

**MISMATCH BETWEEN THEORY AND PRACTICE IN CITIZENSHIP
EDUCATION INSTRUCTIONAL PRACTICES: A CASE STUDY OF FOUR
SECONDARY SCHOOLS IN VIHIGA COUNTY, KENYA**

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DEDICATION

I would like to dedicate this work to my dad, Albert Misigo and lovely mum Margaret Lavoga who have been an inspiration throughout my education and gave me the best educational foundation, character and taught me the essence of hard work.

I also dedicate this work to my brothers, sisters and friends who have diligently given me both financial and moral support.

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ABSTRACT

Effective use of recommended instructional practices is considered integral to the successful implementation of Citizenship Education curriculum. However, literature review reveals that little systematic research concerning mismatch between recommended instructional practices and the actual instructional practices for Citizenship Education has been conducted since the 1970s. This necessitated the current research which sought to examine the actual instructional practices in Citizenship Education in Vihiga County, in Kenya and how it differs from policy instructional practices. The study was guided by the following objectives: explore the use of recommended instructional practices in teaching Citizenship Education; examine reasons for use of recommended instructional practices in the teaching and learning of Citizenship Education and find out the challenges faced by teachers and learners in the use of recommended instructional practices in the teaching and learning of Citizenship Education. Jerome Bruner's Constructivists Theory of Learning was adopted in the study. The target population comprised of all History and Government teachers and students in secondary schools in Vihiga County, of this population, 170 students and 4 teachers of History and Government were selected using the purposive sampling technique to participate in the study. The study adopted qualitative research method, specifically, a multiple case study design. Data generation was done using: observation schedules, interview schedule and focused group discussion guide. Data was analysed inductively through grounded theory technique. The study findings revealed domination of classroom activities over outdoor activities. Secondly, there was a strong influence of contextual factors on the selection and use of instructional practices. Finally, inadequacy in instructional resources was noted to affect the use of recommended instructional practices in Citizenship Education. The study recommends: A curriculum review introducing competence learning that would enhance the use of both classroom and outdoor activities; a re-conceptualization of History and Government teacher training to include teaching of Citizenship Education in different instructional contexts; and an endeavour by both the Government and school administration in availing of adequate instructional resources. The research finding will enable the relevant stakeholders and curriculum developers to make a change in the way the youth are taught thus facilitating the acquisition of skills, aptitudes and values which will enable them to take an active and responsible role in their society.

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LIST OF ABBREVIATIONS

ASSP:	African Social Studies Programme
CRE:	Christian Religious Education
CREDO:	Curriculum Renewal and Development Overseas
DFEE:	Department for Education and Employment
EDC:	Education Development Centre
IEBC:	Independent Election and Boundaries Commission
IEEA:	International Association for the Evaluation of Educational Achievement
KCSE:	Kenya Certificate of Secondary Examination K.I.E: Kenya Institute of Education
KICD:	Kenya Institute of Curriculum Development.
KIE:	Kenya Institute of Education
KLB:	Kenya Literature Bureau
KNEC:	Kenya National Examination Council
NCSS:	National Council for Social Studies
QCA:	Qualifications and Curriculum Authority
UNESCO:	United Nations Education, Science and Cultural Organisation

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter presents; background to the study, statement of the problem, research objectives, and research questions. Justification of the study, significance of the study, assumption, scope of the study, limitations, theoretical framework and operational definition of terms used in this study are also presented.

1.2 Background to the Study

Citizenship Education has been defined by various scholars as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes (Mukhongo, 2010; Print & Coleman, 2003). Furthermore, scholars have identified Citizenship Education to entail knowledge about: government; constitution; human rights; justice; equality; democracy; duties and responsibilities of citizens; cultural norms; social expectations; national economic development aspirations; and historical past (Brett, 2005; Hoge, 2002; Kennedy, 2004; Marshall & Arnot, 2007).

In Kenya, Citizenship Education is integrated in the social studies at the primary school level and in a range of subjects such as religious studies, geography, life skills and, History and Government at the secondary school level. Whereas the 2012 Task Force Report proposes that Citizenship Education should encompass History of Kenya and the Constitution. The Kenya Institute of Education (K.I.E, 2002), states that, the Secondary School History and Government syllabus aims at students achieving; the acquisition of knowledge, ability and show appreciation for critical historical analysis of socio-economic and political organization of African societies; promotion of a sense of nationalism, patriotism and national unity; encouragement

and sustenance of moral and mutual social responsibility. It also aims at equipping learners with skills in; identification, assessment and appreciation of the rich and varied cultures of Kenyan people and other peoples; promotion of the sense of awareness and need for functional democracy for Kenyan people; and promotion of an understanding and appreciation of intra-national and international consciousness and relationships. These objectives are similar to Citizenship Education objectives as identified by Biesta and Lawy, (2006); Morris and Cogan, (2001); White, (2000). The scholars argue that, the subject aims at the development of citizens who are well informed, patriotic, active, moral, and concerned about both preserving their heritage and producing a better future society. Further, Chang'ach (2011), opines that, History and Government is the most appropriate subject for producing a strong feeling of nationalism and integrity of Kenya.

Globally, scholars advocate for a broad mixture of formal and informal approaches -maximal interpretation of Citizenship Education - as opposed to the narrower formal - minimal interpretation of Citizenship Education - (Kerr, 2000; Morris & Cogan, 2001). This kind of Citizenship Education not only includes the content and knowledge components of minimal interpretations, but also actively encourages investigation, integration, participation, interaction and non-formal assessment. Thus, the instructional process of Citizenship Education, lends itself to a broad mixture of teaching and learning approaches, ranging from the didactic to the interactive, both inside and outside the classroom. These structured opportunities are created for student interaction through discussion and debate, and encouragement is given to students to use their initiative through project work, and other forms of independent learning and participatory experiences such as role play, drama, simulations and group work (Kerr, 2000; Morris & Cogan, 2001). The end product is that the students are not

only informed, but also impacted with skills and values that enable them to take an active and responsible role in adult life.

According to K.I.E. (2002), the following instructional practices should be employed in the teaching and learning process of the History and Government syllabus: lecture method, discussion, role playing and dramatization, debates, projects and reading. The 2012 Task Force Report argues that, Citizenship Education should be taught using instructional practices that strengthen co-curricular activities including volunteerism and community out-reach services to enhance relevant values and introduction of the youth to the world of work. It also argues for establishment of a community out-reach service programme that promotes national unity, culture of community service and an introduction to the world of work. For the National Curriculum Policy (2015), the instructional approach adopted should support creativity, innovation, critical thinking and sustainable development.

Scholars have further advocated for various instructional practices in teaching Citizenship Education. For example, Sifuna (2000) argued for active learner participation in the teaching and learning process. The scholar maintains that human rights and democratic education must be developmental in nature. That is, the content must become more and more complex as a learner moves from a lower to a higher grade, and that teachers must adopt participatory teaching and learning, activity-based methods. Mukhongo (2010) refers to these instructional practices as active instructional practices.

What are active instructional practices? And what do they entail? According to Mukhongo (2010) active instructional practices refers to exercises that require students to go beyond remembering the same content form that was in the textbooks

by either manipulating the information, producing the information in a different form, or using it in any other way that actively involved students' cognitive processes. Thus active instructional practices require the use of active learning processes and strategies such as: debate; inquiry method; field trips; dramatising; community activities; group work; problem solving; role play; open discussions; simulation games; project; case studies; and use of resource persons (Mukhongo, 2010; Okobia, 2012).

A qualitative study by Mukhongo (2010) reveals that, there is the inclusion of active instructional practices in both students' textbooks and teachers' guides, which are meant to engage students in active learning process. However, Mukhongo (2010) fails to establish the extent to which the students are engaged in the active instructional practices. Mukhongo (2010) thus recommends that there be conducted a qualitative study that would attempt to determine the extent to which the recommended instructional practices in teaching Citizenship Education are put into practice at the classroom level.

1.3 Statement of the Problem

Kenya has witnessed a growing concern with an increase in injustice through: decreasing confidence in democratic institutions – for example, the 2007 post election violence (Republic of Kenya, 2008a; Republic of Kenya, 2008b)-; Leadership at all levels is characterized by lack of patriotism and integrity, while greed, corruption, personal interests and egos reign supreme (Nasibi, 2015). In addition, Ngunyi and Katumanga (2012) and later Nasibi (2015) have, reported of an increase in radicalization and recruitment of youth into Al-Shabab and other militia groups while a report from the [Transparency International](#) (2013) revealed that, Kenya was one of

the fraud prone countries in Africa; fourth to South Africa, Nigeria and Zimbabwe. For Wamwere (2014), ethnic devolution was killing Kenya.

At school level, it has been reported that students are engaging in immorality – for example, on Monday October 5th 2015 the Daily Nation newspaper reported that the police had arrested 550 students for taking part in a sex, alcohol and drugs party in Eldoret (Lagat, 2015) this came barely two months after it was reported that students were engaging in bhang smoking and sex orgies on a bus on their way to august school holidays (Ngunjiri, 2015). Furthermore, levels of exam cheating have been on the rise with the Daily Nation on Friday 25th March 2016 reporting that, the Kenya Certificate for Secondary Exams (K.S.C.E) exam cheating levels was the worst in Kenya’s history of exams (Aduda, 2016). Perhaps even more deadly is the increase in spate of students burning schools a problem that has been associated with the new measures put in place to curb exam cheating (Olewe, 2016).

The Task Force Report (2012) suggests for orienting of the curriculum materials to integrate Citizenship Education with the aim of inculcating values, which include: Patriotism, tolerance, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people; Human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized; Good governance, integrity, transparency and accountability; and Sustainable development. The Task Force Report (2012) further argues for, an instructional approach that strengthens co-curricular activities including volunteerism and community out-reach services to enhance relevant values and introduction of the youth to the world of work. It also argues for the establishment of a community out-reach service programme that promotes national unity, culture of community service and introduction to the world of work. Furthermore, various approaches to searching

for and investigating historical knowledge have been highlighted in the Kenyan History and Government syllabus (a subject in which Citizenship Education is integrated). Emphasis has been put towards developing independent group and individual study habits through instructional approaches such as; visitations, report writing, research, lecture method, discussion, role playing, dramatization, debates, projects and the use of resource persons (K.I.E, 2002).

When Citizenship Education is well taught and tailored to local needs, its skills and values enhance the democratic life for all the society members, beginning in school and radiating out (Crick, 1998). It is thus important to establish the mismatch between the recommended instructional practices and actual instructional practices. However, there exists a limited knowledge and understanding of what actually happens in Citizenship Education in schools, both in classrooms and elsewhere for little systematic research has been conducted since the 1970s (Kerr, 2000). This study therefore, tried to shed light on the question: ‘What is the nature of mismatch between the recommended and actual (enacted) instructional practices in Citizenship Education?’

