the Kenyan secondary school curriculum. It belongs to the humanities group of subjects, which are examinable at the Kenya

Certificate of Secondary Education (KSCE) examination. Since 1992 History and Government has been an elective subject. This means that students can choose not to study it after Form 2. The importance of studying History and Government as a subject lies in the fact that it puts into perspective humanity's past events, accounts and how they impact on peoples' lives today. It looks at the process of humanity's development of civilization from the early times to the present, (Ogutu and Kinanjui 1991). It peruses inventions and discoveries, wars and revolutions, ideals on citizenship as well as democratic processes. History and Government also focuses on culture and traditions whilst illuminating future aspirations.

For learners to derive maximum benefit from the study of History and Government, educators have to organize learning experiences so that historical knowledge can be internalized, retained and be made useful to the learners. To derive much in learning, instructional methods should be appropriate.

Agiro (1990) in a study on factors affecting the teaching of history in Senior Secondary schools in Addis Ababa, found that teachers over-emphasize lecture method.

Teaching methods as deduced by Oduma (2007), should be chosen depending on those that the teacher is most comfortable with. The teacher should also consider the learners ability in order to match the most suitable teaching method to the learner. Calleah and Clark (1982) in their study observed that the lecture method seldom gives the learners a chance to interact or explore.

According to Kiio (1999) History and Government is no longer a popular subject amongst learners. She argues that it does not offer the job security to the learners.

Mukwa (1992) perceives resources as being able to help students improve learning. He observed that teachers and students should be able to make full use of visual content of resources such as charts, maps, pictures and diagrams. Were (1982) points out that through the learning of history and Government we develop reasonable judgment and intelligent action by learning from past experiences.

Noting the value of History and Government in the school curriculum and in nation building, the Kenya Education Commission of (1964) Chaired by Ominde observed that history is not just an object of human curiosity but a source of that emotional security that gives maturity and self confidence. Right from independence, the commission saw this subject as a very reliable tool of national reconstruction and unity. The commission therefore recommended the teaching of African History in schools.

According to Agiro (1990), the first great historian Thucydides, argued that a study of the past serves as a guide to the future. This indeed is the oldest and still persisting definition, which is widely applied and that history is the past and the present.

History enlightens us on our rich cultural heritage and that of the wider community. Through history we get to understand our culture and appreciate it. In Kenya we have so many ethnic communities with diverse cultures which we come to learn about by interaction through marriages, trade, and interaction in schools from different districts in Kenya during competition in music festivals.

According to Banks (1978), history has at least three components. All past events can be thought as history. This aspect of history is sometimes called history as actuality; the method used by historians to reconstruct the past is another element of history. The statements that historians write about past events are also part of history. Documents, text books and other historical materials are made up of historical statements

In 1976, the National Committee on Educational Objectives and Policies R.O.K (1976), also laid emphasis on the importance of teaching history observing that a society that cannot define, uphold and teach its values will be subject to invasion by other values that may have no real survival value in the long run. Most of the history taught was about the activities of the Europeans. One of the recommendations saw the value of history with other cultural subjects as a way of exposing students to the best of other traditions. In the Kenyan curriculum only few other subjects can claim this role. This includes religious studies and literature.

The concept of education comes into play in the study of History and Government. It provides students with opportunity to identify the shortfalls of past civilizations and therefore free themselves from decisions that might enslave them. Some of the shortfalls that might lead to the lack of freedom of Kenyans are lack of national unity, knowledge in policy making and responsibilities of the Kenyan citizen.

For the purpose of making this success, the Ministry of Education through KIE (2006) released a teachers' handbook which was based on History and Government syllabus. The book provided the essentials of teaching History and Government.

The study of History and Government as stated in the syllabus is to promote national unity and citizenship among others, underscore the importance of this subject in the secondary curriculum. History and Government covers broad and diverse topics and therefore it cannot be taught using one single or two methods of instruction. The use of teacher-centred approach cannot fully make student develop insight and discover knowledge. The Ministry of Education, Teachers' Handbook (2006) recommended learner-centred approach where learners participate in the instructional process.

History and Government is a very important discipline in the curriculum of any country. However, in Kenya, the importance placed on vocational and technological subjects and also the need for more scientists has driven educational planners to put more emphasis to science subjects thus making History and Government be perhaps the most unpopular course given DNE (2007). The society today tends to place high priority on sciences and technology. It is a world trend. Secondary school students are therefore looking for 'marketable' subjects that can open doors for them in the current job market locally as well as abroad once they leave school.

Sifuna and Otiende (1992) state that there was objection to the emphasis on technical training by those students who preferred to pursue white collar or clerical jobs. This element of marketability of subjects in relation to the job market may relegate History and Government to the rank of lower importance subject.

There are many limitations to class instruction and learning in general. Inappropriate methods of instruction lead to lack of motivation in students. The performance in schools were found to be determined by students capacity and motivation to learn, quality teachers, core textbooks, libraries, instructional time and school physical

facilities, (Ochenje, 2008). There was a need for a research to ascertain the way History and Government is being taught in secondary schools in Bomet District. This study would elaborate and provide awareness on the constraints on effective History and Government

1.2 Statement of the problem

During the implementation of the 8-4-4 system of education in 1986, there was great importance placed on pre-vocational and technological subjects as these were considered to be useful in promoting self-reliance. According to Ayot (1979), History in secondary schools was in danger because of the need of more scientists which had driven educational planners to put more emphasis on science subjects.

History has been de-emphasized and diluted in the schools and even come to be regarded as a subject for less able learners or those with low Intelligent Quotient (IQ) , (DNE,2007). One of the major causes of the dismal state in which History and Government as a school subject finds itself at the present time has been among others, the overemphasis of the so called traditional approach in the teaching of History and Government. The “Chalk and Talk” method, rote learning and memorization, lack of learner involvement and overuse of textbooks. Kenyan secondary school syllabus is broad based and as such the students may be forced to cramming facts and so forget the ideas. This means that History and Government cannot be taught using one or two methods of instruction. The teacher has to carry out a systematic and diligent inquiry in a given area of knowledge to be taught and learnt.

KIE (1998) carried out a summative evaluation of 8.4.4. Secondary school curriculum. It came up with some of the common problems affecting teachers. One of the problems was that schools lack facilities and equipment including text books. It also found out that teachers lack adequate knowledge of the new content area. The study was to find out whether this was the case in History and Government. Sifuna D. and Otinde J. (1989) attributed quality education in Kenyan schools to educational background and training of the teachers. This is similarly supported by Eshiwani (1988) who confirmed that there was a positive effect on students' characteristics, school factors and teachers' characteristics on students' performance.

Oketch and Asiachi (1992) pointed out that it is the kind of resources available that has great implication on students' performance. Due to challenges experienced by teachers such as shortage of teaching-learning resources, inadequate teaching methods and lack of training, curriculum implementation in the learning of History and Government if left unaddressed may have far reaching consequences. While the pre-existing number of teachers in the humanities reduces, either through natural attrition or retirement, there has been no replacement even at the training level. This is also made worst by the glorification of science subject at the expense of humanities. The students are made to believe that humanities were not marketable, (The Standard 20th september 2006).

It is in view of the above that the study sought to find out the constraints on effective History and Government instruction in Secondary school Curriculum.

1.3 Purpose of the Study

The purpose of the study was to examine constraints on effective History and Government instruction in secondary schools in Bomet District.

1.4 Research Objectives

The following were the objectives that the study attempted to achieve:

1. To determine the constraints on the attitudes of form two and three students towards History and Government.
2. To find out the constraints on the instructional methods used by teachers in teaching of History and Government.
3. To identify constraints on the teaching – learning resources in history and government.
4. To find out the in-servicing and experience of History and Government teachers.

1.5 Research Questions

The following were research questions the study attempted to answer:

1. What are the constraints on attitude of form two and form three students towards history and government?
2. Which constraints are there on teaching methods commonly used by teacher in teaching of History and Government?
3. Are there constraints on teaching-learning resources in History and Government?
4. What are the in-servicing and experience of History and Government?

1.6 Justification of the Study

The rationale of the study was derived from the fact that there were some restraining factors in History and Government instruction in secondary schools in Kenya. One of them being the shortage of History and Government teachers in secondary schools. The study wanted to find out the shortfalls that limits the delivery of History and

Government syllabus. This was necessary because History and Government undergo alteration to accommodate for example the recent constitutional change and Government structure in Kenya. It plays a significant role in the development of society. It is therefore imperative that the delivery of the content in the subject is effectively done.

1.7 Significance of the study

The study was pertinent because it was aimed at establishing current constraints on effective instruction in learning of History and Government in secondary schools in Bomet District. History and Government as a subject is central in promoting the national goals of education that foster nationalism, patriotism, national unity, social equality and responsibility, respect for and development of Kenya's rich and varied cultures. History and Government is a key in bringing out the secondary school goals that enhance patriotism to the nation, harmonious co-existent among the people of Kenya and co-operation among other nations.

It is hoped that the study would identify the constraints on effective instruction in History and Government in secondary schools in Kenya for the purpose of improving the quality History and Government curriculum. .Awareness of such findings would be very important to the government, parents, teachers, curriculum planners and other education stakeholders and this will help in formulating strategies that will improve academic performance. The study was significant in that it would identify problems hindering the academic performance in history and government. The study provided information that would lead to the improvement of the subject in the national examination. Through the study, teachers of history and government would be able to recognize areas of concern in the teaching and learning of history and government.

In addition, this study would assist the teachers to develop enthusiasm and motivate the learners in order to encourage participation in the classroom. The use of motivation would bridge the gap between students differences hence encouraging interaction for better understanding of concepts. Findings should benefit the top (MOE) policy makers so as to be able to cascade it to the implementation at the schools.

1.8 Research Assumptions

The assumptions of the study were: -

1. The respondents in the sample schools would cooperate during the course of the study and would be able to give the required information without any reservation.
2. The study would find functional groups in the selected schools for collecting information.
3. All the public secondary schools in Bomet District had students taking History and Government

1.9 Limitations

Only form two and three students, History and Government teachers and the schools' principals were involved in the study. Relevant contributions by others not involved in the study were missed out. Not all constraints affecting History and Government in the schools were included for instant the choices of the subjects to be done in the K.C.S.E, career choices and the entry behavior to form one.

1.10 Delimitations

The proposed study confined itself to history teachers, school principals and students in public secondary schools in Bomet District. This was because the three elements

interact and influence the performance of history and government at the school level. It was therefore necessary to obtain data concerning the role of each in determining the status and performance of History and Government. A questionnaire and interview schedule was prepared to collect responses of principals, teachers and students and it applied to eighteen (18) sampled secondary schools. The study was conducted in June 2011.

1.11 Theoretical Framework

This study was modeled on the system approach theory advanced by Wit and Thorndike (1990) the two theorists developed a model school using this theory. They developed a mode of work play system where they compared a school to a factory in which knowledge was attached to the learners like parts of an automobile -bumper and headlights are attached to basic frames. From this model, there are standardized ways of planning curriculum furnishing classrooms ,administering, discipline, instructing and grading .It is applicable in this study because where there is order there is control leading to effectiveness and efficiency in any process. A school compared to a factory has input like students, learning and teaching resources (materials and personnel) and timetables to control activities. There must be a process through which raw material are processed like the teaching and learning activities. Finally there are outputs or products whose quality has to be established. Thorndike (1903) formulated three laws and five principles i.e. the laws of exercise, effect and readiness. These are visible in school. Schools arrange for students to practice (the law of exercise) .They grade them (the law of effect) They urge parents to instill positive towards school. The study hoped that by using this model, schools would be more effective and efficient in the management, teaching and learning process.

1.12 Operational Definition of Terms

Constraints : The limiting or restrictive factors in the learning of History and Government in secondary schools.

Teaching load: This is the number of 40 minutes period in one week.

Attitudes: An expression of feelings which are favourable or unfavourable towards away in which a subject is taught.

Instructional resources: Refers to items that are designed, modified and prepared to assist in the teaching and learning operation. They include textbooks, maps, charts and reference books.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to constraints on effective History and Government instruction. The literature was reviewed under the following sub-headings, general constraints on various subject, attitudes of students towards various subject, attitudes of students towards History and Government, teaching/learning resources, teaching methods and experience and in-servicing of History and Government teachers.

2.1 General constraints on various subjects

The constructivist theory emphasizes the part played by instruction in enabling children to learn. Bruner (1966) posited that the learner selects and transform information, construct hypothesis and make decisions relying on cognitive structure. He felt that knowledge was best acquired when students were allowed to discover it on their own. He argued that a good method of structuring knowledge should result in simplifying; generating new propositions and increasing manipulation of information which means that students should be provided with the conditions that would allow them construct their own interpretation of key information and experience. Many studies that have been done have come out with several constraints, that limits class instruction and learning in general.

A research conducted by Catherine Ochenje (2008) in Kitale Municipality cited Wachira (2006) established that the performance in schools were determined by students' capacity and motivation to learn, quality teachers, core textbooks, libraries, class size, instruction time and physical facilities. Wanyama (2007), when investigating constraints on Kiswahili stated that poor performance in Kiswahili has always been associated with poor methods of instruction. Ambula (1996) states that the causes of poor standard in Kiswahili language and its deterioration was due to poor methods of instruction used in secondary schools. Mutua (2008), in his research found out that the teaching of Kiswahili was affected by lack of learning resources in secondary schools.

