

**PEDAGOGICAL ISSUES ON THE IMPLEMENTATION OF HISTORY AND  
GOVERNMENT REVISED CURRICULUM: A CASE OF SCHOOLS IN  
KAKAMEGA COUNTY**

**BY**

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## DECLARATION

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This thesis is my own work and has not been presented for award of a degree, diploma or any other award in any university.

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## **DEDICATION**

I dedicate this work to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. He has been the source of my strength throughout this program and on His wings only have I soared. I also dedicate this work to my parents; Daniel Musumba and Gaudenzia Musumba and all my siblings; Ben, Francis, Gerald, Sylvester, Caroline, Magy, Edith, Peter and Denis who have encouraged me all the way and whose encouragements have made sure that I give it all it takes to finish this work.

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## ABSTRACT

The purpose of this study was to find out pedagogical issues on the implementation of the History and Government revised curriculum; a case of schools in Kakamega County. The performance of History and Government has been on a decline trend in Kakamega County, especially after the promulgation of the constitution and subsequent change of curriculum through circular No.2 of 2011. The study set out to establish teachers' preparedness to achieve content delivery, availability of teaching and learning resources to teach, students and teachers attitude towards the learning and teaching, teaching and learning methods and government agencies support in teaching and learning History and Government revised curriculum. The study adopted a descriptive survey research design. The target population included the principals, form four teachers of History and Government, and form three History and Government students in selected schools. Instruments of data collection used were questionnaires for the History and Government teachers and form three History and Government students. The research also adopted observation as an instrument of data collection and Interview schedules for the principals. The study was guided by force field theory analysis of change that was developed by Lewin. The theory stresses the process and strategies for planning and implementation of change. It looks at variables such as management, organization and controlling a given situation in an organization. The study was carried out in Kakamega County. Stratified random sampling, purposive and simple random sampling were used to select respondents. A pilot study was done before the main study to establish the appropriateness of the research tools. Data collected was analyzed descriptively using frequencies and percentages and be presented in tabular form. SPSS computer package version was used to analyze the data to establish the relationships between research objectives and the findings. The findings of this study show that most of the History and Government teachers had negative attitude towards teaching History and Government new content while students had a positive attitude. Most schools had inadequate History and Government teaching and learning materials and as a result most teachers used teacher-centered method of teaching. The Government agencies offered very little help to schools to address these pedagogical issues. Recommendations derived from the study were; History and Government teachers attitude should be improved through a defined career path, universities and colleges which train graduates should develop a follow up programme, Teachers on their part need to use more of learner-centered methods to teach History and Government revised curriculum educational officers should organize regular workshops, seminars and conferences at Sub-county level to reach more History and Government teachers. Efforts should be made to ensure that schools have adequate and relevant teaching and learning material for both History and Government teachers and students especially on new contents

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**ABBREVIATIONS AND ACRONYMS**

CDE	: County Director of Education
EFA	: Education for All
IQ	: Intelligent Quotient
JKF	: Jomo Kenyatta Foundation
KCEC	: Kakamega County Examination Council
KCSE	: Kenya Certificates of Secondary Education
KICD	: Kenya Institute of Curriculum Development
KLB	: Kenya Literature Bureau
KNEC	: Kenya National Examination Council
MOE	: Ministry of Education
NDP	: National Development Plan
SPSS	: Statistical Package for Social Sciences
ZLRC	: Zonal Learning Resources centre

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.0 Overview

This chapter focuses on the background to the teaching and learning of History and Government in Kenya and later introduction of the new contents of the constitution in the subjects, the statement of the problem, the objectives and research questions that guided the study, the justification of the study, the significance of the study, scope and limitations of the study, assumptions of the study, conceptual framework and the operation of terms as were used in the study.

#### 1.1 Background to the Study

In developing countries, educational systems have been found to be vague. It has been noted that these systems are ineffective in providing relevant skills needed for national development. Eshiwani (1997). Being a developing country, Kenya has been faced with rapid population growth which has meant an increase in the demand for limited resources. It is the duty of teachers to assist imparts knowledge to the learner, organize learning environment and ensure that effective teaching and learning takes places.

Olagedo (1991) in Barasa (2005) argues that problems' currently facing the teaching and learning comes from lack of professionalism in teaching. He further stressed that the ineffectiveness of teaching and learning activities result from chronic teacher related factors as; shortage of well trained teachers, lack or inadequacy of teaching and learning material and lack of in-service training opportunities. In-service training may be carried out to inform, expand teachers' capabilities, to upgrade and reorient them. It is further argued that this will give teachers' new techniques, methods, materials, more

knowledge and even boost their morale. The importance of in-service training for teacher is ensuring that they improve on the existing skills and knowledge.

The Ministry of Education outlines the necessity of teachers having the capacity, relevant knowledge, skills and attitudes to subscribe to educational objectives and make them a reality. According to Kouma, (1981) good teaching depends on attitude of both students and teachers towards the course and the teachers' competence. It's very important therefore for a teacher to take an interest in their subject and to be enthusiastic about them. In so doing, the teacher could motivate the student to enjoy the subject and they would go to class when they have already developed an interest.

There has been a shortage of textbooks and other teaching and learning materials in most schools where studies have been done. Management support to the teaching and learning of History and Government like social studies has been found not to be interesting. Most Ministry of Education officials and even principals have been impaired in one way or the other in enhancing History and Government in their area of jurisdiction; (Ondimu, 1995; Shiundu, 1988; Ndaloh; 1999)

The attainment of independence in Kenya in 1963 marked the beginning of a bigger challenge for the new government. The government appointed the education commission with mandate to chart the way forward for the nation's education policy. The Ominde commission (1964) was one of the commissions which laid down the objectives of the education system by outlining the national goals of Education and recommended the content that foster individual development, self-realization as well as good morals and values. The objective of promoting national unity through education has been adopted through the teaching of History and Government, Oral literature and Kiswahili. The presidential working party (Mackay commission, 1981) recommended

restructuring of education system from the old 7-4-2-3 to the current 8-4-4 system leading to changing of History and civics to History and Government.

The quality and success of any education system depends on the way it responds to the changing needs of the society. At the secondary school level it may not be advisable to introduce a new subject due to the many subjects in the curriculum but effectively integrate the emerging issues in already existing subjects. In this way education becomes responsive to the needs of the society. Various changes have been initiated in History and Government curriculum as a result of promulgation of the new constitution 2010.

On 27<sup>th</sup> August 2010 a historic event occurred through promulgation of the new constitution. This marked the beginning of new era in terms of rule and governance in Kenya. This operationalization of a new set of laws affected all the sectors including Education sector. The Education sector was forced to change the curriculum to incorporate the new constitution content into the History and Government curriculum. Therefore, the history and Government curriculum is based on the updates of Historical events in Kenya. Consequently, there is need for this research to ascertain the pedagogical issues on the implementations of History and Government revised curriculum in secondary schools.

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

The recent KCSE results (KNEC 2011-2012) revealed that there was a drop nationwide in the performance of the subject. The drop in the subject for two consecutive years suggests that there are pedagogical issues on implementing the revised curriculum (KNEC report 2012). In addition it has become increasingly clear that some of these changes in the subject may have influence on the overall performance in the subject.



This is because the implementers' of the curriculum are not fully prepared to effect the changes. History and Government curriculum encompasses studies of man past events Otieno (2007). History and Government subject is important in the Kenyan political development, human resource development, economic development as well as social development. Student performance in History and Government therefore plays a great role in the determination of career choices and employment opportunities. The Kenyan National examination system assesses the student performance at the KCSE level; this exerts a great deal of influences on what teachers teach and what students learn.

A study on the way History and Government is taught is therefore important. Effective implementation depends on the way the instructional resources are arranged, managed and executed, careful selection of instructional resource material to be used, the level of teachers' preparedness to teach new content, establish teacher attitude in teaching the revised curriculum and assess the extent of government agencies support on teaching of the revised curriculum. If the above were not observed, then implementation of the new items in the curriculum becomes questionable as the teachers are bound to encounter challenges. As already noted, History and Government subject continues to post poor national examination results in KCSE. Kakamega County is not an exception as depicted in the KCEC analysis 2009-2013

**Table1.1: Kakamega County History and Government performance**

Year	Mean score
<b>2009</b>	<b>6.723</b>
<b>2010</b>	<b>6.682</b>
<b>2011</b>	<b>5.831</b>
<b>2012</b>	<b>5.434</b>
<b>2013</b>	<b>5.687</b>

**Source:** KCEC: 2013

The table 1.1 shows the KCSE performance of History and Government in Kakamega County from 2009- 2013. In 2009, the mean score stood at 6.723 and 6.682 in 2010 which translate to a mean grade of a C+ (plus). That was before the enactment of the new constitution and the change of the curriculum. The performance then dropped drastically in 2011 to 5.831 and 5.434 in 2012.

### **1.3 Purpose of the Study**

The main purpose of this study was to determine the pedagogical issues on implementation of History and Government revised curriculum in secondary schools in Kakamega County and to develop strategies to address them.

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

The main objective of the study was to examine the pedagogical issues on the implementation of History and Government revised curriculum in Kakamega County secondary schools.

The specific objectives of the study were to:

1. To find out teachers preparedness to teach History and Government revised curriculum in Kakamega County.
2. To establish the availability and relevance of the resource materials used in teaching and learning History and Government revised curriculum in Kakamega County.
3. To examine the instructional methods used in teaching of History and Government revised curriculum in Kakamega.
4. To establish both teachers and students attitude toward teaching and learning of History and Government revised curriculum in Kakamega County.

5. To assess the extent at which government agencies support teaching and learning of the revised History and Government curriculum in Kakamega County.

### **1.5 Research Questions**

The research questions that guided this study were:

1. To what extent are teachers prepared to implement the revised curriculum of History and Government?
2. How relevant are instructional methods used in the teaching and learning of revised curriculum of History and Government?
3. To what extent does the availability of relevant teaching and learning resources affect the implementation of revised curriculum of History and Government?
4. What are the attitudes of teachers and students towards teaching and learning of the revised curriculum of History and Government?
5. To what extent do government agencies support teaching of History and Government revised curriculum?

### **1.6 Justification of the Study**

Limited research has been done especially in this area of pedagogical issues on the implementation of History and Government revised curriculum after the promulgation of the new constitution. According to Kakamega County Examination Council Report for the year 2012, students did not perform well in History and Government because; it was alleged that teachers are not well prepared to teach the new content of the revised curriculum (KCEC, 2012). This makes a study into the issue necessary.

## **1.7 Significance of the Study**

A study of this nature would be of significant because it is expected its findings add knowledge that will provide a better understanding of the pedagogical issues on the implementation of History and Government revised curriculum. Through the investigation, recommendations were made towards effective use of instructional method in teaching the subject. It is expected that the findings of this study will help curriculum developers and planners to improve the teaching methods and resources such as teachers guide, reference books and syllabus. Sensitize the Ministry of Education to organize in-service programs on the new contents of History and Government curriculum, sensitize the school managers and administrators to provide the relevant resources to address these issues.

## **1.8 Scope and limitation of the Study**

### **1.8.1 Scope of the Study**

The study was restricted geographically to Kakamega County; one of the 47 counties in Kenya .The study focused on History and Government subject in secondary schools and confined itself to pedagogical issues on the implementation of History and Government revised curriculum. The sample included the Principals, form four History and Government teachers and form three History and Government students. The study used questionnaire, observation and interview schedule as primary data collection instruments. The questionnaires were administered to form three History and Government students and form fours History and Government Teachers.

### **1.8.2 Limitations of the study**

The researcher could not control the attitude of the respondent and this could have affected the findings. This problem was avoided by the use of highly structured

questionnaires .The researcher could have also wished to conduct the study on the pedagogical issues on the implementation of History and Government revised curriculum in all secondary schools in the entire western region, but because of limited funds and time available, the current study only focused on selected secondary schools in Kakamega county.

### **1.9 Assumption of the Study**

The study was based on the following assumptions:

1. The respondents were expected to provide truthful and honest responses to items in the study.
2. Every public school had a trained History and Government teacher.
3. The government fully supported the implementation of History and Government revised curriculum.

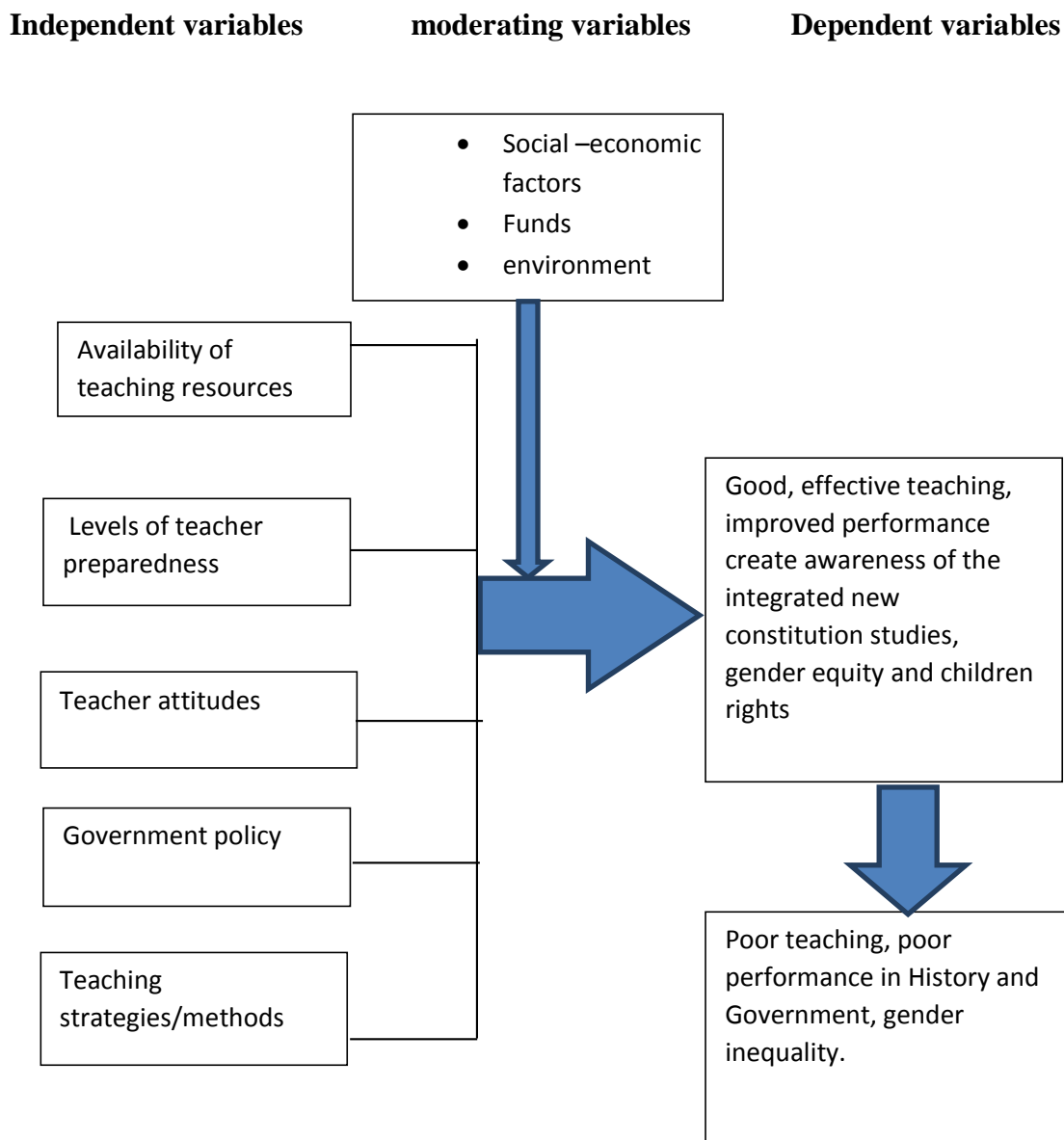
### **1.10 Theoretical Framework**

This study was based on the theory of force fields analysis of change that was developed by Lewin (1947) which has been very useful theoretical underpinning in such studies. This theory deals with the process and strategies for planning and implementing change. It looks at variables such as management, organization and controlling a given situation in an organization. It is also useful in analyzing the various change strategies that can be used in particular situation, such as curriculum involved in determining effectiveness of the outcome process (McNeil, 2002). Once a discrepancy has been determined what is actually happening and what is expected to happen in a situation and an analysis on why the discrepancy exists, before embarking on any change strategy, it seems appropriate to determine what you have going for you in this change effort (driving forces) and what you have going against you. According to Lewin theory “if teachers

start implementing a change Strategy without doing that kind of analysis, they can get into problem or challenges without knowing why”. If the ‘driving force’ outweigh the ‘restraining force’ in power and frequency in a change situation, teachers interested in driving for a change can often push on and overpower the restraining forces (Mugerwa, 2008). The theory underpins this study as implementation of change consist of the process of putting into practice an idea, program or set of activities new to the people expected to change.