1.4 Purpose of the Study

The purpose of the qualitative study was to establish mismatch between recommended instructional practices and actual instructional practices in teaching Citizenship Education through History and Government.

1.5 Objectives of the Study

This study sought to:

- i. To explore the use of recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level.

- ii. To examine reasons for the use of selected recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level.
- iii. To find out the challenges that teachers and learners face in the use of recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level.

1.6 Research Questions

This study aimed at answering the following questions:

- i. Which of the recommended instructional practices are used in the teaching and learning of Citizenship Education at the secondary level?
- ii. What are the reasons for the use of the selected recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level?
- iii. What are the challenges that teachers and learners face in the use of recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level?

1.7 Rationale of the Study

The study was prompted by ongoing discussion on deteriorating citizenship values in Kenya (Nasibi, 2015; Ngunyi & Katumanga, 2012; Republic of Kenya, 2008a; 2008b; Standard media, 2012; [Transparency International](#), 2013; Wamwere, 2014). It was also motivated by concerns raised by researchers about the limited knowledge and understanding of what actually happens in Citizenship Education in schools, at the classroom level (Kerr, 2000; Mukhongo, 2010). Studies that exist recommend several instructional practices for teaching Citizenship Education (Mukhongo, 2010; Oduma, 2005; Osoro, Ondigi & Kiio, 2013; Ruto & Agumba, 2013). However, local studies

that examine the extant instructional practices in actual classroom in the teaching Citizenship Education are rare. This is because most of these studies (Ayot & Patel, 1992; Harber, 1997; Imbundu & Poipoi, 2013; Mukhongo, 2010; Oduma, 2005; Ruto & Agumba, 2013) are only interested in establishing the instructional methods used in Citizenship Education and not the place of recommended instructional practices in Citizenship Education classrooms and schools in Kenya. Interest in this focus was further prompted by a growing recognition among education researchers that, “Even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers” (Kochhar, 1992, p. 170).

1.8 Significance of the Study

This research sheds more light on the factors leading to the mismatch between theory and practice. This may enable researcher to bring about a change in the way the youth are taught thus facilitating the acquisition of skills, aptitudes and values which will enable them to take an active and responsible role in their society. Moreover, it may enable the educationists and policy makers as well as future researchers to gain an in depth view of the mismatch between recommended instructional practices and actual (enacted) instructional practices in teaching Citizenship Education through History and Government.

1.9 Scope of the study

The study was carried out in four secondary schools in Vihiga County, Kenya. It focused on instructional practices in teaching Citizenship Education through History and Government. Form three and four History and Government students participated in the study through focus group discussions. This is because they had been in school longest and thus they had a better understanding of the instructional practices used.

Moreover, form three and form four History and Government lessons were sampled for observation. The criteria for sampling the lessons depended on the ability of the lesson to contain large amount of Citizenship Education content. In addition, teachers of History and Government were included in the study to provide information of how far they used recommended instructional practices and the challenges they faced.

1.10 Limitation of the study

The following are the limitations of the study:-

In any research undertaking, there are no perfect research designs, but rather trade-offs (Patton, 1990). This study took place in four schools; therefore, the sample is not meant to be representative of all secondary schools of Vihiga County. The sample is small and, therefore, it is not possible to make definitive generalizations or extrapolations about Citizenship Education for the entire schools in the county. However, the small number of participants enhanced the selection of “information-rich cases” (Patton, 1990, p. 169), for in depth study. Hence, the small number of participants enabled me to spend more time studying the individual cases, hence gaining a thorough understanding of each case.

Another important limitation to note is that, in this kind of study participants may either exaggerate or fail to give honest responses about the actual Citizenship Education instructional practices due to fear of victimization (Punch, 2014). To minimize this, anonymity of the participants and schools was protected by the use of pseudonym and the removal of any potential revealing data. Furthermore, triangulation of both the sources (collecting data from both students and teachers) and the methods (collecting data through; observation schedules, interview schedule and focus group discussion guide) were employed to enhance credibility of the study.

Finally, as in any research, this study experiences the limitations of interpretation of the research findings. The study being a qualitative inquiry, the researcher is the main research instrument. Thus, the research design includes the interpretation of the findings which is affected by the researcher's personal experiences (for example, I am a teacher of History and Government) and own biases (for example, my own beliefs of how students should be involved in the recommended instructional practices). Nevertheless, efforts were made to minimize this limitation through systematic keeping of a researcher journal. This enabled the researcher to reflect on what was observed and heard during the instructional process, interviews and interactions with the participants throughout the research (Lincoln & Guba, 2000). Also the research employed triangulation of investigators where by both the researcher and one research assistant collected, analyzed and made comparisons of the research results to determine consistency (Stake, 2006).

1.11 Assumption of the Study

The research adopted the assumption that teachers of History and Government were fully aware of the recommended instructional practices in teaching the Citizenship Education content.

1.12 Theoretical Framework

This study sought to create an understanding of the extent to which recommended instructional practices are put into practice while instructing Citizenship Education through History and Government at the school level. To achieve these, the study employed Bruner's (1966) theory of constructivism. According to constructivists, learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so.

Cognitive structure (that is, schema, mental models) provides meaning and organization to experiences and allows the individual to go beyond the information given (Bruner, 1966).

The constructivists' philosophy opines that, the work of an instructor is to try and encourage students to discover principles by themselves. According to Bruner (1966), the instructor and student should engage in an active dialogue (socratic learning). The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. Thus, for constructivists, learning is adaptive as it integrates new knowledge with the existing knowledge and allows for generation of innovative idea or work. Furthermore, the purpose of education is not to impart knowledge, but instead to facilitate children's thinking and problem solving skills which can then be transferred to a range of situations in the daily life in the society (Bruner, 1966).

Bruner's principles of learning are further advocated for by the policy documents for teaching Citizenship Education in Kenya. For instance, The Task Force Report (2012) suggests for an instructional approach that strengthens co-curricular activities including volunteerism and community out-reach services, enhances relevant values and introduces the youth to the world of work. Similarly, K.I.E. (2002) recommends for the use of study approaches such as: visitations, report writing, research, discussion, role playing, dramatization, debates, projects and the use of resource persons. It is, therefore, in line with the conception of the constructivism theory that this study tried to establish mismatch between recommended instructional practices and actual (enacted) instructional practices in teaching Citizenship Education through History and Government.

1.13 Operational Definition of Terms

Instructional practices- refer to the specific activities – such as: group work; problem solving; role play and open discussions- performed in class by both the teacher and learners that lead to realization of the specific instructional objectives.

Citizenship Education- refers to a subject that is integrated in History and Government through the Kenyan secondary school curriculum with the aim of developing knowledge, skills and values for effective citizenry.

Recommended instructional practices- refers to the specific activities (such as: debate; inquiry method; field trips; dramatizing and community activities) that are advocated for by policy documents (K.I.E 2002 & The Education Task Force, 2012) and scholars to be performed in class by both the teacher and learners in order to realize objectives of instructing Citizenship Education.

Actual instructional practices- refers to the specific activities (such as: teacher talk, use of textbooks and note taking) that the teacher selects and involves learners with the aim of realizing the objectives of Citizenship Education.

Gap- refers to the extent to which, the instructional practices selected and used by the teacher during Citizenship Education differ from instructional practices advocated for by Citizenship Education scholars and policy documents.

1.14 Organization of the Thesis

This thesis has five chapters. Chapter One outlines the background to the study, statement of the problem, research objectives, research questions, significance of the study, justification of the study, limitations, assumption, scope of the study, theoretical framework and operational definition of terms used in this study. Chapter Two presents a critical analysis of Citizenship Education and the extent to which recommended instructional practices are put into practice at the school level. Moreover, both the Citizenship Education content and the recommended instructional practices are discussed in detail in this chapter.

In Chapter Three, the study's multiple case study research design and methodology is described. Furthermore, the sampling process, data collection, and data analysis used in this study are detailed along with the strategies used to ensure research quality. Chapter Four offers an in depth examination of Citizenship Education in four schools in Vihiga county. In analyzing data, the data analysis process is divided into two phases: within-case (PHASE ONE) and cross-case analyses (PHASE TWO). The first phase provides case based narratives of how various recommended instructional practices are used in teaching Citizenship Education while the second phase provides a cross-case analysis which explores the use of recommended instructional practices in Citizenship Education across the four cases. Finally, Chapter Five provides a summary and conclusion of the study, and later a set of recommendations stemming from the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter I present a critical analysis of instructional practices in Citizenship Education. As a starting point, the definition, aims, content and approaches to Citizenship Education are examined. Next the meaning, importance and recommended instructional practices for teaching Citizenship Education are reviewed. Furthermore, an analysis of specific recommended instructional practices in Citizenship Education is provided. Afterwards, a review of studies examining a mismatch between the recommended instructional practices and the actual (enacted) practice at the school level is offered together with insights into factors that enhance the mismatch. To enhance holistic view of instructional practices in Citizenship Education, the review was presented systematically starting with the global view of Citizenship Education before narrowing down to Africa and then Kenya.

2.2 Instructional Process in Citizenship Education

Instruction refers to an overall approach taken by the teacher to achieve educational outcomes (Ndaloh, 2008). The instructional process is made up of three components; objectives, methods, and evaluation. For Ndaloh (2008), these three components exist in a close relationship with the methods connecting the objectives to the evaluation. Thus the learners and the teacher interact in the classroom in order to achieve the desired educational outcomes.

A further critical analysis of Shulman 1987 arguments notes that, desired educational outcomes are achieved when the teacher is able to combine his or her understanding of a topic with instructional strategies. This combination is only possible through application of pedagogical content knowledge which Shulman (1987) described as the blending of content knowledge and pedagogical knowledge into an understanding of how particular topics, problems, or issues are organized, adapted and represented for

instruction. The author further notes that, content knowledge refers to the concepts, principles, relationships, processes, and applications a student should know within a given academic subject. He observes that, academic disciplines are the primary source of school subjects because they provide the knowledge, understanding, skill, and disposition that are to be learned by school children. Shulman (1987) argues that, in classroom practice a teacher necessarily transforms his or her previously learned subject matter of the academic discipline into the subject matter of the school subject, which is embodied in the “forms that are pedagogically powerful and yet, adaptive to the variations in ability and background presented by the students” (Shulman, 1987, p. 15). Thus, Shulman emphasizes the need of understanding content knowledge in a particular academic discipline including knowledge of central facts, concepts, theories, and procedures; knowledge of explanatory frameworks that organize and connect ideas; and knowledge of the rules of evidence and proof (Shulman, 1987). Similar views have been shared by Nasibi and Kii (2005) who observe that, there is need for establishment of the objectives and nature of content when planning for instruction. It is in this focus that, in the next section of the chapter I provide a vivid description of the definition, aims, content and approaches to Citizenship Education.