A survey by Adola (1990) in some of the schools showed that there were few recommended textbooks compared to the number of students. He found out that there was an average of one book for every four or more learners. Too (1996) investigated factors affecting mathematics in Kenya secondary schools, revealed that there was acute shortage of mathematics textbooks in schools. Eshiwani (1983) asserted that schools with good libraries showed good performance when compared with those possessing none.

Omulando (1979) investigated factors that influence language proficiency in Kenya primary schools and their effects on performance. The study was investigating the acquisition of sufficient functional proficiency in the language of interaction and their effect on performance. The findings showed that some of the factors that affected English performance were lack of books. Kathari (1992) in his study on teaching methods argued that teaching techniques were influencing factors that affect students'

achievement. He noted that lack of practical activities and teachers' dominance were considered as constraint in learning.

Murugu (2000) in his study found out those teachers' experience influences students performance. He noted that where qualification and experience was lacking, students also lacked deeper understanding of the subject matter and this leads to poor performance. Alkan (1970), in his study on student's attitude towards Mathematics established that attitudes can start early when the child enters lower primary school level. They either form a positive or negative attitude depending on the environment they have been exposed to.

Ormerod and Duckworth (1975), points out that the attitude of learner towards their subject of study, their school and the teaching they received in them cannot be ignored.

Ormerod (1975), on his study on the students' attitude towards science noted that some aspects of pupils' attitudes are influenced very little by what happens in science lessons at school. Magiri (1997), in a study on the relationship between attitude and achievement in top quartile and lower quartile in physics reveals that a subject can be performed well but students have different attitudes towards it. He found out that achievement in the lower quartile did not depend on attitudes whereas achievement in the upper quartile was positively correlated. These studies have elaborated the various constraints found in various subjects; however these studies were done several years back and may not show the current situation in the schools.

The current study wanted to investigate if the same constraints found in the various subject was also affecting History and Government instruction.

2.2.1 Attitudes of students toward various subjects

Attitudes as learnt predisposition to respond positively or negatively to certain objects, situations, institution or persons. Attitudes are said to be positive when they are favourably directed towards a target. When they are directed unfavourably towards a target, they are said to be negative. The attitude of teachers and students towards a subject affect the teaching and learning process.

According to Baron and Byrne (1987), attitudes are acquired over a long period of time. Attitude theorists agree that attitudes are learned. Petty (1981), noted that as people learn more about stimuli, their thoughts increasingly and more importantly determine their attitudes towards it. This belief about a relation between attitude and object will result in attitude formation, to the extent that they perceive positively or negatively evaluates the attributes. Children get attitudes from parents, teachers, media and friends, attitudes are learnt through classical conditioning, modeling and instructional conditioning. Attitudes are also formed from information processing, (Petty and Cacciopo, 1981).

Attitude is attributed to one's values developed by experiences and that which one has acquired from parents or persons, media, reading books and are not often easily identified, measured or studied, (Evans, 1965). Attitude is central to the education process and either promotes or inhibits students' behavior or influences choices to attend, respond, value, participate or make commitment to educational activities. It was noted that teachers' attitudes towards the subject affected the learner performance, (Gilchrist, 1980).

Research reported in Gilchrist (1980) by Edward (1973) on the attitudes of college students towards mathematics found a positive correlation between ability in a mathematics classroom and the attitude towards the subject but there was no difference in the attitude of male and female. This showed that positive attitude showed an indication of importance the students accorded towards the subject. Ayot et al(1992)attributed attitude as a dynamic interaction between feelings and behaviour as observed in performance. Ayot reveals that experienced feelings lead to particular self image which in turn influence pupils expectation of future performance, which in turn affects their actual performance.

Mcmillan (2000) proposed that attitude of girls towards science was one factor that influences the decisions of girls to participate in science as well as achievement in the subject. He noted that learning situations that are perceived positively by girls contributed to their development of positive attitudes towards science as well as improving their achievement in the subject. This implies that the kind of attitude learner holds on learning is therefore important in determining the academic performance of the learner. In another study by Wesonga (1997) on the attitudes towards science among primary school and secondary school students in Kenya, it was noted that difference in schooling between boys and girls exist in access and achievement particularly in areas of science and mathematics.

Studies on attitudes by O'connor (2005) indicated that there was a strong all-prevailing, traditional, conservative belief among parents, teachers and students that mathematics is a male preserve. The attitudes of teachers have by far the greatest impact on female students. He argued that many teachers do believe that girls are not capable of coping with 'difficult' subjects. This has led to the development of

negative attitudes towards the subject by girls, hence leading to poor performance in the subject.

Onyamwaro (1990) carried out a study on relationship between attitudes and performance and concluded that attitudes towards a language do not directly affect performance but provide motivation for the learning of the language. This indicates that achievement is greater for students whose attitudes remain favourable, while students who experienced negative feelings develop a poor self image which in turn make them achieve low grades. Njogu et al (1999) argued that most teachers have a negative attitude towards the teaching of Kiswahili and that they pass the attitude to the students. These make students disinterested and assume that Kiswahili is not an important subject.

Mwangi (1985) in his research found out that there was a positive relationship between attitude and performance. Mwangi argues that non-Bantu speakers had a negative attitude towards Kiswahili because they considered the language 'foreign' and this affected the performance. Magiri (1997), in a study on relationship between attitude and achievement in a top quartile and lower quartile in physics reveals that a subject can be performed well but students have different attitudes towards it. He found out that achievement in the lower quartile did not depend on attitude where as achievement in the upper quartile was positively correlated. In this study, it is assumed that attitudes of students influence their performance. The study was to determine attitudes of students towards History and Government and if it had any effect on the subject.

2.2.2 Attitudes of students towards History and Government

Attitudes are learnt predisposition to respond positively or negatively to certain objects,

situations or persons. Attitudes are said to be positive when they are favorably directed towards a target. When they unfavorably directed towards a target, they are said to be negative. The attitude of teachers and learners towards a subject affect the teaching and learning process. Were (1982), in the study on the examination of the problems relating to the teaching of History in Secondary Schools in Kenya, found that Majority (72%) of head teachers felt that the students were not interested in History meaning that they have already developed attitudes. She found that 58% considered History as a dull subject. The study revealed that History is unpopular because emphasis is laid on science subjects.

Thuo (1987), in the study on attitudes of Kenya secondary school student towards History in Nairobi schools revealed that sex was not a determinant factor in shaping students attitudes. It also revealed that a good number of students like the subject even if the performance was poor, but the study was conducted over two decades ago when 7-4-2-3 system of Education had not been phased out. At this time also a lot of European History had dominated the syllabus. Agiro (1990), in his study on factors affecting teaching of History in senior secondary schools in Addis Ababa, found that teachers over-emphasized the lecture method. He said that it should be discouraged and students should be given an opportunity to participate in classroom discussion, presenting reports and visiting historical sites. He concluded that his study was not exhaustive and research must be carried out on the attitude of senior secondary schools in learning History.

Ogula (1986), in his study on the attitudes of parents, primary school teachers and pupils in Kenya towards the social studies curriculum in relation to pupils' achievement, revealed that primary school pupils had positive attitude towards social studies. Majority of the primary pupils (82.3%) reported that social studies is an important subject. The study by Ogula (1980) agrees with that of Were, (1982) although Were did her study on History while Ogula's study was on Social Studies and as a study needs to be undertaken to ascertain and gauge the present attitudes of learners in History and Government.

Long (1971), argues that every teacher should find the interest of the students first before he teaches. He argues that even if many methods are first introduced without finding the viewpoint of learners, the teaching is unlikely to be successful. Hence Kiiro (1999) in her study on the methods and material used to teach History and Government in Kenya, recommended a further study on the factors affecting the teaching of History in senior secondary schools and Agiro (1990) in the study on the factors affecting teaching of History in senior secondary schools in Addis Ababa also recommended for a study on students attitudes towards History. As shown from the above studies performance does not reflect the students attitude towards a subject in the curriculum, they have also revealed that sex does not determine attitudes, the teacher teaching styles affects the student's attitudes.

According to Osoro (2006) in a study carried revealed that the students liked History and Government and enjoyed it, but from that time there has been so many changes and therefore, the attitudes may have changed. Despite the attitudes and feeling that

History and Government lack direct relevancy to job market there is no statistical evidence to show that those who did History and excel are jobless.

2.3 Studies done on teaching methods

Teaching methods need to be varied in order to include motivation and learner participation. They are also highly dependent on the objectives of the lesson and should therefore be selected according to the desired behaviors stated in the objectives. Pestalozzi (1827) an educational theorist, proposed that practical teaching methods that involve a lot of activities cultivate learners own intellectual powers, because they bring and fortify the good which is in every human being. Sifuna and Otiende (1992) supported the idea that involving the learner more in the process of learning makes learning a worthwhile experience by promoting curiosity whilst enhancing a sense of self worth. It is therefore necessary to explore which teaching methods promote learner activities. According to Nasibi and Kii (2005), teaching methods fall under teaching strategies.

Teaching methods as deduced by Oduma (2007), should be chosen depending on those that the teacher is most comfortable with. The teacher should also consider the learner's ability in order to choose the most suitable teaching method to the learner. The nature of the topic being instructed and the time of the day the lesson is taking place in Kenya for example, if it is theoretical lesson in the morning hours, a lecture method is appropriate. According to Oduma hot afternoon hours might benefit best from the discussion or question and answer method in order to keep the learners alert. The size of the class matters too in the choice of which teaching method to utilize. A small class will benefit most from class discussions or role play whereas a large class might find that narrative method works best.

In addition to using a variety of teaching methods, a teacher has to also understand that learners have different learning styles that reflect their individuality. Using teaching methods that do not go with learners learning style might hamper learning. Oduma (2007), suggest that a learning style is the sensory channel through which learners' best take information. We learn through a combination of our senses but we learn mostly through one particular channel in conjunction with another less dominant channel. For example: There are those who learn through hearing in order to understand and there are learners who understand and remember by seeing. There are those creative learners (Kinesthetic) who used to touch and move for them to learn concept. The aim of any History and Government teacher should be to create in his/her students, interest in History, impart knowledge, make them understand the subject matter and help them develop critical and analytical approach to the study of the subject. With this view in mind the teacher must encourage his/her students by using different teaching methods appropriate in each class, (Ayot, 1979).

Studies conducted by Ronoh (1998), looked at how curriculum changes in the 8-4-4 have led to the problems that face teaching of History and Government in Kenya and propose that a positive attitude towards History and Government is vital for students to do well. Negative attitudes lead students to lose interest in and even to drop the subject. He proposes a syllabus that should be improved to provide guidance on the teaching methods and a relevant approach to the subject to be practiced by the teacher in order to effectively teach History and Government.

2.3.1 Programmed Instruction

It is relatively new and practical method which has slowly emerged in educational theory and practice. The material work in the method was done by Sideney (1926) of

Ohio University. It was B.F Skinner of Harvard University who gave a major impetus to the method by a publication in the Harvard educational review on the method. Since then work on programmed instruction has been taken up by many universities in America, Britain, Canada, France, Japan, the Philippines and Soviet Union.

Researches conducted on the method have confirmed its usefulness and superiority to others. Mills (1972), points out that the method allows maximum participation by the students. He is supported by Hillard (1971) on the same point but from a different approach. Hillard looks at the method as a run way from the traditional mode of classroom teaching which consists of talking and students remain passive. He noted that the teacher in this particular method act as an observer in the background during the actual time the students are learning from the carefully prepared programs which are organized and presented to permit self-instruction and self-testing, thus the student is enabled to learn at his own pace with a minimum of formal instruction in the program.

A similar study on programmed instruction verses lecture method, was conducted by Smith (1956). He found that the group using programmed method was significantly better at (0.5) level of significance on a post test four days after but with no difference two months later.

These findings by Smith relate to the concern expressed by Lumadaire (1965) over the possibility that programmed instruction might result in stereotyped learning and not performance rather than the real understanding of the subject matter. They point out that emphasis on guidance and not control over the learners. Behaviour may develop dependence on being spoon-fed by the easily progression of steps in the

program. While it is true that the method may be effective in helping the students learn facts and understand principles, it does little to encourage original thought, initiative and imagination, the learner is rather led by the nose through a program along a narrow path towards a defined goal and is offered no particular incentives to ask his own questions and seek and discover the answer for which a discovery method is especially suited.

The method stands more chances of being employed in teaching because it is based on principles of good teaching. The subject matter is presented to the students when broken down into suitable small steps generally, in form of a question requiring a response. To this effect Mills observed that as soon as a response is made its correctness or otherwise is communicated to the student, thus enabling the student go at his own pace and the teacher is free to give individual attention where necessary.