### **1.11 Conceptual Framework**

The conceptual framework for this study is provided in figure 1.1. The determinant of effective implementation of the revised History and Government curriculum in Kenya are: level of teachers’ preparedness, attitude, availability and relevance of teaching and learning resources, teaching strategies and government policy.



**Figure 1.1. Pedagogical issues on the implementation of History and Government revised curriculum.**

This conceptual framework consists of the teaching and learning of History and Government as a subject taught in secondary schools in Kenya as a dependent variable on the integration of the new constitution studies in the syllabus. The process of teaching depends on various elements such as teachers preparedness through training, personal experience and in-service. Any new knowledge in the syllabus requires teacher

intervention to organize the available teaching and learning resources in order to enable him/her to deliver the content to the learners according to the desired objectives.

Absence or inadequacy of the resources would impede the implementation process. Availability of teaching and learning resources is likely to lead to effective teaching of history and government curriculum in secondary schools. The levels of teacher preparedness in term of training, in-service training, on-Job experience, interpersonal skills and knowledge of the current world trend will enhance effective teaching of history and government curriculum. Lack of preparedness would lead to confusion and despair in the teacher, which will contribute to wrong, and poor content delivery hence poor performance in the examinations.

The attitudes of teachers are likely to lead to effective teaching of history and government curriculum. Positive attitude towards the changes in the syllabus will promote faster incorporation of the new content in the syllabus while on the other hand a negative attitude may lead to despair and withdrawal, which culminates, to poor performance.

The government through the Kenya Institute of Curriculum Development (K.I.C.D) designs the syllabus according to the educational policy based on the national goals and objectives. It has to ensure that both physical and human resources are available and updated to help in the implementation. Conceptual or moderating variables in this study may determine the quality of teaching and learning in schools. Availability of enough funds will ensure adequate provision of learning and teaching resources.



### 1.12 Operational definitions of terms

In this section operational definition would be presented as would be used within the context of this study.

**Resources:** Are the materials that aid in the learning process that includes audio visual and real objects.

**Curriculum:** All the planned and unplanned learning activities in and outside classroom that enable students to develop the desired knowledge, values, attitude and skills.

**Performance:** Refers to the development of the student's capacity to understand and apply the principal of History and Government.

**Learning environment:** Refers to class size, size of the school, student and teacher ratio, school administration and school culture.

**Implementation:** It is a stage of making a curriculum and curriculum materials that include teaching and learning aids, available to all learners. It focuses on putting into practice a curriculum through the Interaction of teachers and students Oluoch, (1992). In the study it was used to refer to the incorporation of the new constitution in History and Government.

**Pedagogy:** Is the discipline that deals with the theory and practice of education, it is thus concerns the study and practice of how best to teach.

**Agency:** An administrative division as of a government.

**Pedagogical:** issues related to teaching (History and Government)

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Literature review was discussed first by describing the subjects based on academic qualifications and work experience of principals and History teachers. The chapter also looked or discussed the pedagogical issues in teaching and learning of History and Government which include: teacher preparedness, availability of teaching and learning resources to teach, teaching and learning methods, students and teachers attitude towards the learning and teaching of History and Government revised curriculum and extent to which the Government agencies support the teaching during implementation period.

#### **2.2 In-service Training and Workshops**

In-service training denotes training that is given to employees during the course of employment.

In- service training program is frequently organized every year to orient new comers or to orient the old ones. The purposes of in-service education or training are:

- i) To promote the continuous improvement of the total professional staff of the school system.
- ii) To eliminate deficiencies in the background preparation of teachers and other professional workers in education
- iii) To keep the professional abreast of new knowledge and to release creative activities.

According to Wanga, (1984), defines programme development as the improvement of courses, content, materials for teaching to try to meet the needs of the students more

adequately. He further says that knowledge can be given to teachers through in-service education. Olembo et-al, (1992) says programme development encompasses the development of new courses, improvement of existing ones, variation of subject content, modification in teaching techniques, use of audio-visual devices, adaptation of relevant learning experiences for special needs, classroom re-organization and in-service for teachers to suit the needs of teachers and pupils and cater sufficiently for the changing aspects of education. For the teachers to effectively impart such knowledge in the learners there is need for regular in-service courses and workshops. The Ministry of Education should also facilitate the holding of more frequent courses and seminars. This underscores the need for the teachers to update their skills through in-serving training and seminars.

Bishop (1985) says that the more conventional way of introducing teachers to new ideas, techniques and methodologies in education is by courses ranging from a few days to several weeks. In-service education as opposed to pre-service education, may take place at any time either as full time or as part time study during the potentially continuous professional life of the teacher.

Shiundu & Omulando (1992) says that in-service education may consist of a carefully planned, sustained work over a lengthy period leading to further qualification in the form of an advanced certificate diploma or higher degree. In-service education helps acquaint the practicing teacher with the latest innovations in the curriculum of his subject area. In this way the teacher is most able to cope with new demands in his area of specialization as well as new approaches and methodology intended to enhance teaching and learning. For example, through in-service courses teachers of History and Government can be trained on how to teach History and Government revised curriculum. This will help them to be able to implement the revised curriculum

effectively. In-service training is justified because of the explosion in knowledge and the need to have teachers keep abreast of new developments in knowledge, no teacher can claim to be fully equipped in knowledge sufficient to last him through his teaching career. Take an example of History and Government, a teacher who was trained before the introduction of the revised curriculum cannot be able to implement it effectively unless trained again.

But as Hawes in Shiundu & Omulando (1992) warns, “too many in- service courses are still very sorry affairs, vague “how to be a good teacher” courses, often patronizing in tone and sometimes providing a living example of those didactic methods they so urgently want teachers to avoid.” In-service courses are organized by the Ministry of Education, Quality Assurance and standards offices, Kenya Institute of curriculum Development among others. Teachers are usually invited to attend through a letter to the schools.

In-service training for teachers is always considered as one form of staff development. Pennington (1989) notes that in – service training may be carried out to inform, expand teaching capabilities or to upgrade and re-orient teachers (P.94). She argues that this will provide teachers with new techniques, methods, materials or equipment, skills or areas of knowledge

In their studies, Oseno (2007) on factors affecting teaching and learning mathematics in Uasin Gishu, Obiero(2010) on factors affecting the teaching and learning of Kiswahili oral literature in Ikolomani & Nasike(2011) on teachers knowledge and skills in teaching the integrated English curriculum in public secondary schools in Kenya. They found out that teachers do attend seminars, workshop and in-service training regularly. Wainaina (1984) in a study of problems facing the teaching of

Christian Religious Education in secondary schools point out the inadequacy of in-service training kills the morale of teachers. The present study examined the attendance of seminars, workshop and in-service programmes in relation to History and Government revised curriculum.

### **2.3 Pedagogical Issues on the Implementation of the History and Government Revised Curriculum.**

#### **2.3.1 Teacher preparedness to deal with the curriculum development and change.**

Teachers are the main agents, who deliver the content of a curriculum to the students (Wekesa, 1993). However, apart from the normal teaching duties there are other tasks such as guidance, integration motivation and supervision of the students to ensure that grasp the content of the information being relayed to them (Webb, 2008). Therefore preparedness for the challenges is necessary to enhance their productivity. In this regard, several scholars have found positive relationships between teachers' preparedness and their output (Joyce & Weil, 2002; Kimani, 2008; Kinuthia, 2009). An effective and efficient teacher must possess the technical, human and conceptual skills in order to be a good teacher and be able to fully implement curriculum development (Franklin, 2002).

Teachers must be equipped with knowledge and skills to perform their duties diligently in the school. In a learning institution; a head teacher should develop a good interpersonal relationship with the teacher and support staff and with the community in order to avoid resistance to any change that he introduces and to ensure success in meeting their objectives.

School teachers should be equipped with the management skills and techniques such as management by objectives. This is because management is concerned with the

conversion of diverse resources among them people, machine, materials, money and time into a useful enterprise; schools have goals derived from the national goal of education. The success in the achievement of goals will depend on how effective and efficient the physical and human resources are utilized.

Kafu (1996) found out that the teacher education curriculum had remained narrow and rigid in nature. It emphasizes training rather than preparation of teachers. There was no attempt to make it responsive to the emerging trends in the society and education in particular. Consequently it had continued to produce conservative/traditional teachers who are pervasive to change, less creative and innovative and are unable to manage modern instructional and non-instructional situations. Education is a dynamic process and new trends and changes are bound to arise, as the case of integrating new constitution content into History and Government syllabus. Therefore teachers should be well placed to embrace the new trends and changes in the society.

According to Saleemi & Bogonko (1997), effective curriculum implementation requires sound resource planning in connection with which management is required to make accurate forecasts about the availability of present and future human and physical resources for the accomplishment of its objectives. There may be an uncontrolled and unforeseen circumstance that makes it difficult for teachers to be less prepared and these must be known to enhance good implementation of the curriculum (Saiyadain, 2002). The teacher should therefore be adequately prepared to ensure that they have the technical know-how to push for the change when the change is implemented.

Yet there are very few research outputs that have highlighted the levels of preparedness of the teacher to effect change in Kenyan schools, particularly the levels of preparedness during implementation of new curriculum is completely lacking. An educational change

is the process of altering the missions, goals, values, beliefs, behaviors', rules, procedures, policies, structures, resources and performance of all or some units of educational systems (Marks & Louis, 2010). The integration of the aspects or contents of the new constitution in the History and Government curriculum in secondary schools can be described as an educational change. The theory of force fields analysis of change that was developed by Lewin (1947) has been a very useful theoretical underpinning in such studies. This theory deals with the process and strategies for planning and implementing change. It looks at variables such as management, organization and controlling a given situation in an organization.

It is also useful in analyzing the various change strategies that can be used in particular situation, such as curriculum involved in determining effectiveness of the outcome process (McNeil, 2002). Once a discrepancy has been determined what is actually happening and what is expected to happen in a situation and an analysis on why the discrepancy exists, before embarking on any change strategy, it seems appropriate to determine what you have going for you in this change effort (driving forces) and what you have going against you. According to Lewin theory "if teachers start implementing a change Strategy without doing that kind of analysis, they can get into problem or challenges without knowing why". If the 'driving force' outweigh the 'restraining force' in power and frequency in a change situation, teachers interested in driving for a change can often push on and overpower the restraining forces (Mugerwa, 2008). The theory underpins this study as implementation of change consist of the process of putting into practice an idea, program or set of activities new to the people expected to change.

As a school principal who is the main implementer of the new History and Government curriculum, they should have an idea of what is adaptive and what is resistant to the

change within the environment. In this case the restraining forces are likely to be associated with availability and relevance of resource materials, managing finances, inadequate manpower, negative attitude, poor teaching strategies and lack of support from the government agencies. As an agent of change, she or he should seek for solution to solve these problems through education policy before and during the implementation of the curriculum change (Nyarocho, 2000). Thus, secondary school principals can pursue change effort but concentrate on maintaining the drive forces in the situation while attempting one by one, to change each of the restraining forces.

The driving forces are the initiators of change right from the principals, subject teachers, government to the students Nyakobi, (1994). On the other hand, force against change comprises the availability of learning resources, facilities, finances, and teachers (Oluoch, 1992). These restraining forces have to be balanced to form equilibrium so as to make change process a success without which the teacher will face administrative challenges in the implementation of the new programs.

Wanyama (2013) carried out a study on challenges of integrating the new constitution studies in primary schools social studies curriculum in Kenya. While Obiero (2010) in her research on factors affecting the teaching and learning of Kiswahili oral literature in Ikolomani. These studies revealed that teachers were not adequately prepared to implement curriculum change, though the two studies centered on the primary school and Kiswahili subject. The current investigation will try to find out whether the same applies to teachers of History and Government curriculum.



### **2.3.2 Availability of teaching and learning resources to teach revised History and Government curriculum**

Instructional resources are essential in teaching History and Government since they are designed to help the teachers to understand and to implement the ideas contained in the curriculum. They can also help students to achieve the learning objectives intended to be achieved (Ayot et al. 1992). In addition, Nabwire (1998), states that the availability and quality of instructional materials is important for the implementation process to take place.

Teachers ought to be aware of the most important contribution instructional resources can offer to facilitate learning. According to Ayot et al (1992), instructional resources are important because of the following reasons:

- i) They promote meaningful communication hence effective learning.
- ii) They ensure better retention, thus making learning more permanent.
- iii) They provide direct or firsthand experiences with the realities of the social and physical environment.
- iv) Help overcome the limitations of the classroom by making the inaccessible accessible.
- v) Encourage active participation especially if students are allowed to manipulate instructional resources.
- vi) Stimulate and motivate students to learn.

According to Ayot (1979), instructional materials, especially audio visual aids are useful both for the teachers and students because they help the teacher clarify certain points in the lesson. They also offer a substitute for direct experiences which are difficult to provide within certain settings. It makes the teacher achieves the objectives

and makes learning clearer and easier for the students by stimulating them and making the environment more conducive.

Lockheed et al. (1991) noted that instructional materials are critical ingredient in learning and that the curriculum cannot be easily implemented without them. They noted that availability of instructional materials and facilities facilitate the teaching process. It is common knowledge that for effective implementation of a curriculum, availability of teaching materials and other resources are necessary. Such resources include physical facilities found in the schools as well as teaching and learning material, which contributes to the process of implementation. Visking (2002) emphasized that the teacher is seen as the agent responsible for developing the training environment.

Teaching and learning materials are very essential for effective teaching. They help the learner to understand the subject being studied and to achieve the specific objectives constructed for the content (Miller 1990). However, according to KIE report (2002) many secondary schools are experiencing an acute shortage of the necessary instructional resources. It noted with concern that there are limited resources and learners share a few available materials. KIE (2002) further carried out a summative evaluation of the 8.4.4 secondary curriculum. The study revealed that if methods have to be used effectively; there is need for resources and facilities.

Romizowski (1988-112) says that:

“A picture can sometimes be worth a thousand words.....pictures can encourage visual thinking and carry some kind of information more effectively than linguistic symbol systems.....”

However in practice, many a times such vital teaching aids as pictures are used by teachers only when being assessed during the teaching practice session, but once employed teachers relax and make no effort to use them. In addition, the inspection of

teachers in schools is not frequent. It usually takes a shorter time and not all teachers are assessed hence they end up ignoring the use of relevant instructional resource materials. Kimui (1998), states that there is no neat and tidy formula for the collection and quality of learning resources. He adds that the most important thing in building a collection of learning resources is the need and interest of the user. Budgeting practices should provide flexibility in the choice of resources. Physical facilities, particularly space required for the use and storage of materials and equipment and the judgments rationally derived. He further expressed fear for lack of textbooks for the 8.4.4 system which would hamper the entire programme because the learners and teachers could not gain access to information. Availability of book leads to higher achievement.

According to Gould-Marks (1992), audio materials are used in the teaching of the subject. The writer notes that these materials rely entirely on sound to provide the learning experiences which the teacher wishes to provide. Included in this group are: tapes, records and disks, tape recorders and radio. However, the challenge for the history teacher does not only lie in the availability of these materials, but in their effective use during a lesson. The writer also notes that audio tapes can be used in the teaching of the subject. Goul-Marks (1992) emphasizes that the tapes can either be made by the teacher or purchased. Tapes can be used in a number of ways to supplement regular class instruction. Special radio programmes, interviews with historians can be taped and discussed during a time convenient to the students.