2.2.1 Citizenship Education

The complex and contested nature of the concept of Citizenship Education leads to a broad range of interpretations. These interpretations mean that there are many different ways in which Citizenship Education can be defined and approached (Kerr, 2000). This is underlined in a number of recent comparative studies on citizenship, civics and education for democracy which shows that context is particularly important in reviewing Citizenship Education. Thus Citizenship Education that works in one context cannot simply be transferred to another (Kerr, 2000). A further review of

literature reveals: historical tradition; geographical position; socio-political structure; economic system, and global trends, to be the contextual factors which influence the definition of and approaches to Citizenship Education. Citizenship Education is thus construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens (Mhlauli, 2012). It is in light of this that the United Nations Education, Science and Cultural Organisation (UNESCO, 2006), offers the definition of Citizenship Education to be, educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society.

Several terms are associated or used interchangeably with Citizenship Education in school programmes, these terms include; civics, social sciences, social studies, world studies, study of society, education for democratic Citizenship, life skills, moral education and character education (Ogunyemi, 2011). Also Citizenship Education has links to curriculum subjects and options, including history, geography, economics, law, politics, environmental studies, values education, religious studies, languages and science (Kerr, 2000). Staeheli and Hammett (2012), in particular, single out History and Government to be one of the subjects that comprise Citizenship Education because of its way of highlighting the shared history that shapes the political subjectivity of citizens. Similarly, UNESCO (2006) observes that many countries across the world are using social studies to encourage the development of civic education programmes that go beyond the simple patriotic models of citizenship that merely demanded unquestioning loyalty to the nation-state. UNESCO (2006) attributes this to the broad platform for Citizenship Education that social studies provides.

2.2.1.1 Aims of Citizenship Education

In a similar view to the definition of Citizenship Education, so are the aims of Citizenship Education contested. Sim and Print (2009) attribute this to the diverse discourse communities that exist, and the many needs, goals and beliefs assigned to Citizenship Education. However, several scholars view the aims of Citizenship Education to be: development of citizens who are well informed, patriotic, active, moral, and concerned about both preserving their heritage and producing a better future society (Biesta & Lawy, 2006; Morris & Cogan, 2001; White, 2000). Rasul (nd) further identifies the other objectives of teaching Citizenship Education to be, provision of knowledge of how government and other institutions in any given state work, development of a sense of volunteerism, consciousness and responsibility in youth, and instilling a sense of national identity. Other Citizenship Education objectives identified include: the preparation of young people for active and informed democratic participation, integration of the youth into society and the promotion of an international awareness (Kerr 2003a & b).

Kerr (2003b) further categorises the aims of teaching Citizenship Education into cognitive, psychomotor and affective domains of learning. The author refers this to '*education about*' citizenship, '*education through*' citizenship and '*education for*' citizenship respectively. '*Education about*' citizenship involves developing knowledge and understanding of national history and the structures and processes of government and political life as done in the traditional, classroom-based civic education. '*Education through*' citizenship requires a more active approach on the part of students, where they participate in school and community life; this practical experience reinforces the knowledge component. While '*education for*' citizenship not only combines '*education about*' citizenship and '*education through*' citizenship, but also equips pupils with skills, aptitudes and values which enable them to take an

active and responsible role in adult life. It thus requires students to participate actively and sensibly in the roles and responsibilities they would encounter in their adult lives. Kerr (2000) concludes by comparing the instructional process in the three strands of Citizenship Education and establishes that, it is much easier to achieve the goals of 'education about' citizenship', than the other two strands. He however cautions that, what is taught for one or two hours per week in the classroom is not sufficient to equip students with what is required for their future participation in their adult life. Thus the author argues for an 'education for' citizenship approach, which will enable shape and change the attitudes and behaviour of young people through into their adult lives.

Literature from different parts of the African continent on Citizenship Education identifies the aims of teaching Citizenship Education to be; training of students to be useful and acceptable members of the society; equipping students with the requisite knowledge, skills and values, attitudes and dispositions relevant for producing functional and effective citizens; helping the students develop the ability to make informed and reasoned decisions for public good as citizens of a culturally diverse and democratic society in an interdependent world (Mhlauli, 2012; Okobia, 2012).

In Kenya, the aims of teaching Citizenship Education through History and Government are contained in the K.I.E, (2002) Secondary School History and Government Syllabus. According to this document, the teaching and learning of History and Government subject is aimed at enabling students achieve the following objectives: acquisition of knowledge, ability and show appreciation for critical historical analysis of socio-economic and political organization of African societies; promotion of a sense of nationalism, patriotism and national unity; encouragement and sustenance of moral and mutual social responsibility; identification, assessment

and appreciation of the rich and varied cultures of Kenyan people and other peoples; promotion of the sense of awareness and need for functional democracy for Kenyan people; and promotion of an understanding and appreciation of intra-national and international consciousness and relationships. Furthermore, The Task Force Report (2012) proposes for the re-orienting of the curriculum materials to integrate Citizenship Education as a core subject at all learning levels. It identifies the aims of Citizenship Education to include inculcation of values such as: Patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people; Human dignity, equity, social justice, inclusiveness, non-discrimination and protection of the marginalized; Good governance, integrity, transparency and accountability; and Sustainable development. In general, the major aim of teaching Citizenship Education through History and Government in Kenya is to equip students with skills, aptitudes and values which enable them to take an active and responsible role in adult life. With this focus, Citizenship Education in Kenya can be construed as one that aligns to what Kerr (2003b) refers to as '*education for*' citizenship.

2.2.1.2 Content for Citizenship Education

The achievement of the aims of Citizenship Education relies on the nature of content it disseminates to the students. Several scholars across the world have identified Citizenship Education to entail knowledge about: government; constitution; human rights; justice; equality; democracy; morality; nationalism; patriotism; duties and responsibilities of citizens; cultural norms; social expectations; tolerance; respect; national economic development aspirations; and historical past (Brett, 2005; Hoge, 2002; Kennedy, 2004; Kerr, 2000; Marshall & Arnot, 2007; Nasibi, 2015).

Similarly, Naval, Print, and Veldhuis (2002) have summarised the major themes in Citizenship Education to be characterised by: learning about government; democratic

institutions; national allegiance; the legal system; national constitutional and political history; as well as, the responsibilities of citizens understanding democratic principles and processes. They further view Citizenship Education to comprise of; broader conceptualisations of national identity, democratic values, citizen rights and responsibilities (including human, social and political rights), global and multiple citizenships, the rule of law and judicial independence.

Based on Citizenship Education content, Kerr (2000) derives the *separate, integrated and cross-curricular* approaches to Citizenship Education curriculum. According to Kerr (2000), the *separate approach* provides for teaching of Citizenship Education content as a specific subject or aspect such as; in Taiwan, Japan, and Thailand where Civics is the responsibility of a specific group of teachers, specific textbooks are provided and it is included as a component of high stakes assessment exercises (Morris & Cogan, 2001). Secondly, the *integrated approach* involves incorporation of Citizenship Education content into a broader course, often social sciences or social studies, and linked to other subjects and curricular areas e.g. in Australia and Hong Kong and to a lesser degree in the USA where Citizenship Education content is typically assigned to the social studies area of the curriculum (Morris & Cogan, 2001). Finally, the **cross-curricular approach** is where Citizenship Education content is neither structured as a separate subject nor topic, nor is it part of an integrated course, but instead it permeates the entire curriculum and is infused into subjects.

Kerr (2000) further classifies Citizenship Education curriculum basing on who has the authority to develop it. The author identifies two other approaches to curriculum development in Citizenship Education; first is the *statutory approach*; where the curriculum is developed at the national level, for example in England, the Department for Education and Employment/Qualifications and Curriculum Authority

(DFEE/QCA, 1999) announced that, citizenship be a statutory component of the National Curriculum (Evans, 2006). Other countries using this approach are Japan, Taiwan, and Thailand, where Citizenship Education is delivered through discrete and compulsory school subjects via direct policy actions (Kerr, 2000). Secondly is the *non-statutory approach*; where greater freedom of Citizenship Education curriculum development is left to states, districts, municipalities, schools and teachers. A good example being Canada which has no national curriculum, all provinces and territories have some form of Citizenship Education in their elementary and secondary curricula (Evans, 2006). Other countries using this approach are Australia, Hong Kong, and the USA, where states and or schools decide the nature of the curriculum while the government is relied on more indirect policy actions (Kerr, 2000).

In Africa, scholars tend to concur that Citizenship Education is being taught as an integrated subject in social studies (Jotia & Matlale, 2011; Mhlauli, 2012; Okobia, 2012; Okoth, 2015). In particular, Mhlauli (2012) observes that, the social studies curriculum in most of the African countries has been revised to reflect African; culture, language, literature and traditions. The author further reveals of cases in which Citizenship Education content has been integrated in social studies curriculum of several African countries. He begins with; Botswana where there is content of enhancing a strong moral code of behaviour that is compatible with the ethics and traditions of Botswana; Kenya where there is emphasis on appreciation of the local communities as well as national political unity and finally Nigeria where social studies concentrates on the local community, family, culture, health and economic well-being. In a similar view Adeyemi (2015), observed that social studies programs were structured along the integrated methodology with the infusion of contemporary issues in two national universities in Botswana.

Literature from Kenya reveals of an integration of Citizenship Education content in the History and Government syllabus at the secondary level and the Social studies syllabus at the primary level (Mukhongo, 2010). In particular, K.I.E. (2002) outlines key themes in History and Government syllabus to include; the social, economic and political organizations of various communities, issues of morality, responsible citizenship, good governance, national integration, conflict resolution and international cooperation. Furthermore, a number of themes which address individual honesty, health and integrity are selected to enable learners cope with the challenges of the day such as, HIV/ AIDS, drug abuse and corruption. The in-cooperation of these themes is meant to enable the learner to develop into a socially and economically useful member of the society (K.I.E, 2002). In addition, a study by Mukhongo (2010) reveals that, the Citizenship Education themes in-cooperated in state- sponsored social studies books to be: democracy and human rights, national unity and multicultural identity in Africa, ethnic conflict and resolution, globalization, and the legacy of colonialism in African education. On contrary, Were (1999) in her critical study of History and Government syllabus and textbooks in Kenya secondary schools, points out a mismatch between the knowledge produced by academic historians and that consumed in the schools. The author argues that, the syllabus suffers from bias of omission in relation to the world, Africa, women, and cultural histories. It should be however noted that Were's (1999) study was carried out before the inception of the K.I.E. (2002) History and Government syllabus.