Mills (1972), notes that the method does not expose someone's weakness to others but rather that he has satisfaction of enjoying success and progress. The study by Smith (1956) on the same issue revealed that the eagerness of the students to go on without getting tired is due to the absence of competition among the members. He notes that when competition is open, those who do not proceed at the same pace with others tend to give up the struggle. The program allows each student to work on his own schedule. If he/she misses a day or a month through illness, he/she can pick up from where he left off when he returns.

The method has a high degree of motivation because it exploits to the fullest the process of step by step reinforcement. Mills (1972), qualifies a good program to be that one where an average student is able to get 75% of the responses right. Less than this leads to loss of motivation. He observes that students work well at 90% success. The advantage of programmed instruction is that it caters for individual needs of learners and therefore saves time and labour .It also presents material in a clear and interesting way and is therefore more efficient.

2.3.2 Lecture Method

According to Nsanse (1987), in this method the teacher tries to give to the learners by word of mouth knowledge he possess while the learner tries to point down whatever he/she considers important. Many educators have come up to criticize the lecture method. The nature of this method makes students become passive and eventually results in less learning on the parts of the students. Calleah and Clark, (1982) observes that the lecture method seldom gives pupils a chance to interact or explore. To this effect they note that instead of leading to depth study, lectures often result in pupils' superficially receiving and accepting knowledge.

In a study by Anderson (1969) into comparative effectiveness of methods of teaching history, including the lecture method, it was found that there was no statistical significance difference in performance to be found between the three methods of instruction(project, programmed, group teaching) and a good number of student favoured the lecture method. In a similar study 124 second year medical students were randomly divided into two numerically equal groups for a course in pathology: the two were taught the same topic but using different methods before being given a test. The lecture group was significantly superior at (0.001) level of significance but a

similar test two months later showed no difference in the two groups. The experiment concluded that the lecture method does not encourage permanent learning. Although this experiment was in medicine it could still apply to History and Government. Using materials from a wide sampling of opinion Meleish (1968), designed a questionnaire about the lecture method, tutorial and seminar method in the draft. Students were divided into agree, strongly agree, disagree or strongly disagree where each statement chosen were such that a balance of favourable expressions of opinion on each of the three method was assured. It was found that the lecture method was strongly disfavoured by most students. Their expressed attitudes were 2:1 against the lecture method in comparison to seminar and tutorial.

It was found out that females did not favour tutorial method compared to males. It was also found that those who favoured lecture and seminar tended to be introverts and were also certain of their views, those who favoured the lecture method tended to be tough minded than others. They also expressed high regard for submissions. The group which favoured the lecture method was found to consist of introverts.

Ayot (1974), in a study of relationship between the lecture and the students in lecture method provided a 30 item questionnaire to 20 students to produce information as to the relationship vis a vis the lecturer and their fellow students. They expressed ambiguous attitudes to the lecturer who was both seen as an obstacle and as an aid to learning.

While many people condemned the lecture method against its use in secondary schools, others point to its usefulness for example Calleah and Clark (1982). They noted that the lecture method is less useful especially in secondary schools as it gives

pupils little opportunity to inquire and explore. It is not effective for the changing attitudes and seldom exercises pupils' high mental faculties or lead students directly to the attainment of high cognitive goals.

Yet lecturers have many uses for the method as to establish a general point of view, run over points quickly, arouse interest in students, fill in the background information, summarizes a topic and to provide information otherwise not available to the students.

2.3.3 Project Method

Project based learning is an instructional method that provides students with tasks based on challenging questions or problem that involves the students' problem solving, decision making, investigative skills and reflection that include teacher facilitation but not direction. It focuses on questions that drive students to encounter the central concepts and principles of a subject, Buck (1990). Students form their own investigations of a guiding question allowing them to develop valuable research skills, problem solving, decision making and investigative activities.

Through project based-learning, students learn from these experiences and apply them to the world outside their classroom. Project based learning emphasizes creative thinking skills by allowing students to find that there are many ways to solve a problem. Project based learning emphasizes learning activities that are long term, interdisciplinary and students-centred unlike traditional teacher-led classroom activities.

Gender (1974), in a project involving 18 schools, found out that the method showed superior results in a number of activities as compared to the other methods. By far the most significant feature of the method was the greater number of skills which the

experimental groups (using the project method) was superior in as compared with the other control group.

The earliest outstanding experimental evolution of the project method comes from the work of Collins (1923) who used the experiment to find out the effect of the project method on performance of students. The experiment group used the project method while the control group used the lecture method. In the final evaluation, the post test was made by comparing the subjects of the control group in regard to knowledge, attitudes and habits before and after the experiment. It was found that mean achievement of the pupils in the experimental group in the three areas of academic achievement of pupils towards education and the school in the habits of pupils in conduct of ordinary life, when expressed as a percentage was found to be 138% when compared with the national standards for USA as 100% the experimental group performed to level of 110%.

It was found out that there was greater success in both academic and social aspects in the experimental group. Again it was found out that improvement as a result of the method affected home and community. New attitudes toward school development among the adults were also found to be favourable.

The method would make possible new kind of relationship, new types of cooperation and new concepts of status, in particular the method was found to be capable of breaking up the monotony which the teacher exert over their students. It is noted that the greater value of the project method lies in the needs and satisfaction that students desire from the method. The students have independent to be responsible, to consult

and feel some degree of importance and also face challenges. They feel the thrills of success and enjoy the satisfaction of achievement to be part of a group. All these are needed by a student and the project method provides them.

It is further observed that in the project method there is the best opportunity of satisfaction of a student and the project method provides them. It is further observed that in the project method there is the best opportunity of satisfying the demands of the students and of helping in the social improvement of the teacher-student, teacher-parent and student-parent relationship.

However some educators have argued that the method does not assist efficient school organization, but this seems to be a narrow view of the method, because efficiency should not be measured in terms of educational outcomes and not of educational convenience nor providing optional learning conditions. They also argued that the cost of programmed instruction is prohibitive.

2.3.4 Small group method

Small group method involves exchange of ideas with active learning and participation by all concerned. This method allows learners to exchange points of view so as to arrive at a collective decision. Small group activity was first used in training procedures developed by England's Trade Union Congress in the 1970's where over 250,000 shop stewards on health and safety issues were targeted. In New York, it was used to establish economic issues affecting workers which led to development of procedures into small groups. The basic structure that developed as a result of this was dividing the entire people into small groups, assigning tasks, allowing them to work on tasks provided and eventually report back. Each team selected people to represent them by giving reports in form of a summary, the trainer highlighted key points, and problems noted.

What was noted was team members worked co-operatively among themselves towards achieving a common objective.

According to Pimm (1995), the aims of learning by small group are derived from Bruner (1971) which includes the initiates and develop in youngsters the power of question posing, to teach a research methodology where learners can look for information to answer questions, to develop in them the ability to use a variety of first hand evidence and to enable them to listen to each other as they discuss and even express own opinion. The Corkcroft Report (1982) emphasis that small group method should be used so as to encourage learners to talk, reveal what they already know and do not know, to ensure they grasped the key points which link to earlier learning and subsequent learning to develop an understanding of what is being learnt, improve self-esteem, enhance, communication, interaction and develop problem solving skill.

According to Mackeachie (1962), the Birmingham School a body of college teacher carried out investigation into students' attitudes towards the size of teaching groups. They wanted to find out what the students considered to be the best size of group that would serve in the following functions:

- i) Promoting small students – student interactions.
- ii) Promoting staff – student interactions
- iii) Developing learning techniques and developing students' standards of arguments.

The main aim of the study was to find out the best size for providing the optimum student learning. Mackeachie (1962) reports that one effects of increasing the size of instructional groups would be to increase the resources of the group. The variety of approaches to problems is the ability to provide feedback and the difficulty of

obtaining contributions from everyone and this decrease the group ability to exploit the resources of the group, with the increasing size, group members are likely to be less ready to participate.

The study revealed that the group of ten represented an optimum size which would increase the group's resources of knowledge variety of approaches to problems and the ability to provide feedback without inhibiting individual participation. It was found out that the majority of the students were inhibited by the presence of large number of people. It was also found that the interaction in the small group instruction as compared to other methods was superior because of intellectual and motivational benefits that accrue from all interaction between the group members.

Evidence of intellectual superiority of small group teaching to individuals is listed by Anderson Ekman and Hoggarth. All these studies confirmed that single sex groups were more productive than mixed groups in which members wasted time and energy in socio-emotional adjustment. In assistant Masters Association, a research was carried out into the effectiveness of small group method and results showed that the more able students in terms of leadership and discussion helped the less talented and the more returning ones to take an interesting in the subject matter and learnt from them. In a study by Cole (1975), it was found that the method unites a group of students with different background experiences and expectations. The students in the group appeared to help others more, the less able were forced to pull their weight and do their share of work.

After a term from work, the students appeared better motivated, more responsive and more integrated. In the analysis of the students' attitudes towards the method it was found that more than half of the students were in the favour of the method. Their criterion of benefits from the method appeared to be the amount of academic work done as inferred from the questionnaire.

2.4 Studies done on Teaching/ Learning Resources and their importance

Learning resources are also known as teaching aids or instructional materials. Nasibi and Kiio (2005), argue that learning resources are important in education because they motivate learners to learn when they come into contact with real objects and encourage learners to use more than one sense thus increasing their understanding of new concepts.

The teachers should make full and varied use of educational events in which the pupils can see, hear, touch, plan, make, do and try. This will ensure that learning becomes the personal and thus generates eagerness for one to learn and discover. Such learning is likely to be much more effective and permanent. Thus reduce the problem of forgetting.

Komen (1991) did survey on resources used to teach Geography and History in Kabartonjo. The study revealed that instructional media is useful because it can arouse interest, stimulate imagination, raise questions for discussion and desire to find out more in the students.

He therefore concluded that a good teacher should not just be articulate but should also use instructional media to enhance the intended learning.

Dahmar and Bahatnagar(1992) did a research to find out the importance of the five senses in the learning process. The results of their findings are given on table 2.1.

Table 2.1 Learners' ability to retain learned concepts in percentage.

Mode of learning	Percentage
Reading	10%
Hearing	30%
Seeing	50 %
Tasting	5%
Smelling	5%
Total	100%

Source: Dhamar and Bhatnagar(1992)

The study shows that the ability to learn and recall information is much higher in seeing with 50%. Hearing has 30%. Therefore if teaching can be accompanied with visual objects, then much can be remembered. The instructional can be seen, touched, heard or tasted for example television, radio, resource people, field trips or drawings. This make the learner not forget easily.

Walkin (1982), observes that it is difficult to convert ideas and unfamiliar information by word alone. For it to have meaning, they must be either related to personal experiences or to concrete objects, aids serve to open up channels for the communication of information and create a variety of sensory impressions. Such claims are supported by Davis (1981), who claims that audio video have the following functions: Aids to instruction, aids to learning, when used sensitively attract and hold attention, supplement verbal information and they are interesting and challenging, reinforcing unlike words. He adds that a picture is worth a thousand words.

According to Sampath (1988), the eye is the most important gateway to the mind. For most people the visual impression is the one which can best interpreted, most readily understood than sensory experience, psychologists further add that we learn 1% from the sense of taste and 1.5% from the sense of touch, 3.5% from smell, 11% from hearing, 83% through sight, (Sampath,1982). This means that 94% of what we learn is from the combined sense of hearing and sight. Vision and hearing are the two most important channels of communication. He further asserts that we remember, 10% of what we read, 20% of what we hear, 30% of what we see, 70% of what we say and 90% of what we say and do.

The findings indicated that in learning a wealth of experiences that will make it easier to move from known to the unknown with some measures of some confidence is necessary, initially in his process words are less important experiences. Learners must acquire first the kind of concrete experience and background that will enable them to perceive, to interpret and to assimilate facts, concepts, ideas and skills.

Barghouti (1973), said that expert in education claim that people learn and remember more from what they see than that of the other five senses. We get much more information about the subject through sight than through the ears, smell, taste, and touch. Incidentally, this corresponds with an ancient proverb which says that when I hear, I forget, what I see I remember, what I do, I know. Audio-visual materials can help clarify much of the confusion that may occur in pupils mind due to too much talk with the little to see. Teaching according to Lawton (1988), provide a common starting point and path to follow. They help to get people to thinking on similar lines in the same subject. By studying a situation on a picture which one can try to

communicate, and enter into an experience to which you can both relate in a conversation.

Learning resources provide an opportunity for learner centered methods of education. They arouse interest stimulated imagination, raise questions, discussions and desire to find out or solve some problem. This encourages thought, action, participation and learning through doing or discovery. Dale (1969), agrees with this view when he says that pictures are seldom purely neutral in effect even the least intense stir some emotional response and more striking pictures play upon the whole range of feelings from breathless admiration to agonizing horror.

Resource enriches learning. Schuller (1962), for instance notes that pictures can overcome time and distance historical scenes and faraway places to the classroom. For instance if we wish to demonstrate to learners the development of settlement in the coast during Arab, Portuguese and British rule, pictures and films taken at different periods of this historical times would provide a more concrete account.