Gould-Marks (1992) emphasizes that most of the audio records available are professionally recorded for use in building shorthand speed, improving spelling, developing typewriting, rhythm and improving transcription and secretarial techniques. Records are also available for narrations correlated with slides and filmstrips. However, accessing information from these audio records is one of the challenges the history

teacher has to deal with. These audio records are kept in dusty conditions which makes the retrieval information difficult. Besides these storage conditions weaken the quality of the recorded sound. Apart from using them, the other challenge lies in the storage and maintenance of these audio records. Therefore, a teacher who has adequate and relevant teaching materials and facilities is more confident, effective and productive. Kochhar (1990), states that teachers might have the competence and positive attitudes towards teaching, but if there are inadequate instructional resources, their efforts will come to naught.

Materials are essential components of curriculum because they are designed to help the teachers to understand and implement the ideas contained in the new curriculum. Therefore it was noted by Nyokabi (1994) that it would be self-defeating to develop a new curriculum program or introducing a new program without introducing appropriate supporting teaching and learning materials. Curriculum ventures cannot be launched without funds to support them either.

A message that takes a long time to explain can clearly be disseminated by clear literature and in a very wide range of information and therefore facilitate instruction (Macharia, 1987). This is embodied in the fact that good literature can represent several things at the same time. The use of good teaching resources adds joy to class and makes learner's alert to every proceeding it therefore makes learners much more attentive. On availability of materials , schools with superior facilities, equipment's, supplies and innovated instructional materials should be more successful than schools that are physically antiquated and dilapidated (Manikin, 1996).However, following the enactment of the new constitution, the teachers were expected to use the available funds in the school to purchase learning and teaching materials that incorporate the new constitution. However, very little research outputs and dissemination is available on

whether there are adequate teaching and learning resources for teaching the revised history and government curriculum, which has incorporated the new constitution. New learning materials after curriculum change also help students to achieve the learning objectives intended in the new curriculum. Most curriculum studies carried out reveal that for a new programme to be implemented successfully the old teaching resources must be fully discarded and new ones

Introduced (Bishop 1985; Oluoch 1992; Gross et al., 2001; Fullan, 1992; Hawes, 2009; Taba, 2009). Teaching and learning materials may further help learners to achieve the specific objectives constructed for the content that is required (Masinjila, 1996; Mukwa and Patel, 1979) such as the learning of the content of the new constitution.

Curriculum developers point out that no curriculum can be adequate, and effectively implemented without adequate teaching and learning materials. According to Bishop (1985), there must be continuous supply of teaching and learning materials. He notes that the greatest single drawback to the implementation of the new ideas and techniques is often not often lack of funds but delays and problems in connection with ordering and delivering of equipment. In line with this Oluoch (1992) recommended that while the development or production of materials and resources should be centralized, the distribution should be decentralized for efficient delivery to schools. Instructional resources are therefore crucial for successful implementation of a new curriculum and their supply should be continuous and adequate with proper system of distribution as well as appropriate storage facilities (Abagi, 2001). Availability of these materials makes it possible to implement a program or teach a subject quite easily.

A study by Psacharopoulos and Woodhall (1985), Philippines affirmed that relevant textbook enable students and teachers to read well. Kafu (1976) notes a general feeling

among teachers that teaching material and equipments “aids” only used when a situation warrants them. Such attitude result to limited sources of available instructional materials. Aids are essential since they help the teachers and learners avoid overemphasis on recitation and rote learning. Curriculum planners therefore should guide teachers on how to prepare and acquire learning materials. The present looked at the use of instructional materials in the teaching and learning of History and Government revised curriculum. Kochhar (1991:125-50) states that there are several instructional materials for History and Government such as chalkboard, models, graphs, charts, maps, pictures, diagrams, slides, films radio and television which are useful in enhancing teaching in the subject. Other educators have written on the advantages and limitations of most of these resources in education. However, properly used, they go along way making a History lesson more interesting and meaningful.

Many educators have argued for the use of instructional materials in education. But an examination of the situation in many schools may show that this s not happening. Oshungbohun (1984:28) quotes Okopala (1981) concerning the absence of consideration of teaching aids in curriculum planning. He concluded that schools Nigeria are saddled with examination consciousness. Teachers and students alike are eager to “finish” the syllabus geared towards certain external examinations. Field trips, the use of models are considered time wasting. As result, more attention is paid to memorization.

Since implementation of the secondary phase of the 8.4.4 system of education, the ministry of education has emphasized the production of only one teaching resource for History and Government, that is, the textbook.

Oshungbohun's (1984) study of Lagos, Nigeria found that most secondary schools lacked adequate instructional materials for social studies. As noted in the literature review, the same applies to History and Government. Various studies have conducted on the availability and the use of instructional materials for teaching different subjects in schools in Kenya. References are made to a few of them in this review.

Ogoma (1987) carried out a survey of resources for teaching social studies in Nairobi primary schools, Komen (1991) conducted a similar study in Baringo, Oseno (2008) conducted a survey centered on the primary schools and other subjects in the curriculum. The present study sought to find out whether the situation was the same for History and Government revised curriculum in secondary schools, Ogoma (1987) in her research on resources for teaching social studies found out that teachers were not eager to use available instructional material or even produce them. The teachers argued that the lesson objectives were attained without their use. While Rutto (2011) in her research on challenges facing the teaching of History and Government in Wareng sub-county. She found out that availability of instructional materials of History and Government in schools was a challenge. She attributed that to lack of funds to avail them. This investigation was to find out whether the same attitude applies to the teachers of History and Government.

### **2.3.3 Teachers attitudes toward teaching content of new curriculum.**

Perceptions are the learned predisposition to respond positively or negatively to certain objects, situations, institutions or persons. As such, perceptions constitute the cognitive, affective and performance components (Ryckman, 1989). The attitude of teachers toward a programme affects the way the programme is implemented. Burkan & Bernal, (1991) pointed out that perception also affect teachers fitness for various curricula activities and that unless they have a favourable perception towards a set of instructional

objectives and sets them over as desirable goals for themselves, the additional process may be relatively ineffective. According to Kane (2004), perception influences one performance either negatively or positively. Jones and Hadley (2010) underscore the need to change the teachers' attitude to favorable implementation of any particular innovation.

In the general sense, Connelly & Zheng (2003) views that a perceived perception of the teachers includes their schools, the subjects they teach their students as well as the overall work they do. A teacher's work is not separable from him or her, for it is part of his or her perceived self. The motivational pattern called locus of control plays an important role in determining how much initiative and persistence teachers will display to cover the content of the syllabus (Crowther, 2002). The point is that the behavior of teachers is determined by their perception of themselves and the world around them; this is both the social and the academic environment.

Cohn & Miller (2004) maintain that the attribution made by teachers plays a major role in teaching tasks. If the teachers attribute their success or failure to ability, they state that the teachers will not persevere, but if they attribute their success or failure to effort, they were better motivated to learn. McGrath & King (2011) found that teachers with negative perception and attitudes differed from those with positive attitudes and perceptions on four factors: attitudes toward syllabus coverage, attitudes towards school learning environment, goal valuation and motivation. Teachers with positive attitudes have high self-perception and they believe that they have the ability to deliver well (Bartol & Martin, 1991).

Second, they trust their academic environment and expect that they can succeed in it. They expect that this environment is conducive to their work and they develop positive



attitudes towards their work culture. They therefore, set realistic expectations and implement appropriate strategies to complete their goals successfully. Some students often view school negatively (Alderman, 2006). They may feel like they do not fit into the system, and in cases, perception can actually represent a stigma in the schools. (Cummings et al, 2009). Another area of concern is how teachers relate to students with negative attitude in their classes. Martins (1991), confirmed that effective factors in learning in everyday living include: values, beliefs, feelings and especially attitudes influence not only what is learned, but how it is learned. In this study perception of the teachers were investigated in order to establish their effects on their subsequent teaching of the revised History and Government curriculum. According to Taba (2009) initiating a curriculum change encompasses human experiences, a strategy of modifying attitudes and feelings which often is a task of producing competence for curriculum development. To him professional skills and attitudes go hand in hand each affecting the other. Positive attitude towards innovation not only influences the willingness of people involved to implement but also the learners willingness to learn. Therefore the right attitude for History and Government teachers towards revised curriculum will influence the willingness of the teacher to impart the learner with knowledge.

A study carried out by Masinjili (1996) on the availability of resources for teaching Social Education Ethics revealed that teachers had a positive attitude towards the subject and this had a bearing to its successful implementation. Positive attitude towards an innovation not only influences the willingness of the people involved to implement but also the learners willingness to learn. Similarly a study carried out by Wanyama (2012) on challenges of integrating the new Constitution studies in secondary schools History and Government curriculum in Kenya. The author found out that both the

teachers and student had negative attitude towards new constitution studies in secondary schools. The current study investigated the attitude of teachers and students towards the implementation of History and Government revised curriculum.

#### **2.3.4 Instructional methods in teaching and learning History and Government**

The term instruction has been used to refer to the process of teaching somebody a school subject, skills or passing over knowledge to other people. It involves the teacher giving out instructions and the learner being the recipient of that instruction. Effective learning is said to have taken place if the Acquisition of new skills, new knowledge and change in attitude. Maundu (1986) points out that for effective teaching and learning to take place, a teacher would have to combine such methods as lecture and demonstration with class discussion and fieldtrips. No single method is enough for the teaching and learning process to take place. The choice of instruction methods depends on the nature of the learners, instructional resource material to be used, time available and topic to be covered. The audience in the oral narratives was actively involved in the process at times by clapping, dancing, nodding or singing with the narrator. The oral artists also use non graphic language like tone and pitch to deliver the message. This then leads one to ask some questions. How does the History and Government teacher actively involve his/her learner in teaching of History and Government? Are the methods being used make the teaching and learning of History and Government interesting? What impact do methods have on the acquisition of knowledge and skills in History and Government? History and Government is best taught using a combination of instructional methods that involve discussions and note taking, questions and answer, lecture, storytelling and activity based learning including resource persons. In this way, a teacher ensures active learner- participation. Where there are adequate members of staff, teachers should use team teaching, where the content is shared jointly and the

learner benefits from different knowledge and techniques of each member of the team. The teaching and learning takes place through communication. Communication as a process simply means the sharing of ideas which encourages give and take. Effective communication is a two way process including feedback and interaction (Sampath et al., 1990). There are different forms of interaction:

- Interaction between pupil- pupil involving discussions and role play.
- Pupil-teacher interaction involving giving instructions, assignments, essays and question and answer method.
- Interaction between the pupil and the environment involving reading the books, listening to resource persons or visiting areas of interest. Through interaction, the learner acquires knowledge by exploration and self-discovery.

The teacher of History and Government use a variety of teaching techniques in their daily practice. Inappropriate classroom skills such as the use of teacher- centered methods of teaching, poor classroom instruction and lack of teaching content may sabotage the achievement and goals of even the most meticulously designed curriculum (Ndirangu, 2004). Variety in the use of instructional methods increases learner participation provides stimulus variation and improves the general performance in the subject area.

Teachers use a variety of teaching approaches and technique in their daily practice. There is need for use of method, which are student centered and involve more pupils' participation. Chenge (1995) established that, allowing children to be involved in practical activities, giving assignments and less "teacher talk" was considered as evidence of "modern" teaching methods. Any instructional method a teacher uses has

advantages and disadvantages and requires some preliminary preparation. Often, a particular teaching will natural flow into another, all within the same lesson excellent teachers have developed the skills to make the process seem less confusing to the student. Which instructional method is “right” for a particular lesson depends on many things, and among them are the age and development level of the students, what the student already know, subject matter, lesson objective, time, space and material resources.

Ogoma (1987) in a survey on resources for teaching social studies found out that teachers were not eager to use available instructional resources or even produce them. He carried an attitude survey on mathematics which is a base of this research to find out the attitude towards History and Government.

A field trip on educational excursion provides the student with the opportunity to study real objects, processes and activities as they appear or are performed in the real environment. According to Powell (2000), the class observation trip should be made well in advance. The arrangements will include: permission of the management of the places to be visited and an agreement on the timetable of the visit, arrangement for transportation, supervision for the groups and direction to the class to what to observe and the kind of notes they should make. Class discussion should be held on the following day to check on what students observed. As revealed in the literature, the most appropriate methods for teaching History and Government are not utilized at all. Teachers concentrate on the same methods and vary less. There was thus need for study to unravel the appalling situation in schools so that appropriate remedies can be put in place to enhance the teaching of the subject.

The methods of instruction applied by teachers in History and Government have been found to be wanting in the area of variety. In investigating the status of social studies in Kenya primary schools in Kisii, Shiundu (1980) observed that the classroom was dominated by lecture, question and answer, reading maps and textbooks and note taking. The present study examine the teaching methods that were used by History and Government teachers in secondary schools so that to ascertain their influence on teaching and learning. Another study by Wanyama (2012) which sought to examine the challenges of integrating the new constitution studies in secondary schools History and Government curriculum in Kenya, found that most of the teachers used the lecture method which made lesson to be boring making the student to develop a negative attitude towards the subject. This poses a challenge to the teaching and learning process. There is therefore need for History and Government teachers to avoid detractors to student learning by use of various instructional methods that could enhance active learner participation in class activities. The current study sought to ascertain the influence of instructional methods used in teaching History and Government and thereby suggest remedial measures that could be put in place to improve the teaching and learning of the subject.

### **2.3.5 Government agencies support to Teachers during Curriculum changes**

The teaching of History and Government has been faced with problems related to managerial support. Relevant studies have been identified and attempted to suggest solutions to this problem. As reported by Kabau (1983), problems to the teaching of social studies included among others the lack of variety in instruction, inadequate instruction materials and lack of interaction between various participants, the culture of the school which give priority to matters of management and control rather than teaching and learning.

Successful implementation of a new curriculum is directly related to immediate administrator support. McNeil (2002) suggests that for successful implementation, intensive staff development where the principal serves as the instructional leader by encouraging teachers to take responsibility for their professional growth is a prerequisite. McNeil (2002) argues that in order for success to be derived from staff training, support activities need to be present through classroom assistance by resource personnel, outside consultants and project meetings whereby teachers learn to adapt to the new curriculum.

Ndaloh (1999) in his study on constraints on effective social studies' instruction stressed that for an innovation to succeed, teachers must be trained in the area, instructional materials must be available, the innovation must be made clear to the implementers' and that there should be proper management support.

Classroom interaction studies have shown that there are preferential factors that affect curriculum implementation herein referred to as government policy (Geoffrey et al., 2007). The principals can facilitate curriculum implementation by; arranging joint meetings between members of staff from his school and other schools so that they can discuss innovations and how they have tried to implement it: organizing in-service courses, workshop and seminars for teachers, provide incentives to teachers to raise their morale and encouraging them to implement the curriculum and encouraging teamwork among the teachers so that they can discuss their teaching techniques and methods of evaluation.

Steynand kamper (2001) stated that education administrators' and other sources of support around the school always provide the requisite management support required for the well-being of the school. According to Fullan (1992), teachers and others do not

take changes seriously unless government demonstrates through action that they should. The chief executive officers and other key central administrators' set the condition for implementation to the extent that they show the specific form of support and active knowledge and understanding of their realities of attempting to put change into practice. The innovation in Cambridge school failed due to the failure of the management to alleviate conditions such as teacher overload and teacher frustration, Gross et al (2001). In his studies, Hawes, (2009) also established that even if teachers are willing to implement new curriculum, they cannot do so unless certain administrative financial and material criteria are met by the government. According to Chowdhury et al (2002), it is the responsibility of the central administration office to seek for ways of funding and informing the principal so that they can work at an agreeable angle. Findings by Judith in (Fullan, 1992) reveal that school improvement can be most effective when the government frequently give them necessary support.

They can plan and prepare teaching and learning materials together to share the burden of curriculum development. The foregoing review demonstrate that implementation of a new curriculum is directly related to immediate administration support. Government support is also provided through supervision by school administration and inspectors of schools. According to (Olembo et al ( 1992) supervisory roles include working closely with teachers to establish their problem and needs of pupils, building strong group morale and securing effective teamwork among teachers and providing assistance to teachers so as to help them develop greater competence. The inspectors can also assist beginning teachers, to translate theories learnt in colleges into classroom practice. In addition they work with teachers to identify and analyze learning difficulties and helping planning effective remedial instruction.

According to Bishop (1985), the role of inspectors has changed from that of a manager coming from the top to see that orders were being carried out, to a more liberal one, being a feedback agent who carries suggestions and ideas from below and re-orientate those involved in the decision making at the top. A sympathetic and understanding school supervisor and inspector can help raise the productivity of the teacher. In line with these views, McNeil (2002) emphasizes the role of supervisors in providing motivation, a feeling of self-respect and high morale, which leads to increased competence on the job and greater job satisfaction.