Kenya has also adopted a *statutory approach* to Citizenship Education curriculum development (Mukhongo, 2010). To prove these, Mukhongo (2010) cites the preparation of the syllabus by a centralized educational system known as the Kenya Institute of Curriculum Development (K.I.C.D.) – previously referred to as Kenya

Institute of Education (K.I.E.). Furthermore, the author identifies the big role played by the state in provision and approval of instructional materials such as text books, provision of financial support through the “free primary education” and the “free day secondary education,” and preparation and conducting national examinations through the Kenya National Examination Council (KNEC).

2.2.1.3 Approaches to Implementation of Citizenship Education

The implementation of the Citizenship Education curriculum further provides us two sets of interpretations; the *minimal* and *maximal* interpretations (McLaughlin, 1992). According to Kerr (2000), the *Minimal* interpretation is characterized by narrow definition and approaches of Citizenship Education -what has been termed ‘civics education.’ The author further argues that, this kind of interpretation of Citizenship Education is largely content-led and knowledge-based. The interpretation is centered on formal education programs that concentrate on the transmission to students of knowledge of; a country's history and geography, structure and processes of its system of government, and its constitution. It lends itself to didactic teaching and learning approaches, with teacher-led, whole-class teaching as the dominant medium. Therefore, there is little opportunity or encouragement for student interaction and initiative. As the outcomes of minimal approaches are narrow, largely involving the acquisition of knowledge and understanding, thus often easily measured through written examinations (Kerr, 2000).

Kerr (2000) summarizes the *Minimal* interpretation of Citizenship Education to be reputed for philosophical, curriculum and pedagogical outcomes which are thin, elitist, formal, content-led, knowledge-based, didactic, transmission, easier to achieve and measure in practice. Morris and Cogan (2001), further cite the Asian societies (Japan, Taiwan, and Thailand) to be closer to the *minimal* end of the continuum. This

is because the curriculum at both the national and school level in Japan, Taiwan, and Thailand is formal, content-led, knowledge-based and assessed by traditional means. Also there are strong boundaries between subjects, and teachers have little influence on key curriculum decisions.

The *Maximal* interpretation is characterized by a broad definition of Citizenship Education (Kerr, 2000). It seeks to actively include all groups and interests in society. For Kerr (2000), *Maximal* interpretations leads to a broad mixture of formal and informal instructional approaches - what has been termed “Citizenship Education”- as opposed to the narrower “civics education”. The author further argues that, this Citizenship Education includes the content and knowledge components of *minimal* interpretations, but actively encourages investigation, integration, and interpretation of the many different ways in which these components (including the rights and responsibilities of citizens) are determined and carried out.

To Kerr (2000), the primary aim of the *Maximal* interpretation of Citizenship Education is not only to inform, but also to use that information to help students understand and enhance their capacity to participate. Thus he considers the *Maximal* interpretation of Citizenship Education as much about the content as about the process of teaching and learning. This interpretations of Citizenship Education, lends itself to a broad mixture of teaching and learning approaches, from the didactic to the interactive, both inside and outside the classroom. Hence, structured opportunities are created for student interaction through discussion and debate, and encouragement is given to students to use their initiative through project work, other forms of independent learning and participatory experiences (Kerr, 2000).

Kerr (2000) concludes that the *Maximal* interpretation of Citizenship Education draws from philosophical, pedagogical and curriculum elements which are thick, inclusive, activist-oriented, participative, process-led, values based, interactive interpretation, and more difficult to achieve and measure in practice. Morris and Cogan (2001), further identifies schools in the Western societies (the USA and Australia) to be nearer to the *maximal* end of the continuum. They argue that, in the USA and Australia, in both national and school-level policies, the focus is more on Citizenship Education that encourages: participation, interaction, integration, and non-formal assessment. In these countries teachers are provided with a great deal of discretion in the choice of content and resources for instructing Citizenship Education.

In line with the *Maximal* interpretation (broad definition) of Citizenship Education, several instructional methods have been identified. These methods focus on engaging students in active learning experiences, stimulating an understanding of values and encouraging reflective, critical thinking (Biesta & Lawy, 2006; Morris & Cogan, 2001; White, 2000). Torney-Purta, Schwille and Amadeo (1999), summarize by arguing that the instructional approach adopted in Citizenship Education should be: cross-disciplinary, participative, interactive, related to life, conducted in a non-authoritarian environment, cognizant of the challenges of societal diversity and co-constructed with parents and the community as well as the school. Hence the instructional process needs to be as inclusive as much as possible and aim at preparing citizens with an inclusive understanding of national identity and citizenship (Rasul (nd).

Scholars have further identified the specific instructional practices that are suitable for the instructional process in Citizenship Education, they include; collaborative research projects, discussion of public issues, simulations, participation in student government,

participating in games, role-playing behavior, and other kinds of simulated political action (Althof & Berkowitz, 2006; Finkel & Ernst, 2005). Other instructional practices include: problem solving, co-operative learning, drama, issue-centered case analysis, peace-building programs, community participation activities, public information exhibits, online international linkages, and youth forums (Evans, 2006; Schuitema, Dam & Veugelers, 2008). The practices are highly recommended for in Citizenship Education for they have proved to generate civic skills, development of democratic values, positive attitudes towards legal forms of participation, instilling social responsibility, and cohesion (Finkel & Ernst, 2005; Morris & Cogan, 2001). They also make learning meaningful to students and involve the students in actively building the knowledge (Schuitema et al., 2008). Therefore, students not only learn about Citizenship Education but also internalize the important Citizenship Education values and skills.

The above recommended instructional approaches take inspiration from the works of John Dewey (1966), and Paulo Freire (1972). For Dewey (1966), democracy is not merely a form of government but rather about inclusive ways of social and political action, thus everyday processes, practices and experiences are important in teaching Citizenship Education (Biesta, Lawy & Kelly, 2009). Freire (1972) developed pedagogical methods and a philosophy of education that decries the ‘banking’ approach to education in which educators needed to develop context-specific pedagogical methods through which teachers and pupils use dialogue to open up the critical consciousness of the people. Freire (1972) thus emphasizes the importance of local contextualisation in the instructional process (Johnson & Morris, 2010).

A closer look at studies on Citizenship Education from different parts of Africa reveals the recommended instructional methods for teaching Citizenship Education

content to be: inquiry-based, cooperative, experimental and reflective (Adeyemi, 2000). These instructional methods utilize active instructional practices such as; open discussions, community activities, role play, simulation, games, case studies, debates and problem-solving (Okobia; 2012). The methods are favoured for they place students in different learning situations in which they can not only practice Citizenship Education skills but also actively engage in the creation of knowledge and understanding. Thus the learner takes the “driver’s seat” in the learning process thereby giving him or her, the opportunity for knowledge discovery (Okobia, 2012). Furthermore, these methods are credited for enabling students to autonomously redefine themselves as well as their own world which equips them with skills for functioning in today’s increasingly complex and global environment (Jotia & Matlale, 2011). Lastly the methods nurture well-informed citizens who are caring, responsible and engaged, and have critical thinking skills (Ogunyemi, 2011).

In Kenya, various approaches have been recommended for implementation of the Citizenship Education through History and Government syllabus. According to K.I.E. (2002) when teaching Citizenship Education through History and Government, emphasis should be put towards developing independent group and individual study habits. It thus recommend for the use of study approaches such as: visitations, report writing, research, lecture method, discussion, role playing, dramatization, debates, projects and the use of resource persons. The 2012 Task Force Report further argues that, Citizenship Education should be taught using instructional practices that strengthen co-curricular activities including volunteerism and community out-reach services to enhance relevant values and introduction of the youth to the world of work. It also argues for establishment of a community out-reach service programme that promotes national unity, culture of community service and introduction to the

world of work. In this type of learning, the learner is to actively participate in the learning process through carrying out active instructional practices. Furthermore, the National Curriculum Policy (2015) proposes for adoption of an instructional approach that supports creativity, innovation, critical thinking and sustainable development. Thus Citizenship Education in Kenya is to be instructed from the broad mixture of teaching and learning approaches, that are both didactic and interactive, and that take place both inside and outside the classroom. It is in view of this that, Citizenship Education in Kenya can be understood as one that aligns to what Kerr (2003b) refers to as '*Maximal*' continuum of Citizenship Education.

Further instructional recommendations have been put forward by several scholars in Kenya. For instance, Mukhongo (2010) argues for the training of young people on how to live in a democratic and pluralistic society due to the intolerance and violence prevalent in African countries. The author states that, instruction in Citizenship Education must go beyond memorization and passive learning that encourages regurgitation of basic information to instilling critical thinking skills in students so as to enable students to be aware of their social context. She thus recommends for the use of active instructional practices and the creation of an appropriate class and school environment conducive to implementing democratic and human rights principles. Similar views have been shared in other studies carried out in Kenya which have recommended for the use of active instructional practices that allow children to be involved in practical activities with less "teacher talk" (Ruto & Agumba, 2013; Oduma, 2005). The active instructional practices have been viewed to make the teaching and learning of History and Government stimulating and interesting (Kiio, 1999). Furthermore, the need to relate History and Government to the present life experiences through inquiry methods that allow students to ask questions; raise and

solve problems has also been advocated for by Osoro, Ondigi and Kiio (2013). The advantage of this is that it helps make the students see the importance of History and Government and be inquisitive and critical about the society.

With the definition, aims, content and approaches to Citizenship Education examined, the next section of the chapter focuses on the recommended instructional processes and practices for teaching and learning of Citizenship Education.

2.2.2 Instructional Practices

In his theory on pedagogical content knowledge, Shulman 1987 also talks of pedagogical knowledge. According to the author, pedagogical knowledge refers to the deep knowledge about the processes and practices or methods of teaching and learning. Various scholars, Nasibi and Kiio (2005), and Ruto and Agumba (2013) have however used the term instructional methods in the place of pedagogical knowledge. To them, instructional methods denote the various models of delivery systems or teaching and learning strategies employed in an educational process with the view of facilitating the attainment of the set goals or objectives.