According to Ayot O. (1979), teaching of history can be aided by modern technology which would easily help in correcting relationship between the mind and the sensors. Our success used on teachers will heavily depend on the way we can communicate what we have in our minds to the pupils. Whenever visual aids are used in teaching history, it should be aimed at reinforcing what has been taught or is about to be taught. Examples related to educational planning as a whole. He further suggests that for these to be adequate availability of instructional materials, teachers' needs to

involve the pupils as much as possible in the preparation of such instructional materials locally.

In his study on community resources in Kenya's primary schools, Digolo (1986), found that most of the teachers made their own instructional materials. This means that they used local materials in the school environment to locally produce resources for instructions. The instructional materials are also produced by teachers during seminars and workshops through the help of curriculum and educational advisers. Teachers should know that in improvisation process, children tend to respect and care for inexpensive school equipment. Since each community has certain materials which are recently available to a resourceful teacher, then discovering and making use of such resources is not only economical but highly meaningful for learners.

Mukwa (1982) perceives resources as being able to help students improve learning. He says that teachers and students should be able to make full use of visual content of textbooks such as chart; maps, graphs, pictures and diagrams. This is an attempt of minimizing expenses and making full use of the available resources through improvisation. This means that teachers through their creativity should make their own simple materials for teaching to avoid unnecessary expenses

Storage of materials is very crucial to running of a material cent red classroom. Unless a storage and retrieval system has been carefully marked out, the students cannot find the required materials thus the usefulness of such materials will be curtailed. Storage of materials is also important in order to avoid buying same

materials and to be used for a long period of time. Storage of materials could also ease the use of materials especially when in a hurry.

Walton and Ruck (1975), have given guidelines to be applied in storing resources.

They have proposed that:-

- i) All library materials should be stored together in one room or complex of rooms.
- ii) Often display should be used for all materials whenever possible storage in drawers and cabinets should be reduced to a minimum.
- iii) Flexible storage provides ease in interfiling classified items.
- iv) When media must be stored in containers, transparent materials should be used for packaging.
- v) Materials should be in one clarified sequence to facilitate the subject approach and browsing.

For security, Gordon (1977), adds that it is necessary to keep some items locked away especially if the school is used for other activities. Other ways of storing resources is through the use of commercial storage facilities. Example of such facilities are commercial racks and rails which can be used for hanging charts, maps, pictures, while mobile tray units can also be used for storing models specimen and realia. Some researchers in the field of learning resources have looked at how educational institutional store their resources.

Ondiran (1981), discovered that many schools in Nigeria had their professional materials located to the staff room and some in the principal's office. In a similar study in Kenya, Wambua (1988), found that textbooks in the college were kept in the

college libraries and others in the store, while materials such as films and charts were left at the college resource centre. Therefore, storage of learning resources differs from one institution to another. Before the technological revolution in education, the most common mode of instruction was through verbal communication. The teacher did the talking. While the learner listen. But researchers and educators have shown that verbal communication is the least effective method of teaching. Knowledge is internalized more if several senses are involved in the learning process.

2.5 Teacher experiences and in-servicing

Human resources in education are the people who are directly or indirectly involved in carrying out activities related to teaching and learning. The most critical single element in the education process is the people charged with the task of effecting desirable change in the development of the children and youth, (Mbamba, 1992). These teachers are charged with the responsibility of implementing the curriculum. Oketch and Asiachi (1992) noted that there is no curriculum that can achieve its objectives without good teachers. An educationist once stated as, “A curriculum is as good as the quality of its teachers”.

Teachers need in-depth knowledge of their subject area including knowledge of relevant facts, an understanding of the major concepts. Evidence from the United States of America suggests that students’ achievement is higher when a minor or major university degree has in the field they teach, (Wenglinsky, 2000). Teacher quality (as measured by education, knowledge, experience and proficiency) and basic inputs such as (such as textbooks and instructional time and the demands made on learners) have been linked to higher students achievement, (Scheerens, 1990).

In order that curriculum policy translated into practice and ensures that successful implementation and continuity of any curriculum innovation exist in the classroom, it is

Paramount that teachers receive in-service training and provision of ongoing support and professional development (De Lano et al, White 1993). Stenhouse (1975) put it, without teacher professional development, there can be no curriculum development. Brindly and Hoods (1990), claimed that ongoing in-service training and professional development constitute important component of any projected implementation.

A considerable number of studies have been carried to illustrate the importance of teachers' in-service training and professional development in assisting teachers with the implementation of curriculum innovation. Fullan and Pomfret (1977) concluded that in-service training was a factor in seven studies done. These studies indicated that teachers who received intensive in-service training had a high degree of implementation than those who did not.

The Kenya Ministry of Education Science and Technology (MOEST) developed a Master Plan on Education and Training (MPET), (1997-2000) emphasized the link between quality education and economic development and also acknowledges the critical role of professional development in the achievement of the goals. The National Accreditation workshop was organized by the INSET unit of MOEST. Participants represented MOEST, teacher training institution and labour. They all agreed that in-service training courses since they do not lead to any tangible benefits. A consensus was reached on the need to give credit value to various courses in order

to motivate teachers to undertake in-service training. These credits would be accrued towards a Professional Development (PD) certificate.

It also showed that teacher qualification in relation to formal education and training influences good performance. Shiefebein and Ferrell (1973) revealed that teacher qualification had positive effect at school level. Huron (1977) noted that the length of teacher training and student achievement was significant in Malaysia. In this study, it is assumed that teacher experience and qualification determines the teaching methods that in turn influence performance.

The important teacher characteristics as per the UNESCO report (2004) include the total number of teachers, in comparison with the number of pupils, their qualifications and motivation. According to the World Bank (1978) there is a strong relationship between class size and educational outcomes. UNESCO (2004) report says it is assumed that lower pupil and teacher ratios and high teacher qualifications are likely to be good for educational quality. However, the teacher – pupil / ratios for sub-Saharan countries, Kenya included are still high out on the opposite have been increasing. The scenario can have a negative impact on the quality of education. Teacher characteristics are teacher efficiency, the teachers' formal education, subject mastery, attitudes towards teaching; closely related to this teacher efficiency, is the need for in-service education training. The (INSET) programs are important to renew the teachers' mentality to instruction.

A study conducted by Olembo-et-al (1986) found low attendance of INSET course by teachers. UNESCO (2003) also vindicates the case of INSET attendance as of importance to ensuring quality education provision.

The training of teachers means that it is a program that equips the teachers' pedagogical content and not mere training of teachers. Teacher education is a preparation of teachers or training and teacher development process, (Karanja 1995). There is concern that the quality of teachers produced today is wanting, (Kiptoon, 1996). The teachers are said to be incompetent, in-disciplined and disintegrated to their service. The reason for this is that there is poor administration of teacher education, terms and conditions of service of teachers; and teacher preparation program. In this study, it is assumed that teacher experienced and in-servicing determine teaching/learning methods that in turn influence performance of students.

2.6 Summary of the reviewed literature

From the literature review, it is clear from the studies undertaken that for any curriculum implementation to be successful, there are some factors that are instrumental for its success. The studies conducted attributed the availability of learning resources as important because they motivate learners to learn and understand new concepts, (Kiio, 2005). Learners learn more when they come in contact with real objects and encourage them to use more than one sense thus increasing their understanding. People learn and remember more from what they see than that of other five senses, (Barghouti, 1973). He stated that we get more information about a particular subject through sight than through ears. This supported the fact that audio-visual materials help clarify much of the confusion that may occur in learners minds where most of the teachers rely on textbooks and chalkboard. The

current study wanted to explore the availability and the use of teaching/learning resources.

Teaching methods were also seen as one of the major factor that make the teacher creates in his/her students interest in learning, impart knowledge, make them understand the subject matter and help them develop critical and analytical approach to the study of the subject. Sifuna and Otiende (1992) urged that involving the learners in the process of learning makes learning worthwhile and promote curiosity. Oduma (2007) suggest that teaching methods are sensory channels through which learner's best take information. This study wanted to find out which teaching methods teachers of History and Government used mostly.

Attitudes of learners were also focused in studies done on History and Government. Thuo (1987) suggested that sex was not a determinant factor in shaping students attitudes. Although the study was done some years back, the current study wanted to find out attitudes and interest of students towards History and Government that exist currently and also if there was any significant evidence that sex was a factor in students' attitudes towards the subject.

The importance of teacher training, experience and in-servicing was seen to be a very critical input in the development, implementation and innovation of the curriculum. Studies done, indicated that teachers who received intensive in-service training had a high degree of implementation than those who did not, (Fullan, 1977). This study wanted to find out if there were in-service courses and seminars for History and Government teachers.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in the study. This include the study area, research design, target population, sample size and sampling procedures, research instrument, reliability and validity of the instrument, piloting and pre-testing of the instrument, , data collection procedures and data analysis.

3.2 Study Area

The study was conducted in Bomet District, which is situated in Rift-Valley Province, Kenya. The District borders Konoin. District to the south, Sotik District to the west, Narok South District to the South and Mau Forest to the east. The total area of the district is 1050km². The district is generally cool and wet throughout the year. It receives rainfall almost throughout the year with long rains occurring from March to May and short rains from August to October. The mean monthly temperature is 18°c. The coldest months are July and August with mean monthly temperature of 17°c. Due to this cool temperature , the people of this district mainly practice dairy, tea, coffee maize and pyrethrum farming. The 2009 population census put the district population at 301007 people.

The district is divided into two divisions namely; Bomet Central Division and Longisa Division.

There were 54 secondary schools in the district. The district was selected for the study because of the following reasons;

- i) There is no evidence of any research on constraints on effective instruction in History and Government that has been done

- ii) This study involved many visits which required time and money. This research found it appropriate to continue the study in the district due to its proximity.

According to Singleton (1993) the ideal setting for the study is one that is directly related to the researcher's interest. He further points out that the setting should be easily accessible to the researcher and it should allow immediate rapport with the participant.

3.3 Research Design

A research design is regarded as an arrangement of conditions for collecting and analyzing data in a manner that aims to combine relevance with the research purpose (Kothari, 2004). The study adopted descriptive survey design to investigate constraints on effective History and Government instruction. The study fitted within the descriptive survey design because according to Mugenda and Mugenda (2003), it is the best method available for social scientists who are interested in collecting original data for the purpose of describing a population, which is too large to observe directly. The design enabled the researcher to collect data from a wide range of respondents.

3.4 Target Population

The target population is the number of a real or hypothetical set of people, event or objects the researcher wishes to generalize the results of the research, (Orodho, 2005). The target population comprised of all the fifty four (54) public secondary schools, all the fifty two principals, all the eighty three (83) History and Government teachers

teaching history and Government in form two (2) and form three (3) and one thousand three hundred and sixty four (1364) students.

3.5.1 Sample size

The sample size is the finite part of population whose properties are studied to gain information about the whole. The main reason to consider in determining the sample size is the need to keep it manageable. This will enable the researcher to derive from the sample a detailed data at an affordable cost in terms of time, finance and human resources. According to Mugenda and Mugenda (1999) 30% of the population is large enough to represent the salient characteristics of the target population, which is the study population.

Bomet District has fifty four (54) public secondary schools out of these; the researcher sampled 30% of the total number of schools. The researcher sampled the schools in each division according to category i.e. boarding boys / girls, mixed boarding and day.

3.5.2 Sampling procedure

Sampling is a procedure of selecting members of a research sample from accessible population, which ensures that conclusions from the study can be generalized to target population. The technique used in selecting the sample was stratified sampling, random sampling and purposive sampling techniques. Probability sampling is the type of sampling in which every member of the accessible population has equal chances of participating thus each school had equal chances of being selected, (Mugenda & Mugenda, 1999).

The study used stratified random sampling to select schools. In this procedure schools were classified as boys' school, Girls' school, mixed boarding and Day schools. Purposive sampling was used to select the school principals and History and Government teachers. Simple random sampling was used to select students who were taking History and Government by use of lottery.

Bomet District has two divisions namely Bomet Central and Longisa Divisions. The study sampled the schools according to category i.e. boarding boys / girls, mixed boarding and day. The study selected respondents from each category of school from the two divisions without any bias. Stratified random sampling technique was used in selecting the schools in the two divisions.

Since it was not possible to interview all the 54 school principals of secondary schools, 83 History and Government teachers and one thousand three hundred and sixty four history and government students in the 54 secondary schools, 18 secondary schools were picked using simple random sampling by use of lottery. The total number of students sampled was 410 in form 2 and 3 from those who were taking History and Government. Eighteen (18) school principals and twenty four (24) History and Government teachers were selected by use of purposive sampling.

The sampling frame for the study is summarized below:

Table 3.1: Table showing category of schools in Longisa Division

School Category	N	Sample size
Boys school	2	1
Girls school	2	1
Mixed boarding	7	2
Day school	13	4
Total	24	8

Source : Field Data

There are more day schools in Longisa while mixed boarding is still popular.

Table 3.2: Table showing category of schools in Bomet Central Division

School Category	N	Sample size
Boys school	2	1
Girls school	3	1
Mixed boarding	10	3
Day school	15	5
Total	30	10

Source : Field Data

The total number of sampled schools in the two divisions were eighteen (18) schools.