For an innovation to succeed there ought to be enough professional management support. As Gross et al (1971) assert the management should be committed to an innovation it expects the teachers to implement and to provide effective mechanism and decision-making procedures to cope with anticipated and unanticipated problems that may arise. Similar sentiments were echoed by Fullan (1992) who argued that the principal's role was crucial in taking action and helping to create the conditions for others to take action for an innovation to succeed. Browne (1969) in Ondimu (1995) points out that education managers should ensure that any information about new programmes reaches the teachers at the right time. Managers can ensure proper communication with the teachers by organizing in-service courses, workshop and seminars. The school management can also motivate teachers by giving them incentives to enable them partake of instructional duties with vigor.

In the study carried out by Zipporah (2011) on challenges experienced in the teaching of History and Government in secondary schools in Wareng sub-county. It was found that the principals were not conversant with the goals and objectives of teaching History and Government. The school administration was found to be uncooperative in



organizing trips, in getting resource materials and establishing cordial with neighboring communities.

What emerged from these studies was that there was inadequate management support in the areas of provision of teaching and learning materials, giving incentives and lack of seminars and in-service courses to equip the teachers with new knowledge and skills in the subject. These studies were based mainly on primary schools and History and Government before the promulgation of the Kenya constitution and therefore the findings might not be true with the revised curriculum. The present study examined the management support that is accorded to the teaching of History and Government revised curriculum.

#### **2.4 Summary of the Chapter**

This chapter presented the reviewed literature related to the study. Variety of views on pedagogical issues on the implementation of History and Government revised curriculum was critiqued on the basis of the set objectives as follows; teachers' preparedness to teach History and Government revised curriculum, availability and relevance of the resource materials used in teaching and learning History and Government revised curriculum, instructional methods used in teaching of History and Government revised curriculum, both teachers and student attitude toward teaching and learning of History and Government revised curriculum and extent to which government agencies support teaching and learning of the revised of History and Government curriculum. Finally the chapter presents the identified knowledge gaps from this literature and how this study intends to fill them.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Overview**

This chapter described the research design and methodology. The main sections that were discussed include: the geographical location of the study, research design, target population sample size and sampling techniques, research instruments, piloting, validity and reliability of the research instruments to be used, ethical considerations, data collection procedures and data analysis.

#### **3.1 Geographical Location of the Study Area**

The study area covered secondary schools in Kakamega County. Kakamega County is one of the 47 counties created under the new constitution of Kenya (2010). It borders Busia and Siaya to the south, Bungoma to the west, and Uasin Gishu and Nandi to the north and vihiga to the east. The county is divided into thirteen sub counties which are; Ikolomani, Shinyalu, Butere, Mumias, Matungu, Lurambi, Navakholo, Malava, Lukuyani, Lugari, Matete, Khwisero, and Kakamega .The capital city is Kakamega.

Kakamega County covers an area of three thousand two hundred and twenty five square kilometers' (3,225k.m sq.). It lies between latitude 0 degrees 25, 6' and 0 degrees 53.2' north and longitude 34 degrees 21.4' and 35 degrees 04.4' west. Its altitude rises from 1250 meters above sea level in the west to over 2000 meters above sea level in the north. The temperature ranges from a minimum of 15-20 degrees Celsius and a maximum of 24-30 degrees Celsius. It has two rainy seasons, the long and short rainy seasons with an average of 1200mm to 1800mm annually. Kakamega County has fairly developed infrastructure and institutions'. A good number of roads are tarmac.

Kakamega is Kenya's second most populous county after Nairobi with a population of 1,660,651 people (census 2009). About 57% of this population lives below the poverty line. It is multi-ethnic and multi-racial. The inhabitants include: Wanga, Marama, Kisa, Idakho, Isukha, Kabarara, and Butso. The other communities are either engaged in business or employed to do professional jobs.

The study area enjoys rich cultural activities like circumcision and bull fighting. The communities in the study area observe elaborate funeral ceremonies/rituals like shaving, naming after the dead and performing funeral rites.

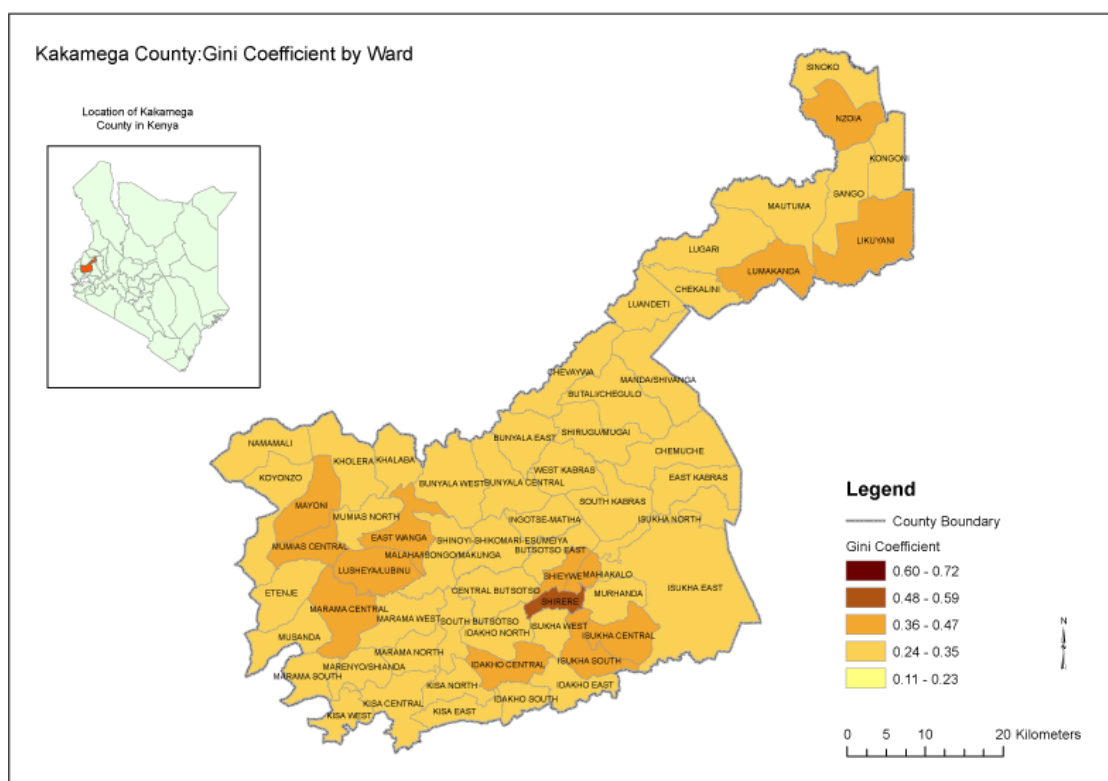
Tourist attraction includes Kakamega Forest, Caves, crying stones of Ilesi, Nabongo cultural center among others. Natural resources in this county are gold arable land, forest. The people in the county are involved in agriculture production. They grow maize, beans, sugarcane, dairy products, sunflower, and soya beans among others. There are also industries in this county such as Mumias, Butali, West Kenya Sugar Companies.

In education sector there are over 800 primary schools, 267 secondary schools, more than 20 tertiary colleges and one public University. The enrollment in primary schools is about 400,000 pupils and 35,000 students in secondary schools. The teacher to pupil ratio in primary schools is 1:51 while that of secondary schools is 1:45 (C.D.E Kakamega).

The choice of this county is because of its large population. The researcher would like to find out how the educational planners address these challenges facing teachers of history and government as they try to implement the new syllabus. The rural and urban settings of the county is also of interest to the researchers. Some of the facilities found in the urban areas are not found in the rural areas and yet the education system and

content is the same to the students in all areas. Hence the researchers chose the county in order to know how these two settings are addressing these challenges.

The county was also chosen because of its familiarity to the researcher, accessibility and cost factor. Singleton (1993) says that the ideal study area is one that is related to the researchers' interest is easily accessible and allows the development of immediate report with the respondents. In support, Best & Kahn (1993) says that research requires careful thought about a number of factors; accessibility and cost factors become legitimate consideration.



**Figure 3.1: Kakamega County: Gini Coefficient by Ward**

### 3.2 Research Design

Kothari (2004) defines a research design as a blueprint for fulfilling objectives and answer to research questions. The writer emphasizes that a research design is a plan and structure of investigation so conceived as to obtain answers to research questions. The

research design expresses both the structure of the structure of the research problem and the plan for investigation used to obtain empirical evidence on the relations of the research problem. Research design is an outline of the research being carried out from the beginning to the end. It is a plan which the research will follow (Kahawa 2008)

The study adopted the descriptive survey design. The design allows for the use of descriptive statistics as a method of data analysis. Mugenda & Mugenda(1999) observe that descriptive statistics summarizes data and describe the sample. This research design was adopted as it is advantageous to and relevant for the study because it permits research to go beyond the statistical gathered.

According to Kothari (2004) such designs are efficient methods of collecting descriptive data regarding the characteristics of populations, the current practices and conditions or needs. This design was adopted in this study in order to capture descriptive data from the selected schools and generalize the findings to the population from which the sample was selected.

### **3.3 Target Population**

According to Anyona (2009) & Otieno (2005), two categories of respondents are necessary in research and these are the informed specialists and the consumers or the users. The specialists tend to have ideas and usually have considerable experience to draw upon. Consumers on the other hand are in a position to express their needs and dissatisfaction that point to the difficulties or opportunities in using a good, services or facilities. The target population for the study included the principals, form four History and Government teachers and form three students of History and Government of the selected secondary schools under study in Kakamega County. The target population comprised two hundred and sixty seven (267) secondary schools in Kakamega County

with a population of about 13178 students. The schools were categorized as boarding and day schools, single and mixed schools. Of these, there are those located in rural areas while others are located in the urban areas. For the purpose of this study, the rural and urban categories were used.

### **3.4 Sample Size and Sampling Procedure**

The sample size was determined by a prior calculation of the sample size required to meet confidence limits for the population values. The sample size for schools used in the study was based on stratified random sampling. Stratified random sampling ensured that the stratified sub-groups of the population were represented in the sample required by the researcher, (Mulusa, 1988) in this study schools were stratified in terms of mixed secondary schools, boys' secondary schools and girls secondary schools, further strata's of national schools, county schools and Sub-county schools. There were 267 secondary schools in Kakamega County of which 183 were mixed secondary schools (68.5%), 39 were boys secondary schools (14.6%) and 45 were girls secondary schools (16.9%). Of the whole population of 267 schools, 30 mixed schools, 9 boys and 11 girls' schools were included in the sample. The total samples of schools for this study were 50 secondary schools out of the 267; the figure was derived using coefficient of variation formula because it is more objective.

Purposive sampling was used to get the respondents for this study, where principals and form four History and Government teachers were selected, while form three History and Government students were randomly selected. From the selected schools, one form four History and Government teacher from each school was involved in the study. The coefficient of variation formula (Nassiuma, 2000), was used to calculate the sample size (156) of form four History and Government students population (2,560). Purposive sampling selects a population, which can provide the information required by the

researcher (Mulusa, 1988). Coefficient of variations of at most 30% is usually acceptable, (Nassiuma, 2000).

This study considered a coefficient variation of 7 percent for the selection of the number of schools, hence selection of the principals. The confidence level used was 99 percent and given the population of 267 schools the sample size translated to 50 schools. The form four History and Government teachers was each selected from schools sampled, which translated to a total of 50 teachers. The number of students was 2,560 at the coefficient variation of 12 percent and confidence of 99 percent, the sample size was 156 students which translated to 3 students per school. The coefficient of variation formula is given as follows:

$$n = \frac{NC^2}{C + (N - 1)e^2}$$

Where:

N = Population

C = Coefficient of variation

e = confidence

n = desired sample size

**Table 3.1: Basis for sample size determination by unit of analysis**

Unit of analysis	Schools	Population	Sample size
Principals	267	267	50
History teachers	50	50	50
Form three students History students	50	2560	156

### **3.5 Nature of Data**

The nature of data captured in the study was primary data. Primary data was collected from three units of analysis, which included principals, form four History and Government teachers and form three History and Government students. The instruments that were used in primary data collection in this study were questionnaires, interview and observation.

### **3.6 Data Collection Procedure**

The researcher sought authority from the Ministry of Education science and technology through the Dean of School of Education, Moi University and County Director Education Kakamega and Sub-county Education officers. The researcher contacted each head of the selected schools to request for permission to carry out the research in their schools. Once permission was granted, the researcher distributed the questionnaires to three form three History and Government students in each school, one form four History and Government teacher. Both the students and teachers selected were asked to respond to all the items contained in the questionnaire. The researcher also requested the Heads of Department for professional records. These records were availed to the researcher, who in turn, made copies of them.

### **3.7 Data Collection Instruments**

Researchers prefer using methods that provide high accuracy, generalizability and explanatory power, with low cost, rapid speed and maximum management demands and administrative convenience Kothari (2004). Basing on this fact, questionnaires interview and observation schedules were used in the study for complementary purposes.



The instruments that were used to collect data were two questionnaires for the form four History and Government teachers and form three History and Government students. There was also principals' interview and observation checklist of teaching and learning resources of History and Government. The documents that were analyzed included: class textbooks, revision materials, Schemes of work, lesson notes, record of work covered and progress records. The three data collection instruments were used in the study for complementary purpose.

### **3.7.1 Questionnaire**

A questionnaire is a carefully designed instrument (written, typed and printed) for collecting data direct from people. A questionnaire consists of questions and statements. Questionnaire was one of the tools used because of the several advantages the researcher had perceived in them. The leading reasons that made the researcher to employ questionnaires were as follows;

- a) They are free from the bias of the interviewer and answers are in respondents own words.
- b) Respondents have adequate time to give well thought out answers.
- c) Respondents, who are not easily approachable, can also be reached conveniently.

The respondents were expected to follow the instructions of each section in their respective questionnaires by ticking or indicating the appropriate responses. This instrument was divided into six sections. Section A dealt with the demographic data of the form four History and Government teachers, section B dealt with teachers preparedness to teach History and Government revised curriculum, section C dealt with the teacher attitude towards teaching History and Government revised curriculum,

section D dealt with availability and relevance of teaching resources of History and Government revised curriculum, section E dealt with teaching strategies or methods used for teaching History and Government revised curriculum, section F dealt with government agencies support in the implementation of the revised History and Government curriculum.

The second questionnaire for form three students is attached in appendix 5. It was divided into three sections. Section A: dealt with the general information of the form three students, section B dealt with the attitudes towards learning History and Government revised curriculum, Section C dealt with challenges of teaching and learning History and Government.

This method was preferred because of high rate of return of the questionnaire. The questionnaire were preferred because they were easier to administer and hence economical in terms of money and time. The structural questions were easier to analyze because the items were followed by alternative answer. The respondents were given time to give well thought out answers that were free from bias as they were given in the respondents own words especially for the questions that required them to give their views. According to Mugenda & Mugenda (1999), each item in the questionnaire is developed to address specific objectives and research question of the study. The questionnaire were designed and divided into parts soliciting information regarding teachers' preparation, instructional approaches, and use of instructional resources, attitude and Government agencies support to teachers.

On the other hand, questionnaires have disadvantages like the fact that some questionnaires may not be returned or filled by respondents. The responses are limited and the respondent is forced to answer questions according to the researcher's choice.

To avoid these shortcomings, the researcher sensitized the respondents to answer all the questions in the questionnaire before returning and she counter checked this when collecting the questionnaires. The questions in the questionnaires were also derived from the research objectives and the researcher ensured that each research objective had adequate questions.

### **3.7.2 Interview schedule**

The interview schedule had open-ended question so as to provide in depth information that the questionnaire may not. The principals of the sampled schools were interviewed since they handled finances which are important in availing History and Government teaching and learning materials. Indeed face to face interviews were necessary in the current research because they were designed to clarify or confirm what had been elicited in the questionnaire. Kothari (2004) confirms the limitation of the questionnaire thus:

“Some subjects may not supply accurate answers however, for they may suffer from faulty perception or may not be able to express their impressions and ideas adequately in words. Respondents or subjects who are not free, willing or qualified to divulge information may ignore certain questions or falsify their answers. I want to note that many people do not give thoughtful consideration to questionnaires, they fill out forms carelessly or report what they assumed took place.”

