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**USE OF FIELD TRIP METHOD IN HISTORY AND GOVERNMENT
INSTRUCTION: A CASE OF SECONDARY SCHOOLS IN BURETI
DISTRICT, KENYA.**

BY



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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF PHILOSOPHY
IN CURRICULUM INSTRUCTION AND EDUCATIONAL MEDIA,
THE DEPARTMENT OF CURRICULUM, INSTRUCTION AND
EDUCATIONAL MEDIA, SCHOOL OF EDUCATION MOI UNIVERSITY.**

MARCH 2014



ABSTRACT

The purpose of this study was to investigate the use of field trip method in History and Government instruction in secondary schools in Bureti District. The method has not been given greater emphasis as teachers mainly use lecture method. The theoretical framework adopted for the study was the constructivist theory by Jerome Brunner who asserts that learning is an active process as the learner selects and transforms information, constructs hypothesis and makes decisions relying on cognitive structure based on learner's prior knowledge. The objectives of the study included investigation of commonly used methods in History and Government instruction, the use of field trip method as well as teachers' and students' attitude towards field trip method. The study adopted Cross-sectional survey design which employed descriptive and qualitative survey. The sample was drawn from selected secondary schools in Bureti district. A sample of 15 schools and 300 form three History and Government students were selected through a stratified sampling method. Purposive sampling was employed to select 25 History and Government teachers. A pilot study was conducted to ascertain the reliability of the instruments. Primary data was collected through the use of questionnaires while secondary data was derived from documented information from schools' past academic records and other related documents in school and District Education Officer's office. Reliability and validity of the instruments were tested before carrying out the study. The data collected was analyzed by use of descriptive statistics by means of percentages and frequencies. The study revealed that most teachers and students did not use field trip method, though their views were that the use of field trip method had more benefits than the teacher-centered methods which they always use. While on the part of students, they were very positive about it and were of the opinion that field trip method be used more often since it gave them opportunity to participate in the teaching and learning process. The study recommends that History and Government teachers should increase the use of field trip method in their classroom instruction. The findings will help teachers to evaluate and improve on their teaching methods, focusing mainly on providing learners with opportunities to engage in most of the learning activities