For Ruto and Agumba (2013), instructional methods are important variables in effective teaching and learning for they form the most important bond in the teaching and learning chain that links the objectives with the results and thus determining the quality of results. Kochhar (1992) argues that, even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teachers. To enhance the effectiveness of any instructional method, several instructional practices are incorporated in the teaching and learning process. According to Ndaloh (2008), instructional practices are the specific activities performed in class by both the teacher and learners that lead to

realization of the specific instructional objectives. Thus for Ndaloh (2008), instructional practices are the building blocks of effective teaching and learning.

According to Mukhongo (2010), instructional practices can be classified into two categories on the basis of the role of the learner in the teaching and learning process. The first category is passive instructional practices that involve learner activities such as: taking notes; writing meanings, examples and applications (Nasibi & Kiiio, 2005) while the teacher's role is to teach, talk and give explanations (Ahmad & Aziz, 2009). Thus teachers are regarded as custodians of knowledge while learners are supposed to memorize and remember it.

The second category is the active instructional practices that involve learner activities such as: seeking and finding information, discovering meanings, attempting translations and definitions, thinking of examples and applications, making notes, summaries and compositions and judging critically (Nasibi & Kiiio, 2005). Eken (2000) notes that, the teacher's role in active instructional practices is to facilitate students' in carrying out the learning activities and not to unilaterally dispense knowledge.

2.2.2.1 Recommended Instructional Practices for Citizenship Education

Several scholars across the world have analyzed specific recommended instructional practices as used in teaching Citizenship Education. These instructional practices include: debate; inquiry method; field trip; dramatising; service learning; group work; problem solving; role play; discussion; simulation games; project; case studies; and use of resource persons (Mukhongo, 2010; Okobia, 2012).

Case studies

According to Ndaloh (2008), this is a detailed study of a small unit which is then used to represent a larger population. This approach to Citizenship Education is important for it enables learners to see the relationship of what they are learning in class and what is found in the real world (Ndaloh, 2008). Case studies can be effectively used in the instructional process of the topic, ‘Constitution and Constitution making’ (form two), whereby the teacher can involve the students in activities such as; analyzing a history club constitution, that is, finding out how many sections is it divided into, the provisions for its amendment, and the powers and functions of club officials (History and Government Book Two, 2014).

Field trip or educational excursion

Field trip is the practical method of teaching social studies which involves removing the learners from the classroom to actual places of interest in the field (Ndaloh, 2008). According to Ruto and Agumba (2013), a field trip or 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. Some of the topics in History and Government that can be taught effectively using this method include; ‘Devolved Government’ (form four), in which students can make a visit nearby county assembly and ‘Public Revenue and Expenditure’ (form four), in which students can make a visit

to the nearby revenue collection offices to study their functions and operations (History and Government Book Four, 2013).

Use of inquiry method

Inquiry method is defined as, the systematic examination of a problem in an effort to get a solution (Mhlauli, 2012). The author further observes that, the method was widely recommended by the Mombasa conference of 1968 for teaching and learning process of Social studies. This is because it is based on relevant individual's needs, interests and social problems thus students are given an opportunity to make choices between alternative courses of action and analyze what is involved in the decision made (Mukhongo, 2010). Stearns (2000) concludes that, the key to developing historical habits in students mind is through having a repeated experience in historical inquiry. The inquiry can be best applied when teaching the topic 'Democracy and Human Rights' (form two) in which, the teacher can involve the students in activities such as; conducting a library research and identifying cases of human rights violations from the newspapers, extracting information from newspapers on challenges facing democracy and writing a report (History and Government Book Two, 2014).

Project method

According to Callahan and Clark (1990) the project method refers to any unit of activity, individual or group, involving the investigation and solution of problems that is planned and carried to conclusion by a student or students under guidance of the teacher. Nasibi and Kiio (2005) argues that, the project method aims at developing the child into a decent worthwhile citizen by actively involving him or her in the learning process and freeing the individual from traditional school environment, which is usually marked with passivity and lacks keenness and real life. The more students engaged in small group projects the more they increased in levels of tolerance, civic

duty, and approval of legal behaviors (Finkel & Ernst, 2005). The following are areas in History and Government that can be taught effectively using project method as instructional practices: students drawing a simple budget of the History club showing the amount of revenue and ways of expenditure; students reading or listening to a story about great personality then writing the achievements of this great personality (Nasibi & Kiio, 2005).

Use of symposia method

A symposium is a meeting at which experts have discussions about a particular subject (Oxford Dictionary of English, 2003). Imbundu and Poipoi (2013) argue that this method provides ideal situations for learning History and Government for students are able to discuss, share and exchange experience as well as ideas. The method tends to supplement the classroom teaching of the subject, and therefore increase students' enthusiasm in learning History and Government. To support this view, Beyer (1985) argued that the symposia method has ability to determine logical inconsistency in a line of reasoning hence it enhances critical thinking. Through the use of Symposia activities the students can best learn topics such as; 'Political developments and the struggle for independence in Kenya between 1919 and 1963' (form three) whereby, students can be involved in discussion of political activities in which African women participated in Kenya up to 1963, and compare them with the political role played by women in the struggle for second liberation between 1990 and 2002 (History and Government Book Three, 2013).

Open discussions

Nasibi and Kiio (2005) define discussion as, an approach of teaching in which the students under the teacher's guidance exchange points of view so as to arrive at a collective decision or conclusion on a given issue or topic. Nasibi and Kiio (2005)

further categorises the discussion approach in to whole class discussion and group discussion. It is however the group discussions that is more effective in the teaching and learning of Citizenship Education for it stimulates students' critical-thinking skills and enhances perspective-taking. While discussing together, students have to think about social issues in an active way and must consider other students' opinions (Schuitema et al., 2008). Furthermore, it is assumed that discussing in group benefits the interaction between students and helps them to practice communication skills, to resolve differences of opinion, and to respect and tolerate disagreement (Hicks, 2001). Discussion activities can be effectively used in the instructional process of the topic, 'Lives and contributions of Kenyan leaders' in which students can discuss the contributions of Jaramogi Oginga Odinga in the fight for multi- party democracy (History and Government Book Three, 2013).

Simulation activities

Simulation activities involve recreation of some type of reality (system or environment) which also includes instructional elements that help a learner explore, navigate or obtain more information about that system or environment that cannot generally be acquired from mere experimentation (Oxford Dictionary of English, 2003). Lemleck (2000) observed that, when simulation activities are used to teach, they encourage critical thinking among students at all levels; help to build a relationship between the school and the community; allow students to form their impressions and encourage them to work for themselves on the various aspects of social life of their community. The author further argued that, through these exposures, the students learn to combine theory and practice of how things work by bringing real life experience into the classroom. Similar views were shared by Callahan and Clark (1990) who argued that, strategies like simulation and problem

solving activities give high motivating values and help students develop intellectual skills inculcating in them skills of rational thinking, appreciating relationships, understanding processes and building values and attitudes. The teacher of History and Government can effectively use simulations while teaching the topic; ‘The Social, Political and Economic Developments and Challenges in Kenya since Independence’ (form four). Through computer simulations the teacher can recreate the assassination of various prominent leaders such as; Pio Gamma Pinto, Tom Mboya and Josiah Mwangi Kariuki (History and Government Book Four, 2013).

Problem based learning

According to Mayer and Wittrock (2006) problem solving is “a cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver (p. 287).” The method was recommended for teaching social studies by the Mombasa conference of 1968 for it develops a democratic adventure, as well as the intellectual, critical, and cooperative aspects of the learners (Mhlauli, 2012). Mhlauli (2012) further argues that, the most effective and natural education occur when problem solving is applied in the classroom as it encourage critical thinking and participation among learners through engaging them in cooperative adventures that turns the classroom into a microcosm of democracy and thereby allowing the child to acquire skills and values of democracy. Similarly Schuitema et al. (2008) argues that, the problem solving approach gives room for dialogue and interaction between students, which is considered to be crucial for their moral and pro social development. The problem solving approach can be best utilized when teaching the topic; ‘The Social, Political and Economic Developments and Challenges in Kenya since Independence’ (form four). Through this approach the learners might be required to examine how corruption affects the Kenyan economy, how it leads to social stratification, how it

affects Kenyan politics and also suggest possible solutions for curbing it (History and Government Book Four, 2013).

Use of Drama and Role play

Drama and Role play are instructional practices in which the students try to clarify a situation by acting out roles of the participants in the situation (Nasibi & Kiio, 2005). The difference between the two is that in drama there is rehearsal while role play is unrehearsed dramatization.

Moral dilemmas cannot be solved by a matter of presenting the right arguments but of placing values in a historical and cultural context (Schuitema et al., 2008). Drama and role play have the ability of providing a stimulating context for students in which they can think and reason about these moral dilemmas. This is because they involve students in the learning process emotionally as students are able to identify with the moral agents in the story and internalize the emotional content of complex, 'real life', moral dilemmas. Schuitema et al. (2008) further argues that, pre-performance and post-performance discussions are considered necessary to stimulate students to reflect on the moral dilemmas the characters encounter. Basourakos (1999) suggests guiding questions such as 'What are the circumstances that determine each moral conflict in this play?' or 'What other options could have been available for the moral agents to resolve their moral conflicts?' Other authors argue that students will be even more able to empathize with the characters in the play if they act in it themselves (Bouchard, 2002; Day, 2002). Moreover, by acting as a moral agent within a specific context, students are able to develop moral authority and skills for empathic caring (Verducci, 2000). Ogoma (1987) concludes that, dramatics can successfully be used in all History and Government classes for they are able to show the right and wrong ways of performing certain acts, problems and solutions given to the problems. In

particular, Nasibi and Kiio (2005) identify the following to be areas that can be taught effectively using drama and role play as instructional practices: biographies of political leaders for example, Jomo Kenyatta's arrest, trial, coronation as president; African reaction to colonial rule for example, Mekatilili organizing the Giriama against the colonial administration and struggle for independence, scenes of freedom fighters planning for war.

Service-learning

According to Birdwell, Scott, and Horley (2013), 'service learning' is an experimental approach to education that involves students in meaningful, real-world activities that can advance social, emotional, career, and academic curricula goals while benefitting communities. Thus service learning differs from school-based learning due to the activity taking place outside of the classroom and through its voluntary component.

In line with Dewey's pedagogical discourse, Schuitema et al. (2008) argues that the best way to learn something is by doing it. This may include activities ranging from working in a car-wash for charity, tutoring peers, to helping in a soup kitchen or nursing home (McLellan & Youniss, 2003). Therefore, in service-learning students learn to identify problems in their own community and explore the various strategies for dealing with these problems Schuitema et al. (2008).