Thus in the wake of such scholarly argument the researcher deemed it fit to use interviews to cater for any lapses inherent in the information given in the questionnaires. This informed insight made the researcher to incorporate interview as one of the leading tool of data collection for the current research. The school Principals' interview schedule is attached in appendix 6. The instruments started with instructions on how it should be completed followed by section A that dealt with demographic data, Section B teacher preparedness, Section C dealt with the adequacy and appropriateness of the teaching and learning materials.

The interview method of data collection has both advantages and disadvantages. Kothari (2004) gives the following advantages for using interviews. More information and in greater depth can be obtained (through probing). There is greater flexibility under this method as the opportunity to restructure questions is always there, especially in cases of unstructured interviews. On the other hand, Kothari (2004) also identifies some disadvantages of using the interview method. It is a very expensive method especially when large and widely spread sample is taken. There remains the possibility of the bias of interviews as well as that of the respondent; there also remains the headache of supervision and control of interviewers. These shortcomings were addressed by the fact that the respondents that were interviewed were few. Only principals' were interviewed. A total of 50 principals were interviewed.

### **3.7.3 Observation schedule**

According to Cohen (1980) one way of obtaining information about the progress or outcome of an educational programme is to be observing directly selected aspects of its development and implementation as they occur. Observation has the following advantages: the researcher is able to study behaviours as it occurs and it is possible to obtain data about people who are unable to give verbal reports. Observation has the following limitations: it cannot be applied to many aspects of social life, for instance one cannot observe attitude and beliefs, there are many biasness due to subjectivity of the observer and observation tells what happened but not why it happened. The limitations were avoided by remaining objective during the study.

Observation checklist was important for exploring aspects that were uncomfortable to discuss. The research made observations of lessons in randomly selected history and government classes in the sampled schools. This enabled the researcher to cross check the information given through the questionnaires and interviews on the availability and

adequacy of instructional materials, professional records and procedure of teaching content and the methods and approaches used.

### **3.8 Piloting of the instruments**

A pilot study is important in shaping the future research instruments. The purpose of carrying out a pilot study is to find out if the instruments are appropriate, and practical. From the pilot survey, improvement can be made on the research instruments. Pilot study was carried in eight randomly selected secondary schools in Butula sub-county because those schools shared similar conditions with the schools in the main study. Piloting helped to locate ambiguities' and reveal flaws in the questions so that the data collected can be relevant to the objectives of the study. It helped the researcher to improve on the skills of using the instruments before the main study.

### **3.9 Validity of the Research Instruments**

The validity of an instrument is its ability to measure what is supposed to measure (Wanami 2010). It is the degree to which results obtained from the questionnaire actually represent the phenomenon under study (Mugenda, 2008) to be valid; the instrument must be relevant to the purpose to which it is used.

The validity of the data collection instrument was enhanced through a pilot test on a population similar to the target population Mulusa (1988). Questionnaires of this study were designed and developed through discussion with History and Government teachers of secondary schools on pedagogical issues on the implementation of History and Government revised curriculum. These teachers identified items that their students' could easily understand. Questionnaires were further subjected to discussion with the supervisors to improve their reliability. Through the pilot study, the researcher was able to improve on the questions that were not able to meet the research objectives. To ensure

the validity of the research instrument, the researcher consulted the supervisor who read and approved the items in the questionnaire and interview schedule as being suitable for collecting relevant data for the study.

### **3.10 Reliability of the Research Instruments**

Reliability of the research instrument refers to repeatability of consistency, the degree to which an instrument measures the same each time it is put under the same field conditions with the same subject Mwanje (2001). Reliability was established by use of the split – half test based on the coefficient of internal consistency of the questionnaire as research instrument. Using the test, the researcher divided the questionnaires in terms of even and odd numbers after they have been administered. Each half was scored independently of the other. The test posted a high positive correlation coefficient, then it was found to be reliable Orodho (2005) Open ended questions were scored by giving a mark for a relevant response and a zero for irrelevant/blank responses. The questions were divided into two equal halves for both the teachers and the students. The sample was randomly divided into two equal parts.

The scores of the halves were then correlated using the split half measure of reliability. Pearson product moment correlation coefficient was used to calculate between the scores obtained for each person on the odd items and scores obtained on the even items. The student questionnaire yielded a half-test coefficient while the teacher questionnaire yielded the other half. The Pearson correlations coefficient was used to calculate the reliability coefficient. The formula is presented below.

$$r = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

The Spearman's correlation coefficient obtained was (0.7). The results were further subjected to Spearman-Brown formulae for actual reliability  $\{2r / (1+r)\}$ . The value obtained was 0.82 which was regarded as reasonable reliability index for the research instruments, since the value was above the minimum r-value which Koul (1993) pegs at 0.5. Therefore a high reliability value (0.7 and above) shows that the characteristics it was designed to measure is actually measured.

### **3.11 Ethical Considerations**

The researcher sought permission from the School of Education Moi University to be allowed to carry out the research. The researcher then visited sampled schools and sought permission from the principals and head of humanity departments to be allowed to collect data in their schools. The researcher sought voluntary consent of the respondents, ensure confidentiality of the data given, respect the interests of the participants and report their responses honestly to avoid biasness and misrepresentation.

### **3.12 Data Analysis**

Data analysis started with proper checking, tallying and tabulation of data from questionnaires. Analysis of data was done using SPSS statistical package. The questionnaires also provided comments and experiences of what was practically happening in the field. Percentage occurrences of attributes responses were analyzed using frequency distribution. The significant differences among attributes were analyzed using non-parametric tests such as Chi-square ( $\chi^2$ ) test. The results were presented using graphical techniques such as Tables and pie charts

**Table 3.2 Summaries for Data Analysis**

<b>Objectives</b>	<b>Independents Variable</b>	<b>Dependent Variable</b>	<b>Method for data Analysis</b>	<b>Presentations</b>
To find out teachers preparedness to teach History and Government revised curriculum	Levels of teacher preparedness	Teacher performance	SPSS-means, percentages	Tables, frequency distribution tables.
To establish the availability and relevance of learning resources available to teach History and Government revised curriculum	Availability of teaching resources	Teaching of History and Government	SPSS-Means, percentages	Tables, frequency tables,
To examine the instructional methods used to teach History and Government revised curriculum	Instructional methods	Teaching and learning of History and Government	SPSS-means, percentages	Pie charts, tables, frequency tables.
To establish teachers and students attitude toward teaching and learning of History and Government revised curriculum	Teacher and Students attitude	Implementation of History and Government curriculum	SPSS-Means, percentages	Tables, frequency tables
To assess the extent to which the Government agencies support teaching of History and Government revised curriculum	Government support	Teaching of History and Government	SPSS-means, percentages	Frequency distribution tables

**Source:** Author



### **3.13 Chapter Summary**

The chapter presented the research design and methods used in the field during the study. The tools of data collection and data analysis were identified and described. These tools were designed for specific respondents and administered in the field. The raw data was then subjected to a Statistical Data Analysis tool SPSS. It was coded and analyzed ready for presentation. The chapter also dealt with ethical consideration for protection of the respondents.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

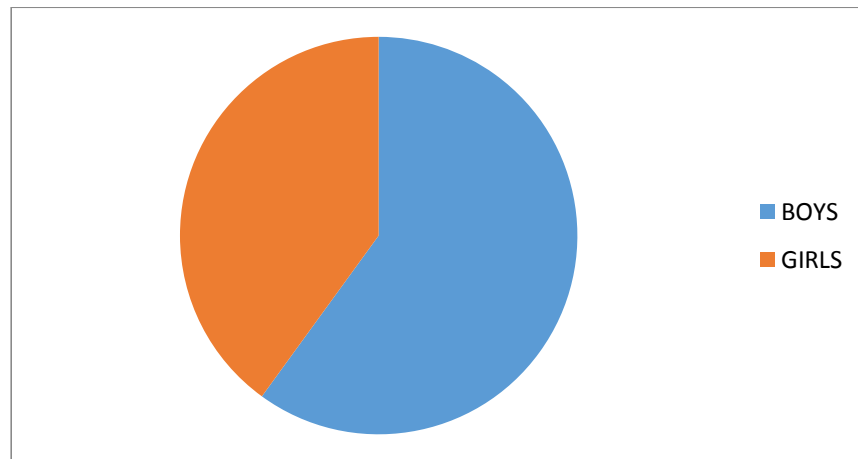
This chapter presents the findings of the study on pedagogical issues on the implementation of History and Government revised curriculum. It describes the subjects based on selected demographic characteristics, followed by the description of the subjects based on teacher preparedness to deal with the curriculum development and change, availability and relevance of teaching and learning resources to teach revised curriculum, teachers and students attitude towards teaching and learning contents of revised curriculum, instructional methods used in teaching and learning History and Government and Government agencies support in the teaching and learning during implementation period.

#### **4.2 Demographic and Academic characteristics of Respondents in the study**

Information in this section was based on selected personal and academic characteristics of the three categories (Principals, form four History and Government teachers and form three History and Government students) of respondents. The characteristics included gender of the students, age of the teachers, work experience of the teachers, work experience of Principals and in-service Training and Workshops. Data presented in this section was obtained from completed questionnaires for form three history and government students and form four history and government teachers. The participants in the study were drawn from 50 secondary schools in Kakamega County.

#### 4.2.1 Gender of the students

The gender of the respondent's category that constituted form three students is presented in figure 4.1. The results show that out of the total number of 156 of the student respondents, male students were the majority 94(60%) as compared to female students 62 (40%).



**Figure 4.1: Gender of the students**

#### 4.2.2 Age of students

**Table 4.1 Age of students**

Age in years	Frequency	percentage
15 and below	5	3.2%
16-18	108	69.2%
19 and above	43	27.6%
<b>Total</b>	<b>156</b>	<b>100%</b>

The age category results of the students are presented in Table 4.1. The results revealed that a majority, 108 (69.2%) of the student respondents were in the age category between 16 -18 years while 43(27.6%) were of ages of 19 and above. This suggests that most students start school at the ages of 6 or 7 years. The findings further indicate that

most of the students were teenagers. This the age at which one grapples with identity problems and other developmental problems associated with adolescence and could benefit from values stressed in the teaching of the content of the supreme law. This will enable them to become good citizens especially at this time Kenya is faced with multiple challenges such as ethnicity, insecurity among others.

#### 4.2.3 Teachers Age categories

**Table 4.2 Teachers Age categories**

<b>Ages in years</b>	<b>Frequency</b>	<b>Percentage</b>
20-30	19	38
31-35	14	28
36-44	9	18
Above 45	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

The results presented in Table 4.2 reveals the age categories of history and government teachers. The age category of the teachers show that 19(38%) of the respondents were in the age category of 20 -30 years closely followed with those of 31-35 years at 14(28%) while those with above 45 were the least at 8(16%). These results shows that most of the teachers were mature hence could mould the students' behaviour. On a good note, most History and Government teachers are still in the age bracket of youth 66%. They are likely to get the best out of the learners.

#### 4.2.4 Principals' Age categories

**Table 4.3: Principals Age categories**

<b>Ages in years</b>	<b>Frequency</b>	<b>Percentage</b>
31-35	1	2
36-40	7	14
41-45	15	30
46-50	19	38
Above 51	8	16
<b>Total</b>	<b>50</b>	<b>100</b>

The Principals are expected to have taught for at least 6 years to qualify to be a principal. Generally these findings indicate that the principals are young and middle aged adults who are employed by the Teachers Service Commission (TSC)

#### 4.3 Teachers preparedness and its impact on Teaching and Learning of History and Government revised curriculum

##### 4.3.1 Teachers Professional qualifications

**Table 4.4: Teachers professional qualifications**

<b>Qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
Masters of Education(Arts)	5	10
Bachelor of Education (Arts)	29	58
Diploma in Education	7	14
Untrained teachers	9	18
<b>Total</b>	<b>50</b>	<b>100</b>

The results on the professional qualifications of Form three History and Government teachers indicate the majority, 29(58%) had attained Bachelor of Education (Arts) degree followed by untrained teachers,9 (18%),then Diploma,7 (14%) and master holders 5 (10%). The Education Act Cap 211 states that incase of secondary schools a substantial proportion must be university graduates or persons teaching technical subjects or commercial subjects must be in possession of adequate qualifications. The findings can be attributed to recruitment procedure by Teachers Service Commission (TSC). The degree holders have more marks when it comes to rating the candidates hence a majority secure the teaching positions. These findings confirm that most of the form four history and government teachers were qualified to teach History and Government in secondary schools.

#### 4.3.2 Teaching Experience of Form Four History and Government Teachers

**Table 4.5: Teaching Experience**

<b>Experience in terms of years</b>	<b>Frequency</b>	<b>Percentage</b>
0-2	12	24
3-5	15	30
6-10	6	12
10 and above	17	34
<b>Total</b>	<b>50</b>	<b>100</b>

Results in the table 4.5 shows the form four History and Government teachers experience .The majority 17(34%) of the form four History and Government teachers had a teaching experience of 10 and above years, followed by a teaching experience of 3-5 years 15(30%).The age category of 6 - 10 years had the least frequency in terms of teaching experience 6(12%). The findings on the teaching experience of the form four

history and government teachers indicate that most of them had reasonable teaching experience to apply their skills in the teaching and learning of History and Government. The findings concur with the findings of Eshiwani (1983) in his study on factors affecting student performance in mathematics in Western province he found out that lack of teachers teaching experience could cause poor performance in mathematics owing to lack of mastery of content. These findings therefore confirm that teaching experience of teaching of history and government teachers could contribute to good results.

#### 4.3.3: Average number of lessons

**Table 4.6: Number of lessons**

<b>Number of lessons</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 10	5	10
11-15	11	22
16-20	14	28S
Over 20	20	40
<b>Total</b>	<b>50</b>	<b>100</b>

The results in table 4.6 indicate the majority, 20(40%) of History and Government teachers in Kakamega county teach over 20 lessons per week, followed by lesson between 16-20, 14(28%). Teachers with lessons below 10 were the least at 5 (10%). The findings of this study suggested that most of teachers of History and Government are overworked. According to T.S.C regulations, a teacher is supposed to teach two subjects. The findings has revealed majority have more than 20 lessons of history alone. This hinders effective delivery in class thus poor performance, as teachers do not adequately prepare for lessons.

#### 4.3.4 In-service courses/workshops attendance on the Teaching of History and Government

**Table 4.7: History Teachers Attendance of in-service Training and workshop (N=50)**

Number of times	Frequency	Percentage
0	21	42
1-2	18	36
3-4	9	18
5 and above	2	4
Total	50	100

Results in table 4.7 shows that majority of the teachers of history and government had not attended in-service courses or workshops on revised History and Government curriculum. The results showed that 21(42%) had not attended seminars, in-services or workshops. This was closely followed by those who attended between 1-2 at 18(36%).The results also showed that those who had attended most times 5 and above were 2(4%).This therefore means that there were few in-service courses and training programmes for the History and Government teachers. The teaching of History and Government revised curriculum requires teachers to update their skills to effectively teach the new items. This is in line with the finding of Olembo (1992) that programme development encompasses variation of subject content and modification of teaching techniques among other things. This low frequency of in-service courses and training programmes could result to poor experience and professional growth which affect the teaching and learning process leading to poor performance in History and Government. The findings concurs with the one carried by Wainaina (1994) on Christian Religious Education that established that there was inadequacy of in-service training to teachers which ended up killing their morale thus contributing to poor performance. This can be



attributed to the perception towards the subject as compared to subject such as mathematics, sciences and languages. On the other hand the study contradicts the findings of Obiero(2010), in her study, on factors affecting the teaching and learning of Kiswahili oral literature she found that most teachers had attended in-service courses on Kiswahili oral literature. She attributed the high attendance to the fact that Kiswahili is highly rated in schools for being a compulsory subject. It logically follows that the non attendance or less attendance of History and government was because of its value as far as the mean of the school is concerned. Nasike(2011) on teachers' knowledge and skills in teaching the integrated English curriculum in public secondary schools in Kenya, she found that most teachers had attended in-service courses on integrated English curriculum. She attributed that high attendance to school managers' perception towards the subject, thus sponsored the in-service attendance.

#### **4.3.5 Reasons for Not Attending the Seminars and In-service courses**

The results on the reasons why history and government teachers do not attend in-service courses are discussed in terms of the views of the Principals' and form four history and government teachers.