3.6 Research Instrument

The research used both open and closed questionnaire and interview schedule to obtain information from school principals, History and Government teachers and students.

3.6.1 Questionnaire

A questionnaire is a written document containing a series of questions to be answered in writing by the respondents. The questionnaire was preferred due to their suitability for the study as indicated by Mugenda (1999). She noted that questionnaires are commonly used to obtain important information about a population. Each item in a questionnaire is developed to address a specific research question of the study. The closed ended question provided data that was easy to compute and analyzed; while open ended question permitted a greater depth of response thus adding quality of the data collected. The questionnaires were constructed to respond to research objectives concerning attitudes of students, teaching/learning resources, teaching methods and also experiences and in-servicing of teachers in History and Government.

3.6.2 Interview schedule

An interview schedule is a set of questions that an interviewer asks when interviewing respondents. (Orodho, 2005), (Mugenda & Mugenda, 1999).

Semi-structured interview schedule was used to elicit information from school principals. It was used to supplement information, which was obtained through the questionnaire.

3.7 Validity of the Instrument

Validity refers to the extent to which a research performs what it was designed to measure (Mugenda and Mugenda 1999). It is how accurate the data obtained in the study represent the variables of the study. The content validity of the instrument was determined by the researcher in consultation with the supervisors and experts from the Department of Curriculum, Instruction and Education Media –Moi University. This was to determine whether the instrument were adequate to elicit valid data.

3.7.1 Reliability of the Instrument

An instrument or a test is said to be reliable if it has ability to yield consistently the same results when repeated measurements are taken to the same individuals under the same conditions. The study used test-retest method in order to test reliability of the instrument (questionnaire and interview scheduled). Questionnaire was administered to the respondents once and then repeated after two weeks to establish the consistency of the result. Pearson's Product Moment Correlation was used to correlate the results in order to give the magnitude of the relationship. If a co-efficient of 0.05 and above was obtained, the instrument was adopted for the study since it was considered reliable if no modification of the instrument will be done until reliability is achieved.

3.8 Pre-testing of the Instrument

A pilot study was conducted in two schools from Konoin District which did not participate in the actual research. The District has similar characteristics with Bomet District. Piloting helped determine validity and reliability of the instrument and also allowed the researcher to create familiarity with the instrument. During pilot study some questions were found to be ambiguous and were adjusted accordingly.

3.9 Data Collection Procedures

Permission to conduct research was obtained from the Ministry of Higher Education Science and Technology. The researcher then reported to the District Education office to inform about the study. The researcher then carried out reconnaissance trip to selected schools to seek consent from the head teachers and to familiarize himself with what was going on in the selected schools. The researcher visited the sampled schools to administer the questionnaire and to explain the purpose of the study. The researcher gave the respondents ample time to fill in the questionnaire and collected them.

3.10 Ethical Consideration

The research proposal was approved by the Department of Curriculum Instruction and Education Media of Moi University. Permission to conduct the study was sought from the Ministry of Education Science and Technology and District Education Office Bomet. Consent was sought from the head teachers of the participating schools. Teachers and students were informed about the intention of the research and the information collected was kept confidentially and was only used for purposes of the study, its potential benefits to the wider society and the right to choose to participate or withdraw. The respondents were informed that the questionnaire was not an exam and therefore did not need to write their names for anonymity. All personal information was kept confidential.

3.11 Data Analysis

After field work, data collected from questionnaire and interview schedule were carefully organized, Kerlinger (1973) define analysis as categorization, ordering, manipulating and Summarizing data to obtain answers to research questions Analysis consist synthesizing the information from questionnaire, observation and interview. In this study, descriptive statistics was used. Descriptive statistics enabled the study to code the information and analyze it in a systematic way in order to come to useful conclusion and recommendations. It was also used in organizing, summarizing, interpreting and to communicate qualitative information. Descriptive statistics such as frequency generated using tally sheets were used; percentage calculated and presented using tables and pie charts. To facilitate this, the program contained in the Statistical Package for Social Sciences (SPSS) was utilized.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter interprets and explains the findings of the analyzed data in connection with the constraints on effective history and government instruction in public secondary schools in Bomet District as guided by the four objectives of the study. The study sought information from the school principals, history and government teachers and students using questionnaire and interview schedules. Data analysis was presented in form of tables showing frequencies and percentages, pie charts and bar graphs.

Finally the results of the findings were discussed in the light of the reviewed literature.

Data analysis, presentation of results and discussion of the findings were guided by the following objectives.

- To determine the constraints on attitudes of form two and three students towards history and government
- To find out the constraints on the instructional methods used in the teaching and learning resources used in teach history and government
- To find out constraints on the teaching-learning resources in History and Government
- To examine the training and qualification of history and government teachers

4.1 Demographic information of the respondents

In this study a total of 452 respondents which was 410 history students, 24 history teachers and 18 principles were sampled for the study. The respondents were selected to represent the schools because they have a major role to play in the performance of History and Government in the schools.

4.1.1 Gender of the school principals

The researcher sought to establish the gender of the principals. The results are presented in fig 4.1

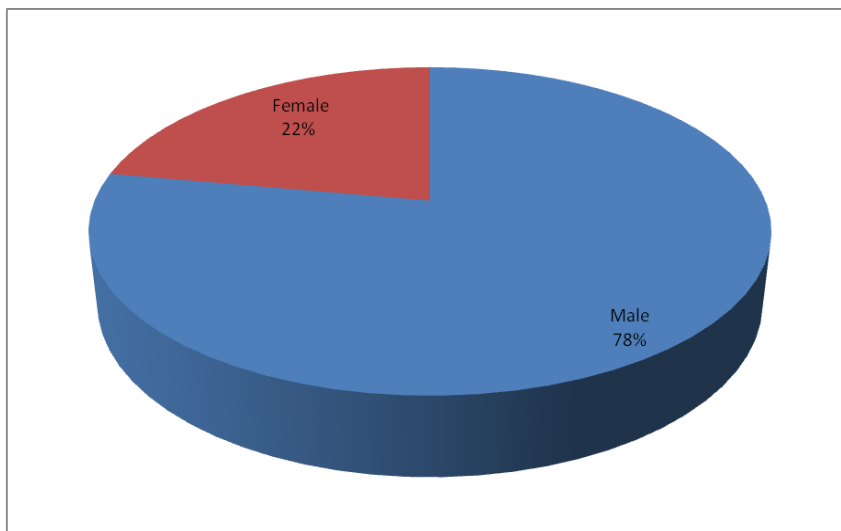


Fig: 4.1 School principals gender

There were more male school principals compared to females.

The results presented in the above figure reveals that the majority of the sampled principals (78%) were male while (22%) were female. It is evident that most of the schools are dominated by male head teachers.

4.1.2 Distribution of principals according to age

The study sought to find out the ages of the principals in years. The findings are shown in table 4.1 below

Table 4.1 Distribution of principals according to age

Age(in years)	N	Frequency	Percentage
50-59	18	2	11.1
40-49	18	15	83.3
30-39	18	1	5.6
Total	18	18	100.0

The analysis (table 4. 1) indicates that majority of the principals (83.3%) are between the ages of 40-49 years old, while the youngest school principal was in the 30-39 age bracket. This study shows that the majority of the school principals have enough experience in terms of the years to provide the necessary skills in terms of management of the school and offer quality education.

4.1.3 Distribution of principals and history teachers according to teaching experience

The research instrument sought to find the teaching experience of history teachers and principals. The findings are shown in the table 4.2 below.

Table 4.2 Principals and teachers teaching experiences

Age(in years)	N	Frequency	Percentage
0 – 5	24	2	8%
6 -10	24	6	25%
11 – 15	24	4	17%
16 – 20	24	5	21%
Over 20	24	7	29%
Total	24	24	100%

The findings shown in the table above reveals that most of the principals have teaching experience of over 16 years and above (55.6%) and (29%) of the History teachers have experience of over 20 years. Only 8% of the sampled teachers had experience of under 6 years. The study reveals that majority of school principals had enough experience in terms of management and effective leadership in the schools.

4.1.4 Distribution of teachers according to professional training

The study sought to establish the number of teachers according to their professional qualifications and the readings are as shown in Table 4.3

Table 4.3 Distribution of teachers according to their training

Qualification	N	Frequency	Percentage
Certificate	24	2	8.3
Diploma	24	5	20.8
Graduate	24	16	66.7
M.Phil/M.E.d	24	1	4.2
Total	24	24	100.0

Source: Field data

The findings (table 4.3) reveals that majority of teachers (66.7%) are degree holders and (20.8%) are diploma holders while (8.3%) are certificate holders. This study shows majority of the teachers are qualified and therefore able to handle History and Government curriculum.

These teachers are qualified enough to come up with best alternative approach of teaching in order to cover the History and Government syllabus. The qualities of teacher training largely depend on their level of education, training and experience which contribute to ability to innovate. Ondum (1995), noted that the quality of teachers does also have an overall effect on students learning and acquisition of desirable attitudes and values.

4.1.5: Distribution of students' respondents according to gender

The research instrument sought to find the gender of the sampled respondents. The findings are shown in fig. 4.2

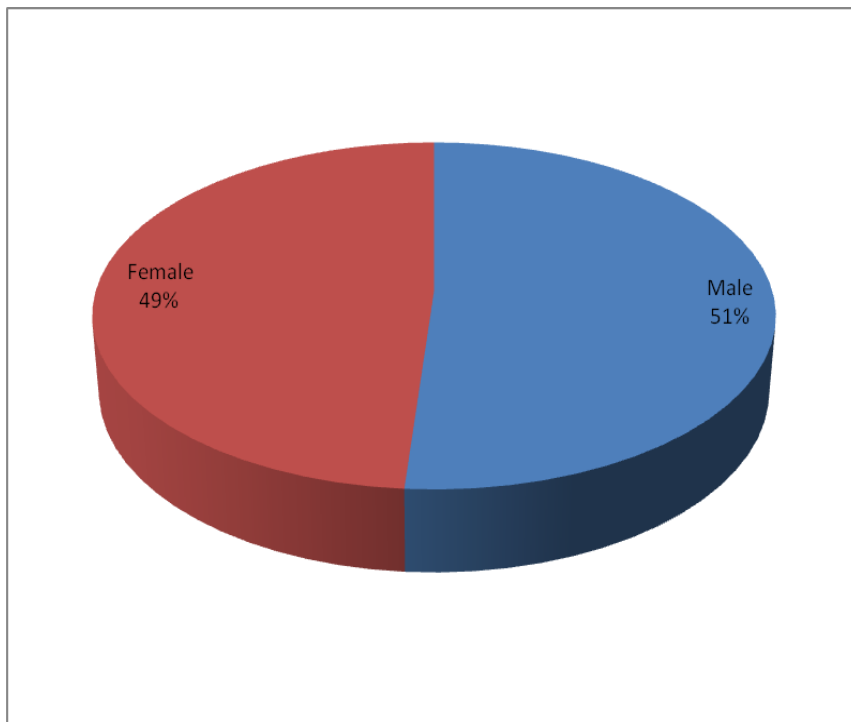


Figure. 4.2 Students' respondents according to gender

The findings shown in fig. 4.2 shows that in the total number of sampled students (51%) of the respondents were male and (49%) were female. It was found out that there was no significant difference in the order of the sampled students.

Table 4.4 Subject ranking

Subject	N	Number sampled	Percentage of those who ranked position one
History and Government	410	110	26.8
Mathematics	410	75	18.3
English	410	49	12.0
B/Studies	410	29	7.1
Biology	410	29	7.1
Kiswahili	410	25	6.1
Religious Education	410	25	6.1
Chemistry	410	17	4.1
Physics	410	16	3.9
Geography	410	9	2.2
Agriculture	410	4	1.0

Source : field data

4.2 Students attitudes towards History and Government

The first objective of the study was to determine the attitudes of students towards History and Government. The study used a sample of student taking History and Government in Form Two and Form three. This was done to check their responses. In order to establish the students attitudes on the importance and liking of History and Government, students were requested to rank secondary schools subjects in order of preference. The subjects selected for this question included the four core subjects of English, Kiswahili, Mathematics and Chemistry.

The three main humanities History and Government, Geography and Religious Education were listed as well as the optional sciences Biology and Physics. The technical subjects included Business Studies and Agriculture. The subjects totaled eleven and were listed randomly.

4.2.1: Attitudes and views towards the subject

Out of the four hundred and ten (410) students who responded to the questionnaire 71% (291) of the expressed that they enjoy learning History and Government because their teachers are always ready to teach the subject and are motivating. Another reason as to why they responded positively is that they found learning history and government interesting and easy to understand. In their view, they stated that history and government plays a part in their future career goals and that it helps students learn about other countries, their government, culture and societies. Students also enjoy learning about Kenya and its colonizer.

The findings contradicted those of Kii (1999) that history and government is not a popular subject amongst learners today in secondary schools. He revealed that there was mass exodus of learners from History and Government to other subjects which was not the case in this study.

When asked about the relevance of learning history and government to their future careers, 358 respondents out of 410 considered the subject useful. Students who responded pointed out that they have ambitions to become government administrators, lawyers, political scientists, archaeologists and teachers of history among others. All of these careers require the skills and knowledge learnt from the study of History and Government.