Reviews of the research literature (such as; Birdwell et al., 2013; schuitema et al., 2008) show that service-learning can contribute to significant increases in a variety of civic skills, knowledge and attitudes, which include: stimulation of political engagement; critical thinking; tolerance of cultural diversity; academic motivation and achievement; a sense of belonging and social connection; and social competences (such as; communication skills, empathy, perspective-taking, problem-solving skills,

and self-esteem, sense of responsibility, selflessness, caring, teamwork, time-keeping, leadership, perceptions of control of life and self-awareness). Through service learning History and Government students can learn topics such as ‘Lives and contributions of Kenyan leaders’ (form three) in which, they can participate in environmental conservation activities like planting of trees the same way Wangari Mathai did (History and Government Book Three, 2013).

2.3 Mismatch between Recommended Policy and Actual Instructional Practice for Citizenship Education

Report of studies evaluating curriculum implementation demonstrates a mixture of wide mismatch and close mismatch between the expectations of the policy documents and the actual classroom instructional practice in various parts of the globe. According to Kerr (2000), the existence of this mismatch is a normal thing as practice often lags behind policy in all areas of education. However, the size of the mismatch should be within an accepted part of the education system. The mismatch can exist at many levels, from national policy all the way to policy and practice within an individual school (Kerr, 2000). The author further opines that, this mismatch can appear where national policy is attempting to bring a significant shift in teacher attitude and classroom practice in a relatively short period of time. He gives examples of Hungary, Japan and Korea, which the shift in central policy to encourage more discursive and creative elements in schools led to a mismatch between the expectations of the policy documents and the actual classroom instructional practice.

Several studies reveal that there exists a significant mismatch between curriculum intentions and implementation across the societies as schools seek to satisfy the range of competing demands placed upon them by society (Morris & Cogan, 2001). The

studies show that, promotion of active involvement of learners in school and community affairs is weakly realized.

Evans (2006) study on Citizenship Education, in Canada and England reveal that, the Canadian and English teachers (Citizenship Education teachers from England) acknowledged the need to use performance-based strategies such as; radio interview on the concept of human rights, simulation of local government decision making. However, evidence of these strategies was less noticeable in practice with information being largely transmitted from the teacher to the student through teacher-led, chalk-and-talk discussions. In Pakistan, Kaukab (2012) reports that, classroom teaching in the region does not give sufficient attention to promoting the skills and attitudes required to become citizens. The author observes that rote-learning is encouraged which does not develop the application and evaluation abilities thus not enabling the understanding of the right and wrongs in society.

In a similar view Kerr (2000) observed that, the actual practice in Citizenship Education in many provinces of Canada was much more conservative and traditional than official policy mandates. According to Kerr (2003b), the International Association for the Evaluation of Educational Achievement (IEEA) notes that, passive instructional practices such as the use of textbooks, worksheets and teacher talk take centre stage in teaching Citizenship Education. Kerr (2003b) thus concludes that, even though most countries have adopted curriculum projects and effective practices, there is still tremendous variety in approach from school to school and classroom to classroom. Thus not all students experience all the recommended approaches as in most countries Citizenship Education teaching is still dominated by the use of the textbooks. Structured teacher exposition of textbook passages and follow up

opportunities for student discussion and questioning is still a very common teaching approach (Kerr, 2000).

However, even though most of countries are still dependent on a passive, didactic, transmission approach as the dominant teaching methodology there are studies that have revealed that, some countries encourage a more interactive, participative approach with room for classroom discussion and debate supported by project and inquiry work, fieldwork, visits and extra-curricular learning (Kerr, 2000). The author observes that, there is evidence in Australian classrooms of structured classroom discussion and debate as the most favoured approach, while in the U.S.A. there are many opportunities for learning through extra-curricular activities and through service learning programmes, national competitions and mock elections. In England, Kerr (2000) observes that, there is an equal range of opportunities available through the work of the main citizenship organisations and in the encouragement given to school and class councils. Similarly Birdwell et al. (2013), while observing findings of a research by Ofsted (2010) states that, there is an element of participatory learning in the Citizenship Education curriculum in England, as some students were involved in learning through participation and responsible action.

However, the above observations should be tempered with a recognition that one of the key points emerging from the literature in this area is that we have only a limited knowledge and understanding of what actually happens in Citizenship Education in schools, both in classrooms and elsewhere (Kerr, 2000). The author further observes that, little systematic research has been conducted since the 1970s. Kerr (2000) thus recommends for a study on instructional practices in teaching Citizenship Education at school and classroom level.

In Africa, Mukhongo (2010) observes that, oral literature genres such as: poetry, legends, praise songs, and narratives have been used in instilling relevant citizenship competencies in youths. For example in Madagascar citizenship competencies are transmitted through indigenous institution *hiragasy*. This is a daylong performance of traditional music, dance and proverb-infused oratory presented by a single troupe or by two or more in competition. Mukhongo's (2010) observations are in line with the active instructional practices observed earlier in this discussion. However, further analyses of literature reveal existence of wide mismatch between the expectations of the curriculum developers and the actual (enacted) classroom instructional practice across the African continent.

In West Africa, Mezieobi's (2004) study reveals a case of substandard performance of social studies teachers in the utilization of recommended instructional methods. The author reported that, 70% and 80% of social studies teachers in rural and urban schools, respectively, relied solely on the traditional teacher-centred expository method of instructional delivery. He noted that the activity/interaction, problem-solving and inquiry methods were rarely used in classroom instruction in both rural and urban schools. Similar observations have been reported by other investigators including Okobia (2009) and Oganwu (2004) in south Nigeria and Ololobou (1989) in south west Nigeria. However, Boadu (2015) in a study on Citizenship Education in the colleges of education in Ghana found out that tutors were providing opportunities for trainees to practice good citizenship skills in their college environment in hope that the trainees will continue to demonstrate citizenship skills when they leave the colleges and become good citizens at large.

Several studies carried out in the southern part of Africa reveal that teachers use teacher-centred methods as opposed to child-centred methods in social studies

classrooms (Mautlel, 2000). For example, Jotia and Matlale (2011) observe that, contrary to the objectives of Citizenship Education and pragmatic learner-centred pedagogies, social studies teaching in Botswana is characterized by practices where pupils are rarely given a chance to explore, discover, investigate, interview or even discuss issues critically. According to a research that has been carried out in seven member countries of the African Social Studies Programme (ASSP) the inquiry based learning is only talked about in schools but does not translate into teaching as classroom activities are teacher driven and dominated by the chalk-and-talk styles of teaching (Mhlauli, 2012). A further study by Mhlauli (2010) reveals a gloomy picture on Citizenship Education as perceived, interpreted and enacted within primary schools in Botswana. The author concludes that Citizenship Education remains an illusion rather than a reality for there is clear evidence that Citizenship Education is not well understood and the way it is taught and practiced in schools raises more questions than answers.

For Zimbabwe, a study by Namasasu (2012) revealed that, even though the curriculum as represented by the official social studies syllabus of 1982 had considerable potential for Citizenship Education in Zimbabwe, there was a problem with its implementation. The author further cited: distortions during textbook writing, official approval and publishing; dominance of textbooks as teaching aids; school traditions; and the failure to make significant links to the actual environments and contexts in which pupils lived to be the major inhibitors to effective implementation of Citizenship Education curriculum in Zimbabwe. Moreover, the examination-driven curriculum helped perpetuate a low quality implemented Citizenship Education curriculum, that is largely characterised by rote learning and limited practical citizenship-oriented activities (Namasasu, 2012).

Closer home in Uganda, Bamusiime (2010) found out that, even though the Uganda' social studies syllabus advocated for the use of an integrated approach in the study of social studies, in most cases tutors in primary teachers' colleges did not apply it even though they understood it. Furthermore it was established that, teacher-trainees used and applied the integrated approach during their school practice, but once they graduated and got employed as primary teachers, they failed to often apply the approach when teaching social studies.

In Kenya several studies have revealed that, teachers of History and Government employ a variety of methods (lecture method, question and answer method, discussion method, narration method) to teach the subject. However, there is over dependence on expository oriented instructional approaches, which tend to encourage passive learning (Egunza, 2014; Ruto & Agumba, 2013). Oduma (2005) and later Odongo, (2014) further observe that, these expository oriented instructional approaches leave learners disadvantaged for they fail to arouse students' interest in the subject hence reducing the students into passive participants. Thus History and Government is taught more often for its own sake and sometimes as a dry intellectual pursuit geared towards passing examination with no relationship to immediate social reality (Ayot & Patel, 1992).

Studies by Harber (1997) and Ogula (1998) have established that most of the teachers used the lecture method, a method that was found to be more popular in 'Harambee' (community-sponsored) Schools than in Government and Private Schools by Ogutu (1984-85). Further, investigations by Imbundu and Poipoi (2013), Abobo, Osero and Orodho (2014) and later Mwachana, Mungai, Gathumbi, and Gongera (2014), have

all confirmed that the classroom is dominated by lecture, narration, discussion, question and answer, reading maps and text books, dictation and note taking.

Perhaps even more particular are the findings of a study by Tuimur, Chemwei, and Rotumoi (2015) which indicate that, a majority of the teachers used question and answer, and discussion methods when teaching Conflict and Conflict Resolution. However, most of the teachers do not use the other appropriate methods (learner-centred methods like role play, project method and the use of resource persons) of teaching Conflict and Conflict Resolution. The author argues that teachers avoid using these methods because they were not confident in applying them. This may be attributed to the fact that most of them have not been in-serviced on the teaching of emerging issues such as Conflict and Conflict Resolution, which is new in the social studies syllabus. In a similar view studies by Abobo et al. (2014) and Wanyama (2014) have both established that most the teachers had negative attitude towards teaching of the new content of the curriculum. The scholars attribute this to teachers' ill preparation for implementation of the new content.

However, the above studies were only interested in establishing the instructional methods used in instructional process of either social studies (at primary school level) or History and Government (at secondary level). The current study, in addition to establishing the instructional methods of History and Government (at secondary level) it aimed at establishing the specific instructional practices used in instructional process of Citizenship Education as recommended in the literature review and policy documents.

Ogutu (1984-85) went a step further to include the study of specific instructional practices in her enquiry into the methods of teaching History in lower secondary

schools in Kenya. She established that the chalk and talk, question and answer, and discussion were the most popular instructional practices used by History teachers. However, the findings by Ogutu (1984-85) cannot be used to establish the instructional practices students engage in Citizenship Education since the research was done nearly thirty years ago, thus the instructional practices might have changed due to changes in the Citizenship Education curriculum. There is thus need for a study on instructional practices in Citizenship Education.