##### **4.3.5.1 Principals**

**Table: 4.8: Reasons why History and Government teachers do not attend seminars - Principals'**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Funds are not available	28	56
Education office has not organized them	8	16
No time to attend	2	4
Seminars/workshops are few	12	24
<b>Total</b>	<b>50</b>	<b>100</b>

Results in table 4.8 shows the reasons for History and Government teachers not attending in-service courses according to school principals. The reasons were mainly lack of funds 28(56%) and seminars/workshops are few at 12(24%). These results indicate that the major reason for none attendance is lack of funds and this could affect the use of professionals in organizing these programmes as there would not be funds to pay them for the training. On the hand due to lack of funds and professionals to organize the courses, teachers will also not find time to organize them as there is nothing to motivate them.

#### 4.3.5.2 History and Government Teachers

Results in table 4.9 show the reasons as reported by the form four history and government teachers as to why they do not attend history and government in-service/courses/seminars.

**Table 4.9 Reasons for History and Government Teachers not attending History and Government in-service courses**

<b>Reasons</b>	<b>Frequency</b>	<b>Percentage</b>
Rare opportunities	24	48
Lack of funds	6	12
School does not take us	13	26
Education office has not organized	7	14
<b>Total</b>	<b>50</b>	<b>100</b>

The results show that the reasons attributed to the history and government teachers not attending seminars were mainly 24 ( 48%) due to lack of opportunities. These results indicate that the rare opportunities could be as result of lack of funds as indicated by the Principals.

#### 4.4 Teaching and Learning Methods used by History and Government Teachers

**Table 4.10 Methods and approaches used to teach History and Government**

Method	Frequently used (%)	Occasionally used (%)	Never used (%)
Lecture	94	6	0
Question and Answer	40	56	4
Discussion	24	52	24
Resource persons	0	14	86
Team teaching	32	54	14
Activity/task	6	34	60
Field trips	8	32	60
Story telling	32	22	46

The study sought to establish the issues associated with the use of instructional methods as perceived by teachers of history and government in secondary schools. The instructional methods included discussion, lecture, question and answer, resource persons, team teaching, field trips and storytelling.

The lecture method was frequently used by 94% of the respondents followed by Question and Answer at 40%. Team teaching approach was occasionally used at (54%). Discussion was occasionally used at (52%) while question and answer was occasionally used at (56%). Resource persons was never used at (86%) followed by field trips at (60%) Generally, most of the teachers used lecture and storytelling method. These finding indicate that History and Government teachers use a combination of teaching methods. The findings further indicate that the methods used by teachers were actually teacher centered where teachers conduct History and Government lessons through

lecture method with very little student participation. These findings are in conformity with the findings of research conducted by Shiundu(1980) & Wanyama (2013) who observed, classrooms were dominated by lecture and storytelling. This could be as a result of time available, funds and resource materials at the teacher disposal. These were identified as methods which demand a lot of time for successful use. Field trips for example require a whole day unless there is a proper plan to consult other teachers to surrender their lessons. From the findings, it is evident that instructional methods used are an issue to the teaching and learning of history and government revised curriculum in Secondary Schools.

#### 4.4.1 Effects of Inappropriate teaching methods

**Table 4.11: Effects of Inappropriate teaching methods**

<b>Effects</b>	<b>1</b>	<b>%</b>	<b>2</b>	<b>%</b>	<b>3</b>	<b>%</b>
Poor student participation	42	84	6	12	2	4
Lack of motivation to Learn.	22	44	25	50	3	6
Students negative attitude	10	20	40	80	–	–
Slow coverage of the syllabus	2	4	10	20	38	76

The results show that the use of Inappropriate teaching methods led to poor students participation 42 (84%) ranked as number one followed by students negative attitude 40 (80%) and lastly slow syllabus coverage. This in turn could lead to poor performance in the subject. The findings conform to study carried out by Ndirangu (2004) that established that, inappropriate classroom skills such as the use of teacher-centered methods of teaching may sabotage the achievement of lesson objectives.

#### 4.5. Availability and relevance of teaching and learning resources

The study sought to find out the pedagogical issues associated with the availability and relevance of teaching and learning resources materials of history and government subject in secondary school. The results on the availability and relevance of teaching and learning resources in History and Government have been discussed on the basis of the form four History and Government teachers and Form three students of history and government views.

##### 4.5.1 History and Government teachers

Results in Table 4.12 show the availability and relevance of History and Government teaching and learning materials as indicated by the history and government teachers.

**Table 4.12: Availability of History and Government teaching and Learning Materials**

Type of material	Available	Not Available	Adequate	Inadequate
Teacher reference books	66	34	44	56
Student reference books	62	38	40	60
Library material/books	48	52	38	62
Teachers notes	72	28	76	24
Text books	90	10	44	56
Teaching resources	20	80	16	84
Past papers	94	06	80	20

The majority (90%) had recommended history and government text books, History and Government reference books for teachers (66%), history and government reference books for students (62%), teaching and learning resource (36%), history and

government past exams papers (94%) were available and history and government notes by teachers 72% were available. The results on adequacy show that history and government teaching aids were Inadequate at 85%. The results further show that despite the fact most of the teaching and learning materials were available ,the recommended history and government text books (56%), history and government reference books for teachers (56%), history and government books for students (60%) and teaching aids (84%) were Inadequate. Further the results show that past exam papers (80%) and history and government notes by teachers (76%) were adequate

#### 4.5.2 Form three students

**Table 4.13: History and Government Teaching and Learning materials as reported by form three History and Government students**

<b>Types of teaching materials</b>	<b>Available</b>	<b>Not available</b>	<b>Adequate</b>	<b>Not adequate</b>
Recommended History and Government text books	57	43	32	68
History and Government reference books for teachers	62	38	54	46
History Government reference books for students	58	42	28	72
History and Government teaching resources	26	74	5	95
History and Government exam past papers	94	6	80	20
Teacher made notes	74	26	66	44
News papers	43	57	18	82
Resource people	8	92	5	95
Computers	18	32	3	97
Library books	53	47	32	68
Radio/ TV/ Tapes/ CD	42	58	22	78

Results in tables 4.13 show the availability and adequacy of teaching and learning materials as reported by the history and government Form three students. The results show that the majority 92% have not used resource persons in learning history and government. The results further show that the library books (53%) history and government text books(57%), history and government reference books for teachers (62%), history and government reference books for students (58%) History and Government past exams papers (94%), history and government teachers' notes (74%) were available. Results on adequacy show that the teachers made notes were adequate 66% and history and government exam past papers at 80%. However the library books (68%), history and government teaching and learning resources (95%), history and government references books for students (72%), computers at (97%), Radios/TV/CD/tapes (78%) and recommended history and government textbooks (68%) were inadequate. The result further indicate that the teachers of history and government over rely on the use of text books in the teaching and learning of history and government and make little effort to improvise or use other relevant teaching resource materials. Among the books indicated as adequate were history and government books some that did not contain content of the new constitution. According to Mitters (1990) argues that teachers need to use a wide variety of resource materials to create a real life situation that encourages learner participation. The information gathered from observation showed that most schools did not have relevant text books to teach history and government revised curriculum.

#### 4.5.3 The use Audiovisual Aids in the teaching of History and Government.

**Table 4.14 Use of Audiovisual Aids in the teaching of History and Government**

	use		Not used	
	Frequency	Percentage	Frequency	Percentage
Radio	8	16	42	84
Tape recorder	12	24	38	76
Television	–	–	50	100
Film product	–	–	50	100
Journal Newspapers	14	28	36	72
Still pictures	17	34	33	66

The use of audiovisual resources augments the work of the teacher, stimulate learner interest and offers variety in the teaching situation Mukwa (1997). The results according to table 4.14 indicated that 8(16%) and used 12(24%) used tape recorders. Used tape recorders, 42(84%) did not use radio and 38(76%) did not use tape recorders. However, television and film products were not used. The study findings confirm the negligence by most teachers in the use of these materials in teaching history and government. The study revealed that teachers over relied on the use of text books than the other relevant resource materials like audiovisual for the teaching of history and government. The less use of audio visuals could be as a result of lack of knowledge to use them as noted by Gould mark (1992)

#### 4.5.4 Reasons for lack of teaching and materials in History and Government

The reasons for lack of learning and teaching materials in History and Government have been discussed basing on the views of the principals and form four history and Government teachers.



#### 4.5.4.1 Principals

**Table 4.15: Reasons for lack of the teaching and learning materials in schools – principals**

<b>Reasons for lack of materials</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of funds	28	56
Teachers do not request for them	12	24
Not available	4	8
Not necessary	0	0
Expensive	4	8
Don't know where to source them	2	4
Teachers lack knowledge on how to use them	0	0

Results in Table 4.15 indicate that according to the principals' History and Government teachers lack the teaching and learning materials in their schools. The results show that the majority (56%) was due to lack of funds. The result further shows that the other reasons were that teachers do not ask for them (24%). These findings as indicated by the principals are that lack of funds in the schools is the major reason for lack of teaching and learning materials. This could be due to the fact that the learning and teaching materials are very expensive and most schools cannot afford. The finding is in agreement with the study carried by Rutto (2011) on challenges facing teaching of history and government in Wareng sub-county. She found out that availability of instructional materials of history and government in schools was a challenge. She attributed that to lack of funds to avail them.

#### 4.5.4.2 History and Government teachers

Results in table 4.16 shows the reasons why the teaching and learning materials are not available in school as indicated by the History and Government teachers. The reasons indicate that the majority of schools 62% lacked the teaching due to lack of funds, 20% indicated that they do not ask for the teaching and learning resources, even though 82% indicated that the teaching and learning materials were required. The results further indicated that 95% know how to develop the instructional materials. Due to lack of funds to purchase the teaching and learning materials, Tsuma(1998) alludes to the fact that improvisation and development of learning materials provides an expedient means of provoking the students curiosity, which when raised to an adequate level, would spontaneously elicit questions about the experienced events and also represents a viable medium for addressing questions which arise in this same way. The findings contradict the findings carried out by Ogom (1987) that teachers were not eager to use the available instructional materials or even produce them.

**Table 4.16: Reasons for lack of the teaching and learning materials in school - History and Government teachers**

<b>Reasons for lack of materials</b>	<b>Frequency</b>	<b>Percentage</b>
Lack of funds	28	56
Teachers do not request for them	12	24
Not available	4	8
Not necessary	0	0
Expensive	4	8
Don't know where to source them	2	4
Teachers lack knowledge on how to use them	0	0

#### 4.5.5 Reasons for not using instructional materials

**Table 4.17: Why History and Government Teachers do not use instructional materials**

Statements	Agree	Undecided	Disagree
They are not available in my school	62	3	35
I still attain lesson objectives without using instructional materials.	46	16	38
It is a waste of time	5	3	92
My heavy teaching load does not allow me time to use instructional materials.	52	8	40
It makes no difference in learning.	5	6	89
Pupils are not interested in learning through instructional material.	5	5	90
I am not interested to use them other than recommended texts.	5	11	84

Results in Table 4.17 indicated the reasons why history and government teachers do not use instructional materials in teaching and learning history and government. From the results it can be seen that failure to use instructional materials 32 (62%) was attributed to lack of the materials, most respondents 45 (90%) agreed that these instructional materials were necessary and important. History and Government teachers 42(84%) and students 45(90%) respectively were interested in the use of instructional materials for teaching and learning because it makes a difference at (89%) in the teaching and learning of history and government.

These results indicated the teaching and learning materials in schools. The teachers are ready to use them but because they are not ready to develop or improvise them they do not use them. Therefore the interest of wanting to use them is not important, as at the end, the students are taught without them and no effort is made by them to ensure they will be available and this has contributed to poor students' performance in history and

government. This study is in conformity with the study carried out by Oshughbon (1984) in Nigeria and Ogoma (1987) on teaching Social studies in Nairobi primary schools among others which established that the use of instructional materials remained unsatisfactory. As indicated in the findings, most of the schools had a challenge on the availability and relevance of instructional materials. It points out that most of the instructional materials which require funds were unavailable or irrelevant or minimal as the school could not avail them for use.

#### **4.6 Attitude towards Teaching and learning History and Government**

The analysis of attitudes was based on the findings of the two categories of the respondents (Form Four History and Government teachers and Form three students). The Likert scale was used in determining the attitudes of the various categories of respondents in the study. Scores were awarded to determine those who had positive, neutral or negative toward teaching and learning history and government.

For the form four history and government teachers, those who scored below 72 points were considered to have positive attitude while those who scored above 74 points had a negative attitude. Results in figure (4.2) indicated that the majority 47% had a positive attitude towards teaching and learning history and government, followed by 44% who had a negative attitude and only 9% had neutral attitude.

The attitude of the Form three students towards learning history and government was based on a rating scale of positive (below 64 points), neutral (65 points) and negative (above 66 points). The results show that the majority (51%) of the respondents had a positive attitude, 37% negative attitude and 12% had a neutral attitude.

The findings show that history and government teachers had a higher percentage of respondents with negative attitude and a lower percentage of positive attitudes towards

teaching and learning history and government. The results could imply that the students who had negative and neutral attitude towards history and government could have an effect on the attitude of those who had positive attitude thereby leading to negative attitude and further to poor performance in history and government. The negative attitude by the teachers could be as a result of lack of materials needed for teaching the subject.

#### 4.6.1 Students perception on the learning of History and Government Revised Curriculum

**Table 4.18: Students perception on the learning of History and Government Revised Curriculum**

No	Question	Agree		Disagree	
		F	%	F	%
1	History and government is not important in everyday life	48	30.8	108	69.2
2	History and Government is a very worthwhile and necessary subject	109	69.9	47	30.1
3	There is nothing creative about History and Government other than memorizing things.	30	19.2	126	80.8
4	I enjoy reading History and Government during my free time.	93	59.6	63	40.4
5	I have never enjoyed reading History Government	53	34	103	66
6	The teacher does not fully understand History and Government new content.	54	34.6	102	65.4
7	The teaching methods used by the History and Government teachers are effective.	84	54.8	72	46.2

The findings on the students perception showed that 108 (69.2%) agreed that History and Government is important in modern life, 93 (59.6%) agreed that they like reading History and Government during their free time and 109 (69.9%) indicated that History and Government is a very worthwhile and necessary subject. Only 30 (19.2%) indicated that History and Government has nothing creative other than memorizing things and 53 (34%) indicated that they never enjoy reading History and Government, more than a third of students 54 (34.6%) indicated that teachers do not fully understand History and Government new content, and 72 (46.2%) decried the teaching methods used by the History and Government as not being effective.

The findings suggest that the students may have a positive attitude towards a subject but other factors like teacher attitude, methods of instruction employed during teaching and learning, unpreparedness by the teachers and inadequate resource materials used may lead to students developing negative attitude towards the subject.

#### 4.6.2 The effects of students Attitude on the learning of History and Government

**Table 4.19: The effects of students Attitude on the learning of History and Government revised curriculum**

Statement	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Poor students performance	64	44.67	28	18.67	58	36.67
Poor student motivation	35	23.3	33	22	83	54
Lack of student participation	85	56.67	23	15.33	42	26

The results in table 4.19 indicate that students negative attitude led to lack of student participation 85 (56.67%) leading to poor performance 64 (44.67). The results indicate

that the manner in which History and Government teachers present History and Government content may result to poor student participation which could in turn affect the students' performance in the subject.

#### **4.6.3 Teachers perception on the teaching of History and Government Revised curriculum**

The study sought to establish the perception of teachers toward implementation of the revised curriculum.

**Table 4.20: Teachers perception on teaching History and Government revised curriculum**

Statements	Agree		Undecided		Disagree	
	F	%	F	%	F	%
Instead of buying materials of History and Government we should buy more science and math books.	11	22	5	10	34	68
Content of the new constitution should not be taught in History and Government.	28	56	4	8	18	36
Teaching the content of the new constitution has overcrowded the syllabus for nothing	14	28	8	16	28	56
Studies of the new constitution are best suited to those who are aspiring to be politicians	15	30	10	20	25	50
History and Government is not exciting and enjoyable to teach after incorporating new content	26	52	3	6	21	42
History and Government new content should be infused into other subjects	24	48	7	14	19	38
Teachers need in-service training and seminars/refresher courses to be able to effectively implement the revised curriculum.	28	56	3	6	19	38

As shown in the table, majority of teachers 26(52%) asserted that the subject is not exciting and enjoyable to teach after incorporating new content as compared to 21(42%) who disagreed. On whether the new content should be infused into other subjects, 24(48%) agreed while only 19(38%) disagreed. On in-service training and seminars/refresher courses, 28(56%) agreed that it is required to effectively implement the curriculum as compared to only 19 (38%) who disagreed. On whether instructional material should be availed, majority 34(68%) agreed. That confirms the importance of instructional material in teaching.