A number of students 3.7% stated that History and Government would help to boost their mean grade at K.C.S.E., therefore helping them gain access to further education and consequently into good employment.

Those who responded that they do not enjoy learning history and government were only 12.7%. The main reasons advanced included not enjoy learning History and Government because it lacked room for creativity, History lessons boring. The students felt that History and Government was not useful for their future career goals. These students also found that they did not do well in History and Government because they found it difficult to remember all the details of dates and events found in the subject.

Although the greater majority enjoyed learning History and Government, and they found it useful for their future career goals, a small number raised some issues as the reasons why the subject might not be liked. These issues were the lack of motivation from the teachers, subject being not interesting, learning activities not motivating and that the subject could not lead them to useful future careers.

Going by the subject ranking in table 4.4 above majority of students (26.8%) felt that History and Government was the most preferred subject. This indicates that majority of the students had a favourable attitudes towards the subject. The least preferred subject was agriculture 4(1.0%). The subject was ranked the least because may be most of the sampled students did not take it. Those who responded that they enjoy learning History and Government were because their teachers always attend the lessons and are motivating. They also expressed that they find learning History and Government interesting.

The study also attempted to establish whether sex of students influence their attitude towards History and Government.

The table below illustrates the relation between students' sex and attitudes towards history.

4.2.2: History and Government subject ranking.

The study sought to know the attitudes of the students by ranking the subjects in order of preference.

The responses are shown in table 4.4 below:

Table 4.5: Sex of students and attitudes to history

Gender	N	Number	Percentage
Male	110	60	28.6
Female	110	50	25.0
Total	110	110	53.6

Source: Field data

Table 4.5 above shows that (28.6%) of the males compared to (25.0%) of the females like history and Government. This shows that more males and females like studying the subject. These findings concur with that of Thuo (1987) who carried out a similar research in Nairobi and stated that sex is not a determinant factor in shaping a student's attitudes towards History and Government.

4.2.3 Teaching and learning resources

The second research question sought to find out the resources used in the teaching of History and Government.

Table 4.6: Learning resources used in History and Government

Learning resources	N	Number	Percentage
Chalkboard	68	22	91.7
Textbooks	68	22	91.7
Reference Books	68	16	29.2
Maps	68	3	12.5
Diagrams	68	2	8.3
Pictures	68	2	8.3
Charts	68	1	4.2

Source : Field data

Learning resources are very important to how well History and Government concepts are be assimilated by learners. Use of variety of learning resources motivate the learners and inspire them to learn more.

The results in table 4.6 above shows that 22 (91.7%) of the respondents used the chalkboard and textbooks as their teaching and learning resources. Among 24 respondents 16 (29.2%) listed that they also used reference books as their resource. There was little use of maps 3 (12.5%), diagrams 2 (8.3%) and pictures 2 (8.3%). The respondents also showed that there was totally no use of radio and realia . This was due to non - availability of these resources.

The study was also able to establish that there were adequate textbooks although a significant number (34.1%) stated that they did not have enough textbooks. The students' responses are shown below.

Table 4.7: Adequacy of History and Government textbooks

	N	Frequency	Percentage
Yes	410	270	65.9
No	410	140	34.1
Total	410	410	100.0

Source : Field data

Majority 270 (65.9%) of the respondents said there were adequate textbooks for the study of the subjects. This suggests that a significant number 140 (34.1%) noted that they did not have enough textbooks for the study of History and Government. This was a problem since learners need to derive historical concepts and knowledge from textbooks.

4.2.4: In-servicing of teachers of History and Government

The third study objective wanted to establish the in-servicing of teachers of History and Government. The study revealed the results shown below.

Distribution of teachers on attendance of in-service

Table 4.8 In service History teachers

In-service	N	Frequency	Percentage
Yes	24	4	16.7
No	24	20	83.3
Total	24	24	100.0

Source : field data

Observation from the above table shows that a majority 20 (83.3%) of the teachers stated that they have never attended any in-service course in History and Government as opposed to only 4 (16.7%) who confirmed to have attended. This means that History and Government has been neglected when it comes to organizing seminars and workshops. The principals who participated in the study and were asked the same question agreed 11(61.1%) that seminars and workshops in the subject were non – existence. Some of the principals during the interview stated that seminars were held for other subjects but not History and Government. The reason for this was that History and Government had no financial allocation for workshops and that the subject was not prioritized like other subjects.

4.2.5 Teachers' characteristics

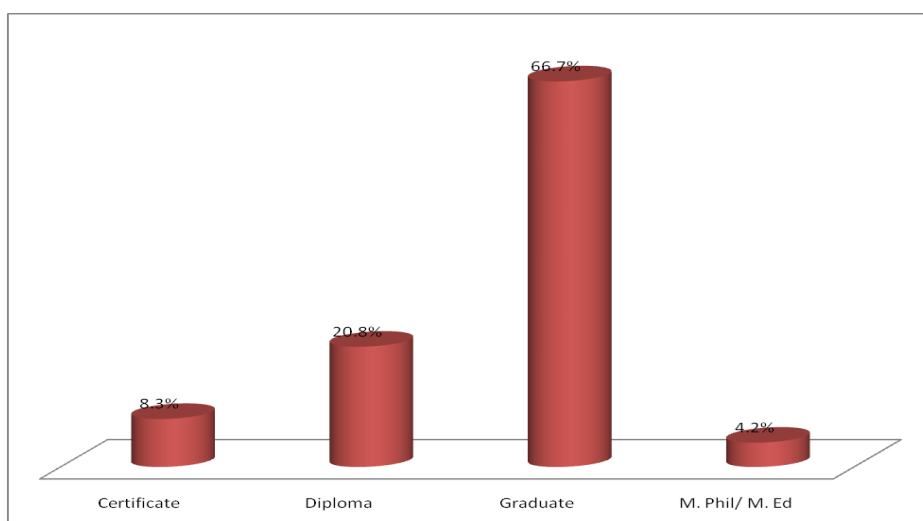
Teacher characteristics are part and parcel of education input which have a direct bearing on quality curriculum implementation. Table 4.9 shows distribution of teacher by age.

Table 4.9 Distribution of teachers by age

Age (years)	N	Frequency	Percentage
20 – 29	24	13	54.2
30 – 39	24	2	8.3
40 – 49	24	9	37.5
Total	24	24	100.0

Source : Field data

Teachers were of different ages ranging from 20 years to 50 years of age. The majority of these teachers were in the age category of 20 – 29. The table above shows the above information. Majority of the teachers 54.2% were between the ages of 20-29. The studies revealed that majority of the teachers were young.

**Figure 4.3: Bar graph showing teachers characteristics by qualification**

Out of 24 teachers, sixteen (66.7%) were male while 8 (33.3%) were female. Among these teachers 2 (3.3%) had attained a minimum educational level of form four with K.C.S.E qualification. Five teachers (20.8%) had diploma in education. Majority,

sixteen (66.7%) had bachelor of education while only one (4.2%) had Masters in education (M.Ed). The study reveals that most of the teachers were trained as teachers of History and Government and were able to implement the curriculum.

The teachers due to their training should come up with the best alternative approach of teaching, they should be able to select appropriate instructional media. But the problem found out was that some teachers had to handle large classes. For example you could find one History and Government teacher teaching several classes. This was a constraint in the learning of the subject.

4.2.6 Distribution of teachers and their teaching load

The teachers who took part in the study were required to indicate the teaching load (lessons per week) has any effect on the way they taught History and Government.

Table 4.10 Distribution of teachers' teaching load

Teaching load	N	Number	Percentage
13 – 18	24	5	20.8
19 – 25	24	13	54.2
Over 25	24	6	25.0
Total	24	24	100.0

Source : Field data

The observation derived from the table above shows that majority of the teachers 13(54.2%) have a teaching load of between 19 to 25 lessons per week. This reveals that most of the teachers are not overloaded. Only 6(25.0%) stated to be handling a teaching load of over 25 lessons per week.

Teachers experience and qualification

The study also focused on how long teachers of History and Government have been teaching the subject. Experience is a major factor that determines how competent a teacher is as a professional in his/her field. In table 4.11 below, data collected revealed that 8 (33.3%) of the teachers who responded to the research had taught History and Government at the secondary school level for two years while a majority had taught for between 3 and 10 years (Table 4.11).

Table 4.11 length of teaching experience

(Experience in years)	N	Frequency	Percentage
0 – 2	24	8	33.3
3 – 5	24	4	16.7
6 – 10	24	5	20.8
Over 15	24	7	29.2
Total	24	24	100.0

Source : Field data

The observation showed that most of the teachers sampled were young and experienced.

The study revealed that the teacher of History and Government are highly experienced so experience is not a problem. The senior members in the subject help to maintain and improve teaching and learning standards because of their experience

4.3: Teaching methods and learning activities

The fourth research objective of the study was to determine the methods commonly used by teachers in teaching of History and Government.

The students' respondents were required in the questionnaire to choose learning activities they commonly used with their History and Government teachers.

Table 4.12: Common Teaching and learning activities during History and Government lessons

Learning activities	Frequency	Percentage
Explanation	301	73.4
Asking and answering questions	299	72.9
Participation in group task	152	37.1
Conducting projects	120	29.3
Dictating notes	111	27.1
Narration/Telling story	79	19.3
Role playing	33	8.0

Source : Field data

It is evident from the study (table 4.12) that the explanation was the most used at 73%. Learner centered method like group work and discussion methods were not as popular (37.1%) yet they are the most useful methods. There was hardly any use for storytelling, dramatization and field trips in their learning activities. The data below was derived from the views of the teachers when they were asked same question.

The study wanted them to determine which teaching methods they used the most in History and Government lessons.

Table 4:13 Teaching methods used by history teachers

Teaching method	Frequency	Percentage
Lecture method	16	66.7
Question and answer method	15	62.5
Discussion method	12	50.0
Note taking	10	41.7
Group work method	8	33.3
Story telling method	6	25.0
Debating method	2	8.3
Dramatization method	2	8.3
Project method	1	4.2

Source : Field data

The above data were derived when the same question was asked of the teachers. The question wanted to determine which teaching methods was mostly used in History and Government lessons and 16(66.7%) out of 24 teachers used lecture method. The same lecture method was rated high (73.4%) from the student respondents. Although lecture method has been condemned in the previous researches as an obstacle to learning and that it is less useful especially in secondary schools, most teachers still use it as a preferred method of delivery.

Teachers' responses also concur with that of students that there was hardly any use of project, dramatization and field trips. This was due to the fact that project and dramatization are time consuming and that school trips and ICT require finances which most schools could not afford.

4.4: School principals' comments on the attitude of student towards history

The study further sought the school principals' comments on the attitudes of students about the subject. The findings are shown in the figure below

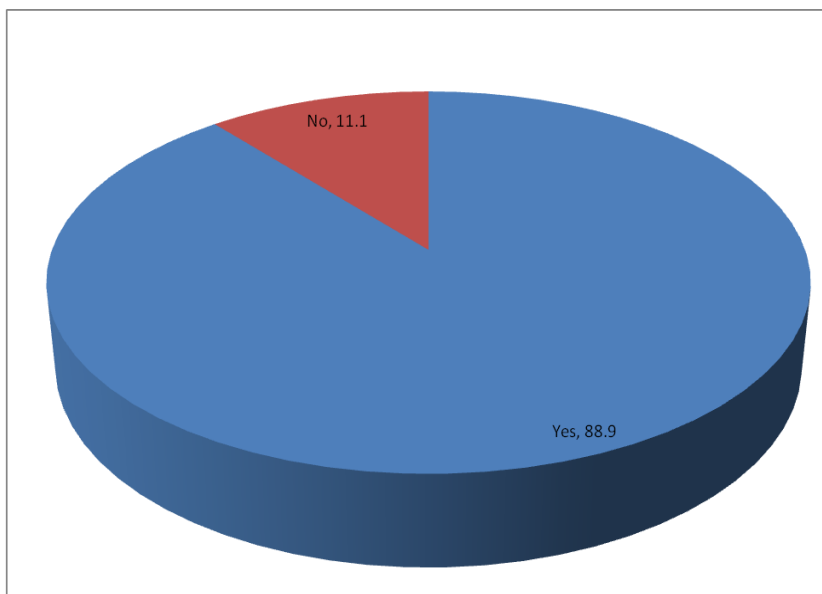


Fig 4.4: Pie Chart showing principals comments on attitudes of students

The results from the study (figure 4.2) shows that a majority 16 (88.9%) of principals agreed that students in their schools like History and Government. The reason given by the principals was that history leads one to pursue arts related courses. The majority of the school principals, 22(91.7%) also felt that students were interested in learning history and Government.

The principals were also to provide their opinion on whether History and Government should continue being an optional subject in secondary schools. The results are represented in the table below:

Table 4.14: History as an optional subject

Response	N	Frequency	Percentage
Yes	18	12	66.7
No	18	6	33.3
Total	18	18	100.0

Source: Field data

From the analysis 66.7% of the principals responded that history should continue being an optional subject in secondary schools. The reasons they gave were that there was lack of history teachers to teach the subject. Others suggested that the subject does not lead students to choose marketable courses after secondary school. The principals were also asked whether there were adequate teaching learning materials for History and Government.