A study by Mukhongo (2010) that analyzed and evaluated pedagogical exercises present in social studies instructional materials. The results of the study reveal that, most of the instructional practices in both students' textbooks and teachers' guides require an engagement of students in active learning process through the use of practices such as debates and role play, drama. However, Mukhongo (2010) is not able to establish if the recommended instructional practices in the students' textbooks and teachers' guides are used in the instructional process of Citizenship Education. The author recommends for a qualitative study on instructional practices in Citizenship Education.

2.4 Factors for the Widening Mismatch between recommended policy and actual instructional practice in Citizenship Education

Birdwell et al. (2013) argues that, it is easier said than done in implementing Citizenship Education curriculum. For Evans (2006), this can be attributed to the broad breadth of goals of Citizenship Education (for example, development of citizens who are well informed, patriotic, active, moral, conscious of preserving their culture, ready to volunteer and have a sense of national identity) such that the teachers simply make choices to cover certain elements of the curriculum in ways that are workable for the day-to-day classroom realities.

Several studies carried out in the southern part of Africa reveal that the factors that hamper effective utilization of recommended instructional practices in social studies and Citizenship Education to be: Inadequate and improper use of instructional materials; lower qualifications and lack of understanding of Citizenship Education by teachers (Mhlauli, 2012). Lack of specialization in the teaching of social studies; lack of funds for educational excursions which produces negative attitude or reluctance towards teaching the subject; congested social studies syllabus which leaves teachers with no choice but to drill students for the examinations thus ‘teaching to the test’ is the main impediment to training empowered and active citizens (Jotia & Matlale, 2011). Similar challenges are experienced in Nigeria and Ghana, where studies suggest that some of the teachers find it difficult using recommended instructional strategies in their instructional process for social studies is not allocated sufficient space on the time table and the resources for teaching are grossly inadequate (Adediran, Orukotan & Adeyanju, 2015; Awuah, Ababio & Eduaquah, 2014; Ogunyemi, 2011). In particular, Magudu (2012) observes that the challenges associated with Citizenship Education in Zimbabwe emanate from the context in which it is being taught. He argues that the prevailing socio-political environment in the country does not allow for the proper implementation of the Citizenship Education curriculum. For the socio-political environment bears immense influence on the rationale for, and content of the Citizenship Education curriculum.

In Kenya, Ruto and Agumba (2013) examined the estimated time spent using instructional methods and found out that, limited time was allocated to teaching History and Government using the recommended instructional methods. This posed a challenge to the teaching and learning of History and Government subject in secondary schools, for the time allocated for field trip and role play methods of

teaching was not enough. Student-centred methods were identified as to 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. According to Imbundu and Poipoi (2013), out-of-class teaching leads to disruption of other lessons in the time-table and that time factor was still a problem whether funds were available in schools or not. Oduma (2005) further observed that, the wide syllabus of History and Government leads to limited time thus teachers are forced to use teacher-centered methods which facilitate wide content coverage. This makes the subject not only difficult for the learners but also uninspiring and boring because of lack of interesting learning activities which are favored by child-centered approaches. Moreover, learners are not able to relate what they are learning to their lives and therefore fail to internalize and identify with the historical events (Nasibi, 2015).

Financial shortage and inadequate teaching resources have been observed as challenges to instructional process in studies done by Ngei (2008) and Oduma (2005). Imbundu and Poipoi (2013) have even gone further to observe that, financial shortage have restricted the use of field trip to only once a year. This has limited students' exposure to the practical experiences in History and Government. In particular, Nasibi, (2015) identifies text books as the main resource of teaching the subject while other resources such as; newspapers, maps, charts pictures, videotapes, and radios are none-existent in many schools. She later blames inadequate instructional resources as the major shortfall in effective instructional process of History and Government considering the immense contribution they play in motivating students to learn, bringing reality to History and Government learning and enhancing high retention capacity.

For Orodho, Waweru, Ndichu, and Nthinguri (2013), and later Abobo et al. (2014), the effective implementation of curriculum is limited by among other school-based challenges: insufficient physical facilities and instructional resources to cope with the exponential growth of student population; inadequate teachers resulting in high teaching load prompting the use of ineffective teaching methods; Lack of motivation of the teaching force resulting into insufficient focus on the learner and thus creating little room for use of modern teaching techniques that require individualized teaching.

According to Nasibi, (2015), the instructional process in History and Government is further inhibited by: 'difficult', inconsistent and incoherent content; negative attitude of teachers towards implementation of new content; inadequate in-service and training of teachers leading to poor methodology which affects the mastery of the content and the motivational level of the students. Nasibi (2015) further observes that, the Kenya's assessment process that focuses on learning at cognitive domain at the expense of social relating and affective domains leads to high scores in examinations with little change in behavior on issues related to ethnicity, corruption, democracy and morality. This is because learners are asked to describe, explain, discuss and even recall events but little attention is paid on critical analysis of issues or changes in attitudes as a result of lessons learnt or values inculcated in the learners (Nasibi, 2015). Finally, inadequate assistance is given to the teachers of History and Government by the education managers (Wanyama, 2014).

However, the findings from the above studies cannot be used to establish the mismatch between policy and practice in Citizenship education for they were only focused on instructional methods. This study examined the instructional practices used by teachers of History and Government in teaching Citizenship Education content in relation to recommended instructional practices.

2.5 Chapter summary

In this chapter; the definition, aims, content and approaches to Citizenship Education have been examined. Furthermore; the meaning, importance and recommended instructional practices for teaching Citizenship Education has been reviewed. In reviewing this literature, instructional practices have emerged as important building blocks for effective teaching and learning (Ndaloh, 2008). In particular, policy documents (K.I.E, 2002 & The Education Task Force, 2012) and several scholars (Ruto & Agumba, 2013; Oduma, 2005) have recommended for the use of active instructional practices when teaching Citizenship Education. A further examination of the literature has revealed of existence of a mismatch between these recommended instructional policy and actual (enacted) classroom instructional practice (Kerr, 2000). However, the literature has failed to give insights into nature of that mismatch (the mismatch that exists between the recommended instructional policy and actual (enacted) instructional practices in Citizenship Education). In line with the theoretical foundation described in this chapter, this study aimed at contributing new and valuable findings on nature of the mismatch between the recommended and actual (enacted) instructional practices in Citizenship Education. Further, I detail the research methods used in this study in the Chapter that follows.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides details of the methods of inquiry that informed the design, data collection and analysis of this qualitative research study. To enhance an in-depth understanding of nature of the mismatch between the recommended and actual (enacted) instructional practices in Citizenship Education, a multiple case study was used (Stake, 2006). Purposive sampling was used to select participants for the study. Classroom and out of class observations, focus group discussions and interviews were the primary sources of data, with the data collection procedure begin discussed in detail. The data analysis section was divided in to two phases: individual case analysis and cross-case analyses. Lastly, the design of the research study was compared to established criteria relating to quality.

3.2 Research Design

The objectives of this study were to: explore the use of recommended instructional practices in teaching Citizenship Education; examine the reasons for the use of selected recommended instructional practices in the teaching and learning of Citizenship Education and to find out the challenges that teachers and learners face in the use of recommended instructional practices in the teaching and learning of Citizenship Education. To achieve these objectives the research employed a qualitative multiple case study approach. This design was suitable for the study, as it allowed for exploration of cases over a given period of time, through detailed, in-depth data collection methods, involving multiple sources of information and case-based reporting and description of themes (Creswell, 2007). The findings from each of the cases were then used to provide a broader range of evidence for comparative analysis. This shed more light on the commonalities and differences of the phenomenon under study.

The study was also both descriptive and explanatory. It was descriptive for it was based on observations, teacher interviews and focus group discussions (between researcher and students) and thus it described how Citizenship Education was taught in each school setting (Yin, 2003). Secondly, the study was explanatory because through the cross-case analysis, the study gave an account for the instructional practices selected and used in Citizenship Education (Punch, 2014).

3.3 Area of Study

The study was carried out in Vihiga County, Kenya. Vihiga County is located in the western region of Kenya and it constitutes four sub-counties namely: Emuhaya, Sabatia, Vihiga and Hamisi. It borders Kakamega County to the North, Nandi County to the East, Kisumu County to the South and Siaya County to the West. Vihiga County covers a total area of 530.9km² and has a population of 544,622 persons. It has 120 secondary schools and an enrolment of 46,413 students at secondary school level. The county was considered as a source of data, for the phenomena under investigation - nature of the mismatch between theory and practice in Citizenship Education instructional practices- is a national phenomenon of which the County is part of. This gave the County an equal chance of being selected as a representative of the whole.

3.4 Target Population

The target population of the study was 250 teachers of History and Government and 6,345 students in the 120 secondary schools in Vihiga County.

3.5 Sample size and Sampling Techniques

The study involved four schools. This was in line with Stake's (2006) recommendations that, a multiple case study design to include between four to ten individual cases. It is argued that, three or fewer cases would not show enough interactivity between programmes and their situations while more than ten cases

would provide a more unique interactivity hence not possible to understand it. To select the four cases, the researcher used the maximum variation strategy (Bloom & Crabtree, 2006). Whereby using school categories of; national schools, county schools, sub-county schools and private schools, the researcher purposefully selected a school from each of the categories for the study. This ensured that the study was providing accounts from different perspectives and hence deepening the understanding of instructional practices in teaching Citizenship Education through History and Government (Polkinghorne, 2005).

The number of participants in the study was limited to 170 students and 4 teachers of History and Government. This was done to allow for selection of “*information-rich cases*” (Patton, 1990, p. 169), which would enhance in-depth study. Purposive sampling was used to select the participants of this study. Purposive sampling is a non-probability sampling technique in which the primary subjects for the research are identified by the researcher using his/her judgment and purpose of research. This type of sampling requires that one establishes criteria, bases, or standards necessary for units to be included in the investigation (Patton, 1990). Therefore, the participants of this study were selected on the basis of specific criteria related to their ability to provide the most valuable data, given the specific purposes of the study.

3.6 Instruments of Data Collection

Creswell (2007) argues that, a case study design involves the widest array of data collection as the researcher attempts to build an in-depth picture of the case. It is in line with this that, the researcher used multiple data collection instruments which included; observation schedules, interview schedule and focus group discussion

guide. This ensured rigor in the analysis of data for it was drawn from more than one vantage point (Lincoln & Guba, 1985).

3.6.1 Observation schedules

Observation entails the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study (Bossman, 2006). In applying this method, an observation schedule (Appendices: D & E) was used to monitor the proceedings of specific Citizenship Education lessons. History and Government teachers and students were observed in different settings such as; in classrooms and outside classrooms. The observations were aimed at not only creating an understanding on the use of recommended instructional practices in teaching and learning of Citizenship Education, but also at highlighting the challenges both the teachers and students faced while using the recommended instructional practices.