The study sought to establish the perception of both teachers and students towards the implementation of the revised curriculum. Attitude is an important factor in the process of implementation because a positive attitude towards a subject contributes to successful implementation of that subject. The results showed that the students had a positive attitude unlike their teachers.

The findings of this study contradicts a study carried out by Masinjili (1996) on the availability of resources for teaching Social Education Ethics which revealed that teachers had a positive attitude towards the subject and this had a bearing on successful implementation. He noted that positive attitude towards a subject leads to successful implementation. The findings to a large extent conforms to the findings of Wanyama (2012) on challenges of integrating the new constitution studies in the secondary school History and Government curriculum in Kenya. It revealed that both the teachers and students had a negative attitude towards new constitution studies in secondary schools. Though the current study established that students had a positive attitude towards History and Government revised curriculum, as opposed to the teachers who had negative attitude towards the new content of the constitution as they viewed it as an extra burden to already wide curriculum of History and Government.



#### **4.7 Government agencies support on the implementation of History and Government Revised curriculum**

The study sought to establish the pedagogy associated with the government agencies support on the implementation of History and Government revised curriculum in secondary schools. The Government agencies support on the implementation of History and Government revised curriculum was discussed basing on the views of Form Four History and Government teachers. These ranged from textbooks, funds, seminar attendance, and others.

##### **4.7.1 Form Four History and Government teachers**

The results on the Government agencies support to History and Government Teachers are shown in Table 4.21. The results show that quality assurance office provided support at 21(42%) once a year and 13(26%) of the respondents had never received any support at all from the office of quality assurance. The results further indicate that the principal office provided support less often at 24 (48%) and at a time (once year) at 12 (24%). Majority of the respondents at 34(68%) indicated that they had no got any support from education officer at the county. Lack of support from the education office could be as result of lack of funds. With no support from educational office and principal's office, this could result into poor implementation of History and Government revised curriculum.

**Table 4.21: Government agencies support on the implementation of History and Government revised curriculum**

	<b>Very often (weekly)</b>	<b>Often fortnight</b>	<b>less often (monthly)</b>	<b>At times ( yearly)</b>	<b>Not at all</b>
Quality assurance and standards officers	1(2%)	3(6%)	12(24%)	21(42%)	13(24%)
Principals	4(8%)	7(14%)	24(48%)	12(24%)	3(6%)
County education officer	–	–	4(8%)	12(24%)	34(68%)

**Table 4.22: Schools support in provision of teaching and learning resources of History and Government revised curriculum.**

<b>Provide materials and funds</b>	<b>Receive</b>		<b>Does not receive</b>		<b>Totals</b>
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	
Textbooks	43	86	7	14	50
Manila papers	39	78	11	22	50
Funds	13	26	37	74	50
Resource persons	6	12	44	88	50
Others	16	32	34	68	50
<b>Total</b>	<b>117</b>	<b>46.80</b>	<b>133</b>	<b>53.20</b>	<b>100</b>

Schools were able to provide some materials like textbooks, manila papers, funds, resource persons among others. Managerial support entails the acquisition of the materials and equipments. The teachers were asked whether they received support from the school management to improve on their teaching. As shown in the table (4.22), 43 (86%) of the respondents indicated to have received support in terms of textbooks and manila papers at 39(78%) for use instruction. On acquisition of funds, 37(74%) indicate not to have received funds. This shows that there are limited funds available for use in

the implementation of revised curriculum this means that most teachers of the subject do not receive financial support from their schools and that is why there are pedagogical issues in the implementation process.

The study also found out that most teachers are not supported by their schools to attend seminars/in-service programme on revised curriculum. This is shown by a majority of the respondents 68% who did not receive any support to attend seminars/workshops. This shows that there is little emphasis by most schools on seminars and workshops on History and Government teachers citing lack of funds. The findings show that the use of instructional materials and appropriate instructional methods of teaching depended largely on the material and financial support given to the teachers. Therefore there is need for adequate support for teachers both material and financially if the managers are to expect good results in the subject.

The study is in agreement with the one carried by Ndaloh (1999) on constraints on effective social studies' instruction. He found out that management support to the teaching and learning of social studies was lackluster. The lackluster support could be attributed to lack of knowledge of goals and objectives of teaching History and Government as found out by Zipporah (2010) in her study on challenges experienced in the teaching of History and Government in secondary schools in Wareng sub-county.

#### **4.8 Observed practices among Teachers of History and Government**

The study sought to establish the pedagogical issues on the implementation of History and Government revised curriculum. Teachers' preparation and classroom practices were observed.

**Table 4.23: Teacher practices as observed**

Statement	Yes		No	
	F	%	F	%
Is there scheme of work	43	86	7	14
Lesson plan	16	32	34	68
Lesson notes	48	96	2	4
Records of work covered	41	82	9	18
Progress record	50	100	-	-
Separate topics spelt out	38	76	12	24
Objectives achievable	44	88	6	12
Suggested resources suitable for the topic	43	86	7	14
Varied use of instructional methods	32	64	18	36
Enough references given	19	38	31	62
Teacher uses instructional resources to teach	18	36	32	64
Lesson covered stated objectives	32	64	18	36

To establish the pedagogical issues on the implementation of History and Government revised curriculum, preparation and classroom practices of teachers were observed. As shown in the findings a majority of the respondents 86% indicated to have schemes of work and separate topics spelt out at 76%. Lesson plans were not available at 68%. The schemes of work as observed, had separate topics spelt out and had objectives which were achievable. On whether the suggested resources are suitable for the topic, most of the respondents 86% agreed. However the references given in the schemes of work were not enough as only 38% acknowledged against 62% who refuted the claim. The findings indicate that in most of the schools, the teachers 64% used varied instructional

methods to teach History and Government. It was found that instructional resources as indicated in the schemes of work were suitable though only 36% used them during the lesson. This could be as a result of either lack of funds and therefore schools do not avail them to teachers as teachers simply ignore to use them.

#### **4.9 Summary of the chapter**

This chapter presented the data collected, analyzed, interpreted and discussed. These data was presented in form of frequency tables and percentages. This gave a summary of the pedagogical issues in the implementation of History and Government revised curriculum in secondary schools in Kakamega County. The findings revealed that majority of the teachers had necessary qualification to teach History and Government though majority had not attended in-service/ refresher programmes on new constitution contents to update their skills to implement revised curriculum. The findings also revealed that teachers used teacher- centered methods of instruction in teaching History and Government.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The purpose of the study was to find out the pedagogical issues on the implementation of the history and government revised curriculum. The study set to achieve five objectives namely; to find out teachers preparedness to teach history and government revised curriculum, to establish the availability and relevance of the resource materials used in the teaching and learning of history and government revised curriculum, to examine the instructional methods used in teaching of history and government revised curriculum, to establish both teachers and students attitude towards teaching and learning of history and government revised curriculum and to assess the extent at which government agencies support teaching and learning of the history and government revised curriculum in Kakamega county

Relevant literature reviewed revealed that the pedagogical issues affecting teaching and learning process affect both the teachers and students leading to poor performance. Results of K.C.S.E National Examinations of the year 2011 and 2012 indicated a drop of the student's performance in History and Government revised curriculum. Furthermore, student's performance in Kakamega County has continued to register average results in the national exams.

The target population for the study constituted three sampling frames. These were; the principals (50), Form Four History and Government teachers (50) and form three students (2560) respectively. The sample size was determined by use of coefficient of variation formula developed by Nassiuma (2000). This formula was considered more objective in sample size determination. Samples for the respective sampling frames were; principals (50), Form Four History and Government teachers (50) and Form three

students (156). Descriptive survey research design was used in the study. Data was obtained from completed questionnaires filled by Form three history and government students and Form four history and government teachers' interview schedules for principal and observation checklist. The findings on pedagogical issues on the implementation of history and government revised curriculum were based on general information on the teacher's age, academic qualifications and professional experience.

## **5.2 Summary of Findings**

### **5.2.1 Findings on the teachers' preparedness to implement History and Government revised curriculum**

The first objective on teacher's preparedness revealed that most of the teachers had the necessary professional qualifications needed for teaching History and Government. Though majority of them had worked for less than 5 years. The result also further indicated that majority (42%) had not attended any in-service course/workshop or seminars on the new content of the revised curriculum. The poor frequency of attendance of in-service/seminars/workshops training programmes therefore could result to poor experience and professional growth which discourages History and Government performance. This is in line with Olembo (1992) who suggest that programme development encompasses variation of subject content and modification of teaching techniques among other things. This low frequency of in-service courses and training programmes could result to poor experiences and professional growth which affect the teaching and learning process leading to poor performance in History and Government. The finding concurs with one carried out by Wainana (2010) on Christian Religious Education that, there is inadequacy of in-service training to teachers which end up killing their morale and thus poor performance. This is can be attributed to the

perception toward the subject as compared to the subject such as mathematics, sciences and languages.

### **5.2.2 Findings on the availability and relevance of instructional materials used by History and Government**

The study sought to find out the issue of the availability and adequacy of instructional materials in teaching and learning History and Government. Instructional resources are important inputs for effective teaching and learning. These resources are in form of textbooks, newspapers, references books, past papers, films and realia.

An examination of the findings on the availability and adequacy of instructional resources show that the majority (80%) of the schools did not have teaching resources. The recommended History and Government reference books for students (62%) and teachers' reference books (66%) were available but inadequate. Instructional materials are valuable teaching tools for History and Government. The results further indicate that the instructional materials make learning more concrete and arouse the learning interest in pupils. The majority (56%) of the schools lacked the teaching materials due to lack of funds, (24%) indicated not to ask for the teaching and learning materials even though 89% indicated that the teaching and learning materials were required.

### **5.2.3 Findings on the instructional approaches and methods used to teach History and Government revised curriculum**

The third objective showed that teachers used teacher-centered methods in their instruction like storytelling and lecture method. The use of lecture method stood at 95% as being frequently used by teachers followed by question and answer at 40%. Teachers of History and Government made little effort on the use of field trips and resource



persons. The methods used by History and Government denied learners an opportunity to interact with others and the environment.

The study found out that the teachers plays an important role in the teaching and learning process .it was found that the most commonly used instructional approaches in teaching and learning of History and Government included: lecture, question and answer, storytelling. These were basically used by teachers to realize their lesson objectives and complete the assigned teaching work load. However as noted in the study, there was minimal use of appropriate methods that could enhance student understanding and adequately prepare them for national exams. Methods and approaches such as field trips, resource persons were occasionally used or not used at all.

Nabwire (1998) states that learner centered methods enable learners to retain more information. Participation of the learners in the learning process creates interest and motivation thus leading them into learning. These sentiments concur with Sampath et al. (1990), when they argued that people remember 90% of what they say and do; 80% of what they see and hear; 50% of what they see; 20% of what they hear and 10% of what they read. It is important therefore for History and Government teachers to utilize methods approaches that would appeal to learners' senses and enhance high retention of what is learned.

The study findings are in agreement with others studies which confirmed the contribution of conventional methods of teaching to performance of students in examinations; (Shiundu, 1980; Wanyama, 2012). Therefore it can be concluded that teachers' use of instructional methods is an issue that needs to be addressed if the objectives of teaching History and Government revised curriculum are to be achieved.

#### **5.2.4 Findings on the Teacher's and student Attitude towards teaching and learning of History and Government revised curriculum**

The study sought to establish the influence of attitude on the teaching and learning of history and government revised curriculum. Attitude is an important factor in the process of the implementation because a positive attitude towards a subject contributes to successful implementation of that subject. Attitude held by teachers plays a vital role in teaching History and Government.

The findings show that history and government teachers had a higher percentage of respondents with negative attitude (44%) and lower percentage of positive attitude (47%) towards teaching and learning history and government revised curriculum. The student on the other hand had a higher percentage (51%) of positive attitude and 37% negative as compared to their history and government teachers. These findings concur with those of Parson, (1882) on the relationship between attitude and achievement. It further concretizes the observation by Caroline, (1996) on the effect of discrimination in the teaching and learning process which in this case could be attributed to attitude of subject teachers toward teaching and learning history and government. New items are introduced in the syllabus without fully involving and preparing the teachers who are the key implementers of the curriculum. Although a pilot study is normally carried out in few selected schools, there is no enough consultation on how the item should be taught. This resulted in negative attitude of the history and government teachers towards the teaching of History and Government new contents as teachers view it as an additional work to the already crowded history and government curriculum.

The findings of this study confirms other studies which established that, attitude plays an integral role in the implementation of curriculum change. Ferron (1965) states that if implementation of an innovation has to succeed in the classroom procedures, the

feelings of teachers and students should be taken care of. Masinjila (1996), noted that positive attitude towards a subject leads to successful implementation.

### **5.2.5 Findings on the extent to which the government agencies support implementation of the History and Government revised curriculum**

As pointed out in the literature review, management support is crucial in making an innovation succeed. The study revealed that there was inadequate support in the acquisition and purchasing of instructional materials for teaching the subject, teacher recruitment issues and provision of funds for seminars and workshops. The finding revealed that all education offices provided very little support to the teacher as far implementation of the revised curriculum is concerned. The results indicated that History and Government teachers got support from quality assurance office once a year at 21(42%) and 13(26%) indicated that they have never received any support from the said office. These findings are in agreement to those of (Ondimu , 1995 and Ndaloh, 1999). That showed management support is lackluster.

### **5.3 Conclusions**

The Introduction of the contents of the constitution in the history and government curriculum is timely; its teaching and learning should be strengthened as it makes learners informed about the supreme law that governs the country and emerging issues in the society for example devolution, hence promotes all round system of education. The findings of this study give evidence on the pedagogical issues on the implementation of history and government revised curriculum. The search for the evidence was based on five research objectives namely; to find out teachers preparedness in teaching History and Government revised curriculum, to establish the availability and relevance of the resource materials used to teach and learn History and

Government, to examine the instructional methods used in teaching, to establish both teachers and students attitude towards teaching and learning of History and Government and to assess the extent at which government agencies support implementation of History and Government revised curriculum in Kakamega county.

The findings show that the attitude towards teaching and learning history and government had an impact on student performance. The study revealed that student had a positive attitude unlike their history and government teachers who had higher negative attitudes. It implies that the students have an ideal orientation to learn history and government, while the teachers have that notion that the introduction of the new content of the constitution is an additional work in the already crowded curriculum. There is need for attitude change in the teachers.

Empirical evidence provides data that shows that availability of professional development programmes is poor in secondary schools and for history and government teachers in this case. This could be a major de-motivating factor that could have an effect on the core attitudes of history and government teachers. There is need for government agencies to organize in-service/seminars/workshops to sensitize teachers on the new contents of constitution. Teachers should also be taught on evaluation techniques. Teaching and learning materials are the major instruments that aid in the teaching and learning process of history and government. In the absence or inadequacy of such vital resources used in the teaching and learning of History and Government, students' performance could not be improved.

It was also noted that most teachers of History and Government use teacher- centered methods of instruction, notably lecture and storytelling method. The History and

Government teachers therefore, are called upon to use various methods of instruction to realize the desired objectives.

The findings also show that management support toward implementation of History and Government revised curriculum is wanting, especially in purchasing the teaching and learning resources, sponsoring History and Government teachers to attend seminars and motivating highly performing teachers through incentives.

#### **5.4 Recommendations**

Arising from the study there is adequate evidence to show that some measures should be taken in an effort to address pedagogical issues on the implementation of History and Government revised curriculum in Kakamega County.

- a) There is need for more in-service courses and seminars to be organized at sub-county levels to reach many teachers in schools. This will give practicing teachers necessary skills to deal with new trends in the curriculum development for their subject. The school principals should be in support of such ventures by laying down paper guidelines that support such activities, because at times such noble ideas are frustrated by principals' not allowing teachers attend the seminars citing lack of funds and time.
- b) Universities and colleges in which the teachers are trained should have more training courses to update the skills of their students as career development path. The universities should re-structure both the content and the methodology in tune with content of revised History and Government curriculum. The universities should consider introducing constitution, Governance and devolution for bachelor of education students.