Table 4.15 : Adequacy of teaching/ learning materials

Response	N	Frequency	Percentage
Yes	18	16	88.9
No	18	2	11.1
Total	18	18	100.0

Source : Field data

The study shows that a majority of the school principals 16 (88.9%) agreed that there were enough Teaching and learning resources in History and Government. When asked about the teaching load and shortages of History and Government teachers, 6 (33.3%) stated that the teaching load is heavy while 12(66.7%) stated the contrary.

The principals were also required to indicate whether History and Government teachers in their schools were professionally trained. The majority 15(83.3%) revealed that the teachers were trained but 3(16.7%) said the teachers were not trained.

The study wanted to get the information from the school principals, whether the teachers teaching History and Government in their schools usually attend seminars and workshops. The response is shown below (table 4.16).

Table 4.16: History seminars and workshops

Response	N	Frequency	Percentage
Yes	18	7	38.9
No	18	11	61.1
Total	18	18	100.0

Source : Field data

The results from the study showed that a majority 7(38.9%) of the principals agreed that there were no in-service for history and Government teachers. The responses from the school principals were in agreement with that of the teachers where the majority 20(83.8%) of the teachers who filled the questionnaire revealed that seminars and workshops for history teachers were lacking. The reasons given were that resources and time were given seminars in other subjects as opposed to History and Government which was considered a less important so not prioritized. According to Shiundu and Omulando (1992) constant teacher in- service is very necessary as it fills the gaps which were not filled during the time of teacher training.

Teachers who undergo in-servicing and attend workshops would be able to come up with the best alternative approach of teaching in order to deliver the curriculum effectively and for the learners to comprehend what they are learning.

4.5 Summary of the findings.

This section relates and interprets the results of the study in the light of literature reviewed concerning constraints on effective History and Government instruction in public secondary schools in Bomet District. The discussion of the findings was based on the objective.

Attitude is central to the education process. It either promotes or inhibits students' behavior or influences choices to attend, respond, value, participate or make commitment to educational activities. Gilchrist(1980). It was noted that teachers attitudes as well as learners attitude affects performance.

This study found out that (71%) of the students expressed that they enjoy learning History and Government. The reasons they gave was that teachers were always ready to teach the subject and that the teachers were motivating. They also stated that they found learning History and Government interesting and easy to understand. In their views, History and Government played a very important part in their future careers and that they had ambitions to become government administrators, lawyers, political scientists, archaeologists and teachers of History and Government among others.

From the various studies done on attitudes, Mwangi, Magiri, (1987), Onyamwaro,(1990)and Njogu,(19990) and which had been reviewed, it is evident that favourable attitude in a subject results in a better performance .It is pointed out that attitude affects achievement and achievement affect attitude.

This research agrees with these findings because behaviour is observed in performance. This implies that satisfaction a learner derives from his/her achievement of a task influences his/her attitude towards learning particular attitude.

The finding was also consistent with similar findings by McMillan (2000) that learning situations that are perceived positively by learners contribute to the development of positive attitudes towards a subject and its achievement. Hence agreeing that, when an individual has positive feelings towards an object, they behave favourably towards that object, while those with negative feelings behave unfavourably. This implies that the kind of attitude a learner holds on a subject is important in determining the academic performance of a learner. The study also positively agrees with that of Strong (1984) on attitudes of students learning task being influenced by the satisfaction derived from it. When students are happy they tend to enjoy teaching and learning process. Therefore a student having a positive perception towards History and Government is most likely to put a lot of effort in the study of the subject.

This study also concurred with that of Sally (2012) on influence of gender and stereotypy on students' attitude. She discovered that in both boys and girls had positive attitudes towards History and Government. The second research question sought to find out the types of constraints on teaching/learning resources used in the teaching of History and Government. Several studies show that greater availability of teaching/learning resources raised the quality of learning activities and thus improve learners' performance.

Nasibi and Kii (2005), argues that learning resources are important in education because they motivate learners to learn when they come in contact with real objects and encourage them to use more than one sense thus increases understanding of new concepts.

In a study on instructional media in learning Geography and History Komen(1991), revealed that teaching /learning resources are useful in learning because they can arouse interest, stimulate imagination, raise question for discussion and desire to find out more in the studies.

In this study, the findings revealed that (91.7%) of respondents used the chalkboard and textbooks as their main learning resources. Although the uses of textbooks appear to be wide in many schools, inadequate use of other learning resources was a constraint that was shown to limit learning. The study showed that there was very little use of education resources like wall maps, diagrams, pictures, charts, radio and real objects.

Patel and Mukwa (1993) pointed out that instructional media should be used as integral part of learning activity in order to achieve the highest level of understanding within the context of a subject matter and relationship.

Normally History and Government teachers are supposed to, develop and use teaching/learning resources .Any resourceful History and Government teacher should be creative and innovative enough to develop and use effectively learning resources and also manipulate the learning environment for the purpose of generating relevant teaching and learning resources for History and Government. Perhaps the reasons for the History and Government teachers' failure to develop and use teaching/learning resources in the teaching of History and Government are lack of support from school

administration because the administration do not prioritize History and Government when allocating resources and also with the general prejudice that History and Government is not an important subject and also the teachers incompetence in utilizing teaching/learning resources. This study agrees with the findings of Sally (2011) on the Challenges Facing the Teaching of History and Government where she found out that the availability of teaching/ learning resources affect learning. The study also confirmed and it agreed with the current study that the none use of instructional materials in History and Government was due to unavailability and where available, teachers were reluctant to use them because they view the use of resources as waste of time. This is because the teachers and students alike are eager to 'finish' the syllabus then sit for national exams.

The third research objective of the study was to determine the constraints on methods commonly used by teachers in teaching of History and Government. From the study, it was found that the majority of History and Government the teachers (96.7%) used lecture method for delivery. Also (73.4%) of students respondents stated that explanation was used by teachers in History and Government lessons.

This findings concur with that of Muthwi (1981) who did a research on teacher interaction in class. He found out that teachers spent (70%-80%) of their time lecturing to students in class.

Kimwarey (2010) in her study on Small group method of teaching found out that student learning tasks were influenced by the methods used by the teacher. She further asserts that students found History and Government subject very difficult. But this study disagree with the current study where the majority of the students sampled

(26.8%) felt that History and Government was the most preferred and was ranked the first.

The use of lecture method teaching has been criticized because it is seen to make learners passive and this result in less learning,(Clark 1982). It has also been observed that lecture method seldom give learners a chance to interact or explore and instead make them merely accept knowledge the way it is presented instead of leading them to in-depth study,(Clark 1982).

Wesiche (2006) conducted a study on teaching techniques that enhances students' performance in mathematics. The study found out that to improve performance, teachers should involve the learners fully during the lesson. This can be done by varying teaching methods.

Methods can improve the quality of learning in and out of school, Mukwa (1993).The value of instructional methods is important in that the right teaching methods determine the quality of results since it acts as a link in the teaching and learning process, Kochar (1991)

The findings from this research showed that the methods of instruction were found to be inadequate. Over-relying on one or two instructional methods which are teacher-centred cannot fully make students develop insight and discover knowledge. Teachers need to adopt child-centred interactive methodologies like small group method. Small group technique has been found to encourage learners to talk, reveal what they already know and do not know, Corkcroft Report(1982) .It was also found to develop understanding of what is being learnt, improve self-esteem, enhance communication, interaction and problem solving. Teachers should allow students to be involved in practical activities as these are considered modern teaching methods.

The fourth research objective of the study was to find out the qualification and experience of teachers of History and Government. The findings of the study revealed that there was no in-service or seminars organized either at the school level or by Ministry of Education to update History and Government with knowledge that is required in teaching and learning. In the study (83.3%) of the teachers respondents stated that they have never attended any in-service course or seminars on History and Government. The school principals (61.1%) accepted that there were no seminars held for the subject.

The studies done by Shiundu (1992), Murugu (2000), and Eshiwani (1988) pointed out that there was a positive effect of students characteristics and teachers characteristics on students performances. They further asserted that teachers 'in-service courses acquaint the practicing teachers with the latest innovations in the curriculum of the subject. They pointed out that teachers are able to cope with new demands in their areas of specialization as well as new approach and methodology intended to enhance teaching and learning.

A study by Fullan and Promfret (1977) concluded that in-service training was a factor. Studies done indicated that teachers who received intensive in-service training had a high degree of implementation than those who did not. It is very clear from the studies that the teachers can be qualified and experienced but if not in-serviced regularly can affect the quality of teaching and learning. They should be kept abreast of the current pedagogical skills through seminars and in-service. As shown from the literature review, the quality of teacher training largely depends on the level of education, training, and experience, which contribute to ability to innovate. Oduma, (1995) noted

that the quality of teachers does also have an overall effect on students learning an acquisition of desirable attitudes and values.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of Findings

From the study it was found that majority of the students enjoy learning History and Government. It was also found that teachers enjoyed teaching the subject. However the study unearthed that majority of teachers use teacher-centered methods which rarely impart practical skill in learners. This was found to be a major constraint in the History and Government instruction. The teachers also stated that students' negative attitudes were as a result of other influences. The study also unearthed during that study that students of History and Government felt that there was lacked direct relevance to job market in the subjects.

The majority of the principals felt that History and Government should continue being an optional subject. The study also found out that availability of learning resource affect the teaching and learning of the subject. It was also found out that majority of the teachers were trained as opposed to a small percentage who had no training.

Lecturing and question and answer methods were used by the majority of the teachers as instruction method while field trips, dramatization and project methods were the least used or non-existence. The study found out that the least utilized methods were seen to be time consuming and costly.

The study found that the main constraining factor was how practical skills can be incorporated in the teaching of History and Government. In-servicing of History and Government teachers was found to be lacking. The inverse of this affect instruction in History and Government.

5.2 Conclusion

Despite the fact that History and Government is offered in all the secondary schools in the district, it was discovered that a number of constraints were limiting the realization of the curriculum goals in the teaching and learning of History and Government.

These include:

- (i) Despite the majority of students liking and taking History and Government and sit for it in the examinations, a significant proportion did not like the subject.
- (ii) Another constraint that hampered the effective instruction of the subject is the un-availability of teaching and learning resources and materials.

Although the government has subsidized secondary education there is a challenge of purchasing learning materials especially textbooks to the students.

- (iii) The time allocated to cover History and Government syllabus is inadequate. This is because the history syllabus is wide and time allocated to it should be increased.
- (iv) In-servicing of teachers was lacking and teachers could not be exposed to new methods of teaching, development of resource materials and knowledge.
- (v) In a number of secondary schools, History and Government teachers were lacking.

This is made worse because the government has been employing only to replace those who had left.

- (iv) One of the constraint found was that there was a general feeling studying History and Government could not guarantee one a job because the subject lacked direct relevance to job market.

5.3 Recommendations

On the basis of the findings and conclusions the following recommendations were drawn.

1. Secondary schools should provide for a variety of learning resources such as adequate textbooks, reference books.
2. Teachers of History and Government in collaboration with school authorities should organize field trips, involve students in project and role playing and also invite resource persons in order to vary their teaching methods and get students to participate more.
3. The ministry of education together with the Kenya Institute of Curriculum Development (KICD) should organize for regular in-servicing of teachers and History and Government. There should also be seminars and workshops at District level in order to broaden teachers' competences and knowledge.
4. Teachers should involve the learners more by using different teaching methods (learner centered) in order to provoke interest and research skills in the learner.

5.4 Areas for further research

The study was conducted in Bomet District. Therefore the findings and recommendations may not be generalized but are not isolated

Further studies should be carried out in other parts of the country in order to investigate whether similar or divergent views exist.

There is also a need to look at whether History and Government is gender sensitive.

Further research can investigate factors that contribute to negative attitudes towards History and Government by some students.