- c) Teachers on their part need to use more of learner-centered methods like field trips, role play, and discussions. For this to happen more time should be allocated for the teaching of history and Government especially for the senior classes (form 3 and 4). As this will enable teachers to use methods such as discussion, role play among others. In cases of inadequate staff, more teachers should be employed by the government through the Teachers service commission.
- d) Efforts should be made to ensure that schools have adequate and relevant teaching and learning materials on new content. In addition, teachers should be trained on how to develop and use the relevant teaching resource materials. The sharing of the resources by school could be the starting point. Schools should strive to build and equip libraries with relevant resource materials. The ministry of education should set up ZLRCs which should be equipped with relevant resources to meet the needs of the teachers and the learners especially audiotapes and video cassettes for the teaching and learning of History and Government. The scholars of History and Government should strive to publish more books especially on the new contents to provide for more reference for the learners, at affordable prices through the education publishers JKF and KLB.
- e) The study has established that management support in the implementation of History and Government revised curriculum is wanting. The managerial support should go beyond provision of funds, motivating teachers, recruitment of more teachers and purchasing of teaching and learning resources.

### **5.5 Suggestions for Further Research.**

The present research examined the pedagogical issues on the implementation of History and Government revised curriculum in Kakamega County. It is however worth noting that implementation of curriculum is affected by many other issues.

#### **Further research should therefore consider the following**

- a) The teacher's preparedness to implement the curriculum change of History and Government
- b) Strategies that could enhance attitude change for History and Government teachers.
- c) The effectiveness and impact of the use of learner-centered method to teach History and Government.
- d) A survey of resources available and those used for teaching History and Government revised curriculum in secondary schools.

### **5.6 Chapter Summary**

This chapter presented summary, conclusion, and recommendations of the study. The chapter also looked at further research. The findings are as follow; on the first objective it was revealed that most teachers had necessary professional qualifications to teach History and Government. Though most of them were not trained to teach new contents. On availability of teaching and learning materials, it was revealed that majority of schools had no enough teaching and learning materials and what they had was not relevant to teach new content. It was also found that classrooms were dominated with lectures as a mode of instruction. Lastly the study revealed that government agencies offered little support in the implementation of History and Government revised curriculum. Arising from the above findings, the following recommendations were

made: organize more in-service course and seminars at sub-county level to reach more teachers, the universities should consider introducing new contents to educational courses, teachers on their part need to use learner-centered to teach History and Government revised curriculum and government agencies should support the implementation process of History and Government revised curriculum.



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## APPENDICES

### **Appendix I: Letter of Introduction.**

Moi University

P.O Box 3900

Eldoret.

Dear Respondent

#### **Re: Conduct of research**

I am Mphil student in the department of Curriculum instructional and Education media, Moi University undertaking a research on *Pedagogical Issues on the Implementation of History and Government Revised Curriculum in Kakamega County*.

I am requesting for your assistance by filling in the questionnaires that will enable me accomplish my research objectives. All responses will be treated with total confidentiality. Do not therefore write your name anywhere on the questionnaire. Please respond to all items (questions)

Thank you.

Yours faithfully

Fredrick Omondi Ouma

EDU/PGCM/1005/12

Department of curriculum instructional and Education media.

Moi University.

## Appendix II: Questionnaire for History and Government Teachers

### Instructions

This research is being undertaken to analyze the pedagogical issues on the implementation of History and Government revised curriculum in Kakamega County. You have been identified as a respondent in the study. Kindly answer the questions objectively and honestly. The information you give will be treated with utmost confidentiality and will only be used for this study. Please do not write your name or school anywhere on this questionnaire.

### Section A: Demographic? General information

Please tick (√) the appropriate response to the question below.

1. What is your age in years? .....
2. What is your gender?    male             female
3. What is your highest academic qualification
  - a) Diploma
  - b) Graduate
  - c) Masters
  - d) Other specify .....
4. What is your experience of teaching History and Government in years?
 

Less than 2 years	<input type="checkbox"/>
3-5 years	<input type="checkbox"/>
6-10 years	<input type="checkbox"/>
Above 10 years	<input type="checkbox"/>

5. What is your weekly average number of History and government lessons?

Less than 10

1-15

16-20

Over 20

### Section B: teacher preparedness

1. were you trained as a teacher of History and Government

Yes  No

2. Do you regularly teach History and Government

Yes  No

3. Have you ever attended History and government seminar/ in service/ workshop course on teaching of History and Government revised curriculum?

Yes  No

4. (I) If yes, how many times?

1-2  3-4  5 and above

(ii) If no, what are the reasons for not attending the seminars?

a) Funds are not available.....

b) Education office has not organized any...

c) School does not take us....

d) Seminars /workshop are few.....



5. Are you currently teaching the content the new constitution in the revised History and Government curriculum?

Yes

No

6. Were you prepared to start teaching the content of the new constitution in the revised History and Government curriculum?

Yes

No

7. Do you have adequate teaching and learning resources to teach the new constitution in the current History and Government curriculum?

Yes

No

8. How do you rate the implementation of revised history and Government curriculum :

9. Most successful  partially successful

### Section C: teacher attitudes

Below is a list of items you will find that you agree with some of the statement made and disagree with others of five choices offered, select the one which represent your time feelings .There are five possible responses strongly agree (S.A), A (agree), undecided (UD), Disagree (D) and strongly disagree (SD) please tick (✓) responses on the rating scale that best describes your own view.

	Statements	Strongly agree	Agree (A)	Undecided (UD)	Strongly disagree (SD)	Disagree (D)
1.	Instead of buying materials for History and government we should buy .more math sans science books.					
2.	Content of the new constitution should not be taught in History and Government.					

3.	Teaching the content of the new constitution has overcrowded the timetable for nothing					
4.	Studies of the new constitution are best suited to those who are aspiring to be politician.					
5.	It is never possible to teach content of the new constitution in history and Government because of lack of resources.					
6	History and government is not exciting and enjoyable to teach after incorporating new constitution.					
7	History and government should be infused into other subject.					

**Section D: Availability and relevance of teaching resources.**

1. What are some of the instructional resources available to you that are used in the teaching of History and government? Please tick (✓) appropriately.

<b>Material</b>	<b>Available</b>	<b>Not available</b>	<b>Adequate</b>	<b>Inadequate</b>
Teachers reference books				
Students reference books				
Library (other materials e.g. constitution)				
Teachers handout notes				

Recommended textbooks				
Teaching aids				
Past exam papers				

2. (I) indicate the ratio of History and Government reference books to the students in your class(s)

3 Which of these teaching aids do you use to teach History and Government? Tick (√) appropriately.

Radio

Tape recorder

Television

Film products

Journal /newspapers

Audio cassette

4 What determines the choice and use of the various instructional resources materials?

<b>Factors</b>	<b>Rank 1</b>	<b>Rank 2</b>	<b>Rank 3</b>	<b>Rank 4</b>
The nature of the learners				
Time availability				
Size of the class				
Objectives of the lesson				
Instructional methods used				
Availability of the instructional resources				
Teachers' preference				

**Section E: teaching strategies/methods, used to teach History and government revised curriculum.**

1. Rate the following instructional methods on how frequently you use them to teach new content of History and Government.

<b>Methods</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>
Question and answer			
Discussion			
Resources persons			
Team teaching			
Activity/task			
Fieldtrips			
Lecture			

2. In your opinion, what determines the choice and use of the various instructional methods in your school? Please tick appropriately.

	<b>Rank 1</b>	<b>Rank 2</b>	<b>Rank 3</b>	<b>Rank 4</b>
Teachers workload				
Class size				
Resources material available				
Time available				

3. In your opinion, what are the effects of inappropriate instructional methods to the teaching of History and Government new content?

<b>Effects</b>	<b>Rank 1</b>	<b>Rank2</b>	<b>Rank 3</b>
Students lack motivation to learn			
Students develop negative attitude			
Poor students participation			
Slow coverage of syllabus			

**Section F. Impact of the government policy in the implementation of History and Government revised curriculum. (Management support)**

How often do you receive assistance from the following officer (please tick appropriately)

	<b>Very often (weekly) (1)</b>	<b>Often (fortnight) (2)</b>	<b>Less often (one term (3)</b>	<b>At times once a year (4)</b>	<b>Not at all (never) (5)</b>
Quality assurance and standard officer					
Principal					
County education officer					

2. Do you consider the assistance of the C.E.O, QASO, and principals to be adequate, in inadequate, moderate or cannot tell. Tick (√) appropriately.

	<b>Adequate</b>	<b>Inadequate</b>	<b>Cannot tell</b>
County education officer			
Quality assurance and standard office			
Principal			

### Appendix III: questionnaire for students

#### Instructions

This questionnaire gives you a chance to express your view on pedagogical issues of learning History and Government revised curriculum, in your school. Your views will lead to improved teaching and learning of history and government now and the future. The information you give will be confidential and will be used only for this study. Your cooperation is vital to this study and is highly appreciated.

Please tick (√) or fill in where appropriate.

#### Section A: General information

1. Gender: male  Female
2. Age : below 15 years  between 15-17 years
- Above 18

#### Section B. Pedagogical issues in learning of History and Government revised curriculum.

- i) In your opinion. What are some of the challenges facing students' during learning of History and Government revised curriculum?

Statement	Challenge	Not a challenge
Inadequate materials (text books)		
Student participation		
Teacher presentation (teaching)		

**2. What are some of the methods that are used in the teaching and learning of History and Government in your school?**

<b>Methods</b>	<b>Used</b>	<b>Not used</b>
Lecture		
Question and answer		
Narration		
Fieldtrips		
Resources persons		

**4. What are some of the materials available to you that are used in the teaching of History and government?**

<b>No</b>	<b>Type of teaching materials</b>	<b>Availability</b>		<b>Adequacy</b>	
		<b>Available</b>	<b>Not available</b>	<b>adequate</b>	<b>Not adequate</b>
1	Recommended pupils History and government text books				
2	History and government reference books for teachers				
3	History and government reference books for students				
4	History and Government teaching models and Aids				
5	History and Government pasty ex am papers				
6	Teacher made notes				
7	Newspapers				
8	Resources people				
9	Radio/tapes/radio/T.V				
10	Computers				
11	Library				



**Section C: Students attitude towards the teaching and learning of History and Government.**

1. What is your attitude towards the teaching and learning of History and Government new syllabus? Please tick (√) appropriately.

Positive

Negative

2. In your opinion what are the effects of your attitude on the teaching /learning of new History and Government syllabus? Tick (√) appropriately.

<b>Effects</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>
Poor students performance			
Poor students/ teacher participation			
Lack of student motivation			

3. Please read the statements below and for each statement circle a number 1-4 which best describes your views on the statement.

No	Question	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagreement (4)
1	History and Government is not important in everyday life				
2	History and government is a very worth while and necessary subject				
3	There is nothing creative about History and government other than memorizing things.				
4	I enjoy reading History and government outside during my free time				
5	I have never enjoyed reading History				
6	History and Government is a subject for girls				
7	The teacher does not fully understand History and government new contents.				
8	The teaching methods use by the history and government are effective.				

**Appendix IV: Interview schedules for the school’s principals**

This interview aims at collecting data on challenges facing History and Government teachers in their effort to implement new syllabus in Kakamega County. The information you offer will be used for the purpose of this study and will be treated as confidential.

**Section A: General information**

1) What is your age in years.....

2) School type?

(I) Mixed  (ii) Boys  (iii) Girls

3. How many teachers of History and Government do you have in your school.....

4. For how long have you been in this position in this school.....?

5. How many schools have you been a principal before the current one.....

**Section B: implementation of the History and Government new syllabus**

1. What role have your office played in the implementation of history and Government new syllabus

.....  
 .....  
 .....

2. A) has your school organized for any in-service or sponsored the teachers to attend workshops or induction courses on History and Government new content

.....  
 .....  
 .....

b).What was the effect of such activities on the general teaching of the subject

.....  
.....  
.....

2. What plans does your school have to enable the implementation of the new History and Government?

.....  
.....  
.....

**Section C. The adequacy and appropriateness of instructional resources**

1. Who in your school does the purchase of instructional resources materials?

.....  
.....

2. Apart from fees, what are the other sources of funding for your school?

.....  
.....  
.....

3. What do you see as the funding gaps for the purchase of instructional resource materials?

.....  
.....

4. How do you identify what to fund?

.....  
.....

5. What are some of the challenges that you are facing in your effort to purchase instructional resource materials?

.....  
.....  
.....  
.....

6. What is the recommended student – textbooks ratio?

.....  
.....  
.....

7. How far have you achieved the above?

.....  
.....

8. Other than class-text, do you have other instructional materials to teach History and Government new syllabus?

.....  
.....

9. Is your school connected to the internet? yes  No

10 Any final thoughts or anything you would like to add?

.....  
.....

**Appendix V: Observation checklist**

School.....

Topic.....

Please use  $\surd$  or  $\times$  where applicable.**A. Teacher preparation**

- |                           |     |
|---------------------------|-----|
| 1. Scheme of work         | [ ] |
| 2. Lesson plan            | [ ] |
| 3. Lesson notes           | [ ] |
| 4. Record of work covered | [ ] |
| 5. Progress records       | [ ] |

**B. Teaching and assessment strategies**

- |                   | Used | Not used |
|-------------------|------|----------|
| 1. Discussions    | [ ]  | [ ]      |
| 2. Simulations    | [ ]  | [ ]      |
| 3. Role play      | [ ]  | [ ]      |
| 4. Dramatizations | [ ]  | [ ]      |
| 5. Field work     | [ ]  | [ ]      |
| 6. Projects       | [ ]  | [ ]      |
| 7. Assignments    | [ ]  | [ ]      |


**C. Instructional resources materials available**

	Relevant	Not relevant
1. Textbooks	[ ]	[ ]
2. Real Objects	[ ]	[ ]
3. Pictures	[ ]	[ ]
4. Handouts	[ ]	[ ]
5. Magazines/journals	[ ]	[ ]
6. Chalkboards	[ ]	[ ]

Remarks.....

.....

## Appendix VI: Research Permit

  
**NATIONAL COMMISSION FOR SCIENCE,  
 TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
 2241348, 310571, 2219420  
 Fax: +254-20-318245, 318249  
 Email: secretary@nacosti.go.ke  
 Website: www.nacosti.go.ke  
 When replying please quote

8<sup>th</sup> Floor, Ujali House  
 Uhuru Highway  
 P.O. Box 30623-00100  
 NAIROBI-KENYA

Ref. No. \_\_\_\_\_ Date: \_\_\_\_\_

**26<sup>th</sup> May, 2014**

**NACOSTI/P/14/1365/1612**

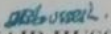
Omondi Fredrick Ouma  
 Moi University  
 P.O Box 3900-30100  
**ELDORET.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Pedagogical issues on the implementation of history and government revised curriculum: A case of schools in Kakamega County-Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for a period ending **27<sup>th</sup> June, 2014**.


You are advised to report to **the County Commissioner and the County Director of Education, Kakamega County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The County Commissioner  
 The County Director of Education  
 Kakamega County.




*National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified*

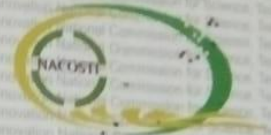


**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



**REPUBLIC OF KENYA**



**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

Serial No. A **1753**

**CONDITIONS: see back page**


**THIS IS TO CERTIFY THAT:**  
**MR. OMONDI FREDRICK OUMA**  
**of MOI UNIVERSITY, 0-50040**  
**BUTULA, has been permitted to conduct**  
**research in Kakamega County**

**on the topic: PEDAGOGICAL ISSUES ON**  
**THE IMPLEMENTATION OF HISTORY**  
**AND GOVERNMENT REVISED**  
**CURRICULUM: A CASE OF SCHOOLS IN**  
**KAKAMEGA COUNTY- KENYA**

**for the period ending:**  
**27th June, 2014**

**Applicant's Signature**

Permit No : **HACOSTI/P/14/1365/1612**  
 Date Of Issue : **26th May, 2014**  
 Fee Received : **Ksh 1,000**



**Secretary**  
**National Commission for Science, Technology and Innovation**