REFERENCES

- Agiro, T., (1990). *Factors Affecting the Teaching of History in Senior Secondary Schools Ethiopia*: Addis Ababa.
- Ayot, O. (1979). *New Approaches in History Teaching in Schools*. Nairobi: Kenya Literature Bureau.
- Bogonko, S.N., (1992). *Reflections on Education in East Africa*. Nairobi: Oxford University Press.
- Brown, G., and Atkins, (1988). *Effective Teaching in Higher Education*. London: Methuen and Company.
- Calleah and Clark (1982). Methods of Instruction Journal of Association of Teachers in Colleges. *Creativity Research Journal*, Retrieved from <http://www.des.emong>, 1(3),247-361.
- Dahmar, D.P., and Bhatnagar, D., (1992). *Education Communication for Development*. New Delhi: Mohana Pramlani Publication Ltd.
- Davies, L.K., (1981). *Instructional Techniques*. London: McGraw Hill.
- Digolo, (1986). *A study of the Utilization of Community by Primary Schools to Provider relevant Education*. Geneva: UNESCO.
- DNE, (2005). *Specific outcomes assessment Criteria*. South Africa: Pretoria
- Eshiwani, G. (1983). *Education in Kenya since independence* Nairobi: East African Publishers.
- Farrnt, J. (1992). *Principles and Practices of Education*. Singapore: Longman Publishers Ltd.
- Fullan, M. (1992). *The Management of Education Change*. Columbia; OISE Press.
- Fuller, B., (1987). *What school factors raise achievements in the third world? Review of Educational Research*. Washington DC: World Bank
- Gander, (1974). Teaching methods in Secondary school: *journal of experimental Education*
- Gordon, T. (1978). *Resource Organization in Primary Schools: Council for Educational Technology*. London: Charlesworth.
- Hilliard, (1971). *Teaching Teachers*. London: George Allen

- Kembo, (1982). A survey of Achievement in Written Composition in Primary Schools Thika Nairobi. (M. ED Thesis). Nairobi: University of Nairobi.
- Kenya Institute of Education, (2002). *History and Government for Kenya Certificate of Secondary Education*. Nairobi: KIE.
- Kiio, M.N. (1999). *A critical study of Methods and materials used to teach history and government in Kenya*. Nairobi: Kenyatta University.
- Kimwarey, (2010). Small group Method of Teaching History and Government, (Unpublished M.Phil Thesis),Moi University. Eldoret: Moi University.
- Kochhar, (1991). *Teaching of History*. New York: Sterling Publishers.
- Kombo, D. & Tromp, D. (2006). *Proposal and thesis writing*. Nairobi: Paulines Publication Africa.
- Lokesh,R. (1984). *Methodology of Educational Research*. New Delhi, Vani Educational Book Publishers.
- Mackeame, (1951). Anxiety in College classroom journal of Educational Research.
- MacMillan, J.H. (2000). *Educational Research Fundamental for the Consumer*. New York: Addison Wesley Longman.
- Mbamba, A. M.(1992). *Books for Reading in Educational management Harare, UNESCO. Methods of Teaching History (1988)*. Nairobi: University Press.
- Mills, HR (1972). *Teaching and Training*. London: Macmillan Press.
- Ministry of Education (1984). *The Objectives of Secondary level Education*. Nairobi: Government Printer.
- Ministry of Education (1985). *History and Government syllabus*. Nairobi: Government printers.
- Mudogo, W. (2010). The Effects of school-based Educational Innovations. (Unpublished M.Phil Thesis, Moi University) Eldoret: Moi University.
- Mugenda, A. & Mugenda, O. (1999). *Research Methods. Qualitative and Quantitative Approach*. Nairobi: Acts Press.
- Mugenda, O. and Mugenda, G.A (2003). *Research Methods. Qualitative and Quantitative approach*. Nairobi: Acts Press.
- Mukwa, C. N., (1993). *An introduction on the Efficiency of Instructional Development and Education Media*. Eldoret: Moi University.

- Mukwa, C. (1982). A Survey of the Learning Resource materials in selected primary schools in Nairobi. Mathematics, M: ED Thesis Kenyatta University, unpublished.
- Nasibi and Kioo, (2005). A History and Government Handbook for teachers, Nairobi, Nehema Publishers.
- Njeru, E.H & Orodho, A.J (2003). *Access and Participation in secondary school Education in Kenya*. Nairobi: IPAR.
- New African (Oct. 2007). *Ghana: The autobiography of Kwame Nkrumah*. London: Nelson
- O'connor, J. P. (2000). Teachers are the Problem in SMT, not Girls, Female in Education in Mathematics and Science in Africa.
- Onadiran, G.T (1981). A Survey of School Library Resources in Nigeria. Nigeria:Boston.
- Oketch, G.J. and Asiachi A.J. (1992). *Curriculum for Schools*. Nairobi: IPAR.
- Ogutu, M.A and Kinyanjui S.S (1991). *An introduction to African History*. Nairobi: University of Nairobi, Press.
- Orodho, J.A. (2003). *Essentials of Education and Social Sciences Research Methods*. Nairobi: Mosala Publishers.
- Orodho, J.A (2005). *Techniques of Writing Research Proposals and Reports*. Nairobi: Kanesia H.P Enterprises.
- Page, G. T., (1977). *International dictionary of Education*. New York: Nicholas Publishing company.
- Patel, M. Mukwa, C. (1993). *Design and Use of Media in Education*. Nairobi: Lectern Publishers.
- Petty, and Caccopo, (1981). *Attitudes and Decisions*. Channel Islands: The Guernsey Press Co. Ltd.
- Pittenger, O.E and Thomas G. (1971). *Learning Theories in Education Practice and Integration, Psychological Theory and Education Philosophy*. NewYork; J. Wiley and Sons.
- Powell, (1974). *Small group teaching methods in higher Education*. London: Balia.
- Ragan and Mcaulay, (1973). *Social studies for today's children*. New York: Appleton Century crofts.

- Rodney, W. (1972). *How Europe underdeveloped Africa*. Dar es Salaam: Tanzania Publishing House.
- Sally, W. (2012). Influence of gender role stereotype on students attitudes and Performance in History and Government. (Unpublished M.Phil Thesis Moi University). Eldoret, Moi University.
- Sampath, K. (1982). *Research proposal on availability and utilization of learning resources in teaching of economics*. Bangkok: UNESCO.
- Scheerens, J.(1999). *Schools Effectiveness in Developed and Developing countries, Review of Research Evidence*. Washington D.C.: World Bank.
- Shiundu, J. & Mulando, S. (1992). *Curriculum theory and practice in Kenya*. Nairobi: Oxford University Press.
- Sifuna, D.N. Otiende, J.E (1992). *An Introductory History of Education*. Nairobi: University of Nairobi Press.
- Singleton, R.A. (1993). *Approaches to Social Research*. New York: Oxford University Press.
- Smith, T. (1973). *Policy Implementation Process, Policy Science*. London: Ash gate
- The Standard (20th September 2006). *The Standard Group Kenya*.
- Too, J.K. (1996). A survey of availability and use of Media Resources in Mathematics, (Unpublished M.Phil Thesis, Moi University). Eldoret: Moi University
- Thuo, L.W (1987). *The attitude of Kenya Secondary School students towards History: A case of Six Nairobi schools*. Nairobi: Acts press.
- Thorndike, E. (1903). *Education Psychology*. New York: Lemcken Buechner.
- Wales, J.N (1967). The place of teaching Aids in Nigeria Education. *West African Journal of Education*, 125 (5), 1088-1093
- Walkin, L. (1982). *Instructional Techniques and Practice*. Stanley London: Thones publishing Ltd.
- Wasihe, J. (2006). Teaching Techniques that enhances students performance in Mathematics, (Unpublished MED Thesis Kenyatta University). Nairobi: Kenyatta University.
- Waltins, R. (1982). *Techniques of Secondary Schools Teaching*. New York: Ronald Press.
- Walton, J. and Ruck, (1975), *Resources and Resource centres*. London: Ward lock Educational.

- Wengliky, H.(2000). *How Teaching Matters Bringing the classroom back into discussion of a teacher quality*. New Jersey: Educational and Testing Services.
- Were, N. (1992). An Examination of Problems of Teaching of History and Government in Secondary schools in Kenya. (Unpublished PGDE Project). Nairobi: University of Nairobi.
- Were, N. (1982). An Examination of Problems relating to the Teaching of History in Secondary Schools in Kenya. (Unpublished PGDE Thesis). Nairobi: University of Nairobi.
- Were, N. (2010). *Bomet District Development Plan Nairobi*. Nairobi: Government Printer.
- Zipporah, R. (2011). The Challenges Facing The Teaching of History and Government .(Unpublished M.Phil Thesis, Moi University). Eldoret: Moi University.

APPENDICES

Appendix I: Interview Schedule for School Principals

The researcher will fill in the questionnaire as he interviews the principal.

SECTION A: BACKGROUND INFORMATION

1. Status of school

Boys' school [] Girls' school []

Mixed boarding [] Mixed day []

2. Gender:

Male [] Female []

3. What is your age bracket:

Over 60 years [] 50-59 years [] 40-49 years []

30-39 years [] Below 30 years []

4. Your teaching experience _____

5. How long have you been a Principal?_____

6. Which are your teaching subjects?

(i) _____

(ii) _____

SECTION B: ATTITUDE

7. a) Do you think students in your school like History and Government?

- b) Please Justify

8. Does academic background of a student determine ability to learn History and Government?

SECTION C: TEACHING/ LEARNING RESOURCES

9. a) Are there enough teaching and learning materials for History and Government?

10. Are the teachers teaching the subject professionally trained?

11. (a) Do you think the teaching load for the History teachers in your school is too heavy?

- (b) How do you solve it?

12. a) Do you think History and Government should continue being optional in secondary schools?

b) If so, why?

SECTION D: TRAINING

13. (a) Are there seminars and workshops for History and Government teachers?

(b) If yes how frequently

(c) Who organize for the seminars?

(d) How effective is it in the teacher delivery?

Thank you.

Appendix II: Questionnaire for History Teacher
SECTION A: General Information

Please fill in the box provide.

1. Status of school

Boys' school [] Girls' school []

Mixed boarding [] Mixed day []

2. Gender:

Male [] Female []

3. Your age bracket:

30 years [] 30 – 39 years []

40 – 49 years [] 50 – 59 years []

Over 60 years []

4. What are your professional qualifications?

Certificate [] Diploma []

Graduate [] M. Ed []

Others, _____ specify

5. Please indicate your other teaching subject(s)

a) _____

SECTION B: ATTITUDE

6. What is your weekly teaching load? _____

lessons

7. Does your weekly teaching load affect your effectiveness in the teaching of History and Government?

Very much [] To some extent []
]
 Very little [] Not at all []

8. Do you enjoy teaching History and Government

Yes [] No []

9. How do you cover the syllabus?

Completely [] Most of it []

Half way [] Some of it []

10 (a) Are learners interested in learning History and Government?

Yes [] No []

(b) If no, what is the reason

SECTION C: IN SERVICE TRAINING

11 How long have you taught History and Government?

12 (a) Have you attended History and Government in-servicing courses?

Yes [] No []

(b) When did you last attend? _____

(c) If yes. What would you say History and Government in-servicing has done to the teaching of History and Government in your school?

(d) If you answered no to (a) above, what are the reasons behind you not being able to attend History and Government in-servicing?

SECTION D: TEACHING/ LEARNING RESOURCE

13 (a) How often do you use the following resources? Tick appropriately

Learning resources	Regularly 4	Sometimes 3	Rarely 2	Not at all 1
Chalk board				
Text Books				
Reference Books				
Charts				
Diagrams				
Maps				
Radio				
Pictures				
Realia (real objects)				
Other Specific				

(b) Does the availability of learning resources affect the teaching and learning of History and Government?

SECTION E: METHODS OF TEACHING AND LEARNING HISTORY AND GOVERNMENT

14 How often do you use the following teaching methods in History and Government lessons?

Tick appropriately for each method

Teaching method	Regularly 4	Sometime 3	Rarely 2	Not at all 1
Lecture				
Discussion				
Group work				
Dictating Notes				
Dramatization				
Story telling				
Project work				
Questions and answers				
School trips				
Debate				
Other Specify				

15 (a) Do you encounter any challenges when teaching History and Government?

Yes []

No []

(b) If yes, please list those challenges below

16 Suggest ways in which you think teaching and learning of History & Government can be improved

Appendix III: Students Questionnaire

You are kindly requested to fill in the questionnaire provided as honestly as possible.

SECTION A: General information

1. Name of the school _____

2. Status of the school

Boys' school [] Girls' school []

Mixed boarding [] Mixed day []

3. Gender:

Male [] Female []

4. Class

Form two [] Form three []

SECTION B: ATTITUDE

5. Do you think history and government topics are very wide?

Yes [] No []

6. a) Rank the following subjects from your most favourite to your least favourite.

(a) Kiswahili []

(b) Physics []

(c) Religious Education []

(d) English Literature []

(e) Geography []

(f) Agriculture []

(g) History & Government []

(h) Business studies []

(I) Mathematics []

(j) Biology []

(j) Chemistry []

(b) Give reason for the rating of History and Government in 7 (a) above by ticking appropriately on the table.

Item	SA	A	U	D	SD
IT IS INTERESTING					
TEACHING IS MOTIVATING					
FRIENDS LIKE IT TOO					
THE LEARNING ACTIVITIES ARE MOTIVATING					
TEACHER IS ALWAYS READY TO TEACH THE SUBJECT					

7. (a) Do you think that learning of History and Government will help you to achieve your future career goals?

Yes []

No []

(b) If yes explain

SECTION C: TEACHING/LEARNING RESOURCE

8. How often do you use the following activities in the learning of History and Government with your teacher?

Activity	Regularly	Sometimes	Rarely	Not at all
	4	3	2	1
Teacher talking to students about a topic				
Students talking about a topic as a class				
Working in small groups				
Teacher dictating notes				
Using Drama				
Story telling				
Home work and projects				
Asking teacher questions				
Answering questions from the teacher				
School trips				

9. Do you have enough textbooks for the study of history and government?

Yes []

No []

Appendix Iv: Research Permit

Appendix V: A map of a Study Area