3.6.2 Document analysis guide

Document analysis was used to reinforce findings gathered from students' focus group discussions, observation schedules and interview schedule. The study sought to analyse History and Government schemes of works and History and Government lesson plans. The two documents were considered important in shedding light on the instructional practices the teacher was planning to use in Citizenship Education.

3.6.3 Focus group discussion guide

Focused group discussion entails the use of interaction among participants as a way of accessing data that would not have emerged if other methods were used. Guided by the Focus Group Discussion Guide (Appendix: F), the researcher encouraged the participants to talk to one another: asking questions, exchanging anecdotes, and

commenting on each others' experiences and points of view (Kitzinger & Barbour, 1999). This gave the study a high level of face validity (Krueger, 2000) because what had been observed was confirmed, reinforced or contradicted within the group discussion (as shown in the next chapter). Furthermore, the method provided the study with speedy results due to the increased sample size of participants in the discussion as compared to individual interview. This further saved on time and reduced the cost of carrying out the study (Krueger, 2000).

3.6.4 Interview schedule

The study also employed semi-structured interviews to collect data. These interviews were scheduled in advance at a designated time and location. An interview guide (Appendix: G) containing open-ended questions was used to probe into some of the issues raised by the student focus group discussions and reflections from the observations of scheduled lessons of the study. In addition, more questions emerged from the dialogue between the researcher and the interviewee. Data obtained from the interviews provided an in-depth understanding on: the extent of use of recommended instructional practices in teaching and learning of Citizenship Education; the reasons for the use of the selected recommended instructional practices and the challenges teachers and students faced while using the recommended instructional practices.

3.6.5 Researcher's Journal

In this study, a researcher's journal was kept (Appendix: J). The researcher's journal contained field notes comprising the perceptions, observations, feelings, and insights of what the researcher observed and heard during classroom and outdoor instruction, interviews and interactions with the participants throughout the research. The aim of

keeping the research journal was to describe all the events the researcher witnessed in the Citizenship Education instructional process as well as researcher's impressions and interpretations. The field notes were later used in making decisions about further data collection, analysis and interpretation (Janesick, 2000).

3.7 Data Collection Procedure

Data collection for this study occurred during the second term of 2015, beginning in May and ending in July, with the close of the term. Although the researcher initially attempted to complete data collection for each case, prior to beginning to work on the subsequent cases, this was not always possible. The researcher found it necessary to adopt flexible scheduling of his observations, focus group discussions and interviews in order to fit into the busy schedules of the participants.

In general, the researcher started data collection process with observations, then students' focus group discussions before winding up with teacher interviews. The observations, focus group discussions and interviews were scheduled to occur several days apart so as to allow the researcher analyze data acquired from one instrument before he proceeds to the next instrument. The researcher tried to use document analysis (analysis of lesson plans and schemes of work) but that was not always possible for all the teachers complained that due to the heavy work-load they hardly had time to prepare some of the documents such as lesson plans. Concerning the schemes of work, it was noted that teachers used commercially manufactured schemes of work which rarely depicted the instructional practices they were intending to use in the instructional process. Moreover, it emerged that the schemes of works were only used on days of school inspections.

Term two games, science fair competitions, school programmes (such as parents' days, internal exams, half-term), Mock exams and the music festivals dictated the schedule for data collection.

3.8 Trustworthiness of the Research

Qualitative researchers have conceptualized the idea of reliability and validity of research in multiple ways. For the purposes of this study, the work by Lincoln and Guba (1985), which discusses the concept of *trustworthiness*, was used. According to these authors, the nature of knowledge within the quantitative paradigm is different from the knowledge in the qualitative paradigm. For example, while the quality of a quantitative paradigm emphasizes the salience of method(s) over interpretation, the quality of a qualitative paradigm lies in the “conflation between method and interpretation” (Lincoln & Guba, 2000, p. 178). That is, in a qualitative paradigm the method does not yield local and context-grounded findings by itself but such results emerge from the process of interpretation (Lincoln & Guba, 2000). Therefore, in a qualitative research there are two parallel forms of research quality: of method and interpretation. Consequently, each form requires paradigm-specific criteria for addressing the quality of research. Thus, whereas the criteria to reach the goal of rigor within the quantitative paradigm is internal validity, external validity, reliability, and objectivity, the criteria in the qualitative paradigm to ensure trustworthiness is credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). These are the concerns that the researcher addresses in the next sub-section of this discussion.

Credibility

Refers to whether the research findings capture and properly represent a credible construction of the phenomena under study. Four techniques were built into this

research design to ensure the credibility of the findings: prolonged engagement in the field, persistent observation, triangulation and peer debriefing. Prolonged engagement involved spending sufficient period of time in the field to build trust and rapport with the respondents, to learn their 'culture' (in this case instructional practices used in instructing Citizenship Education) and investigate possible misinformation or distortions introduced by the researcher or the participants (Lincoln & Guba, 1985). Therefore, the researcher spent two weeks researching each case with the first week being used to familiarize with the participants. To complement pro-longed engagement, persistent observation of both classroom and outdoor instructional practices was employed. Of particular interest to the researcher, were the instructional practices the teacher engaged the students in while instructing Citizenship Education.

The third strategy of ensuring credibility was triangulation. This was sought through: triangulation of sources that is, both History and Government teachers and students were involved in the study; triangulation of investigators whereby, with the help of one research assistant we collected, analyzed and made comparisons of the research results to determine consistency; lastly was triangulation of methods, this involved both within-method (single case) and between-method (cross case) types. In within-method triangulation data collected using different methods, such as observation, interview and focus group were compared for instances of discrepancies and disconformities to ensure a clear bias free picture of each case was achieved (Stake, 2006). Later the results of each of the four cases were triangulated (between-method triangulation) to ensure that the findings about the phenomenon under study were rooted in the case findings, in this case the instructional practices for Citizenship Education at school level (Stake, 2006).

Finally, the research data and interpretations were exposed to a research supervisor through the technique of peer debriefing. The research supervisor's role was to play the devil's advocate (Lincoln & Guba, 1985). The two supervisors for this research posed, inter alia, hard questions about the procedures, meanings, interpretations, and conclusions of the research. This in turn enabled the researcher to refine his methods, develop a greater explanation of the research design and strengthen his arguments in the light of the comments made.

Transferability

This is the extent to which the reader is able to generalize the findings of a study to her or his own context and addresses the core issue of "how far a researcher may make claims for a general application of their theory" (Gasson, 2004, p. 98). Demonstration of transferability in qualitative study is normally problematic due to the uniqueness of the case under study, the small sample size and the absence of statistical analyses. However, Stake (1995) suggests that qualitative researchers can generalize their findings, for such findings in each case are an example within a broader group. Similar views are shared by Lincoln and Guba (1985), who argued that transferability is possible in a qualitative study if the researcher provides a thick description of the phenomenon under investigation that will allow readers to have a proper understanding of it, thereby enabling them to compare the instances of the phenomenon described in the research report with those that they have seen emerge in their situations

In line with Lincoln and Guba (1985), this study adopted the thick description strategy of enhancing transferability with the researcher providing a detailed description of each classroom and out of classroom context and the instructional

processes involved in Citizenship Education (Each case is described in detail as presented in the next chapter).

Dependability

This is a parallel criterion for testing reliability in qualitative studies. It relates to whether similar results can be obtained if the research is repeated with the same or similar subjects under the same or similar contexts (Molina, 2012). However, obtaining the same results in a qualitative inquiry is extremely unlikely since qualitative research is largely interpretative, thus even in similar conditions, researchers might arrive at different conclusions (Lincoln & Guba, 1985; Merriam, 1988). Therefore, in qualitative research dependability lies in the research design; in which the inquirers are responsible for ensuring that the process of research is logical, traceable and clearly documented (Schwandt, 2000).

In this study, dependability was accomplished through an audit trail, that is, a detailed chronology of research activities and processes; influences on the data collection and analysis; emerging themes, categories, or models; and analytic memos. In keeping the audit trail, a detailed description of the data collection methods, the strategies of analysis and interpretation, was presented (which is one of the main purposes of this chapter). The audit trail was meant to enable any observer to trace the course of the research step-by-step via the decisions made and procedures described. The information provided in the audit trail can be used as an operating manual by which other researchers can replicate the study (Merriam, 1988).

Dependability was further ensured by the same techniques used in credibility—prolonged engagement in the field, persistent observation and triangulation—since “there can be... no credibility without dependability” (Lincoln & Guba, 1985, p. 316).

Confirmability

It refers to the degree to which findings are determined by the respondents and conditions of the inquiry and not by the biases, motivations, interests or perspectives of the inquirer (Lincoln & Guba, 1985). To ensure confirmability, a rigorous and systematic methodological approach was adopted. In particular, the research adopted the strategies of; triangulation, research journal and audit trail. These three strategies have already been discussed while looking at procedures for accomplishing the goal of credibility and dependability.

3.9 Pilot Study

Before this study, a pilot study was conducted by the researcher in assistance of one research assistant (inter-rater), to ascertain the trustworthiness of the data collection instruments. One school which later did not form part the sampled schools for the actual study was purposively sampled and used for the pilot study. The researcher approached both the school head teacher and History and Government teacher, sought permission to carry out the pilot study and made arrangements for dates and time of data collection.

The pilot study was carried out between 27th April and 30th April 2015, in which the topic “*Devolved government*” was taught. During the study, the researcher observed one outdoor and three classroom lessons, in a Form Four History and Government class. The observations were recorded in observation schedules (Appendixes: D & E). Observations conducted enhanced further refinement of the observation schedules to accommodate more observable instructional practices in Citizenship Education. Furthermore, data collected from the observations was analysed and fitted in the Focus Group Discussion Guide (Appendix: F).

The second stage for data collection in the pilot study was conducting focus group discussions. A focused group discussion constituting 8 students from the observed class (form four History and Government) was carried out. During the focus group discussion, students were encouraged to comment, question, give clarifications and provide further information on the data collected. Data collected through focus group discussion was then transcribed and analyzed to formulate more questions that were then fitted into the teacher interview guide (Appendix: G).

Moreover, through document analysis, the researcher obtained and analyzed the schemes of work from the teacher of History and Government. The schemes were valuable in shedding more light on the instructional practices the teacher was planning to use in Citizenship Education. However, the researcher was unable to obtain lesson plans from the teacher. The teacher of History and Government claimed that she rarely prepared lesson plans. She lamented that time was not enough to do both teaching and preparation of teaching tools such as, lesson plans.

The researcher further conducted a teacher interview which lasted for about 45 minutes. In this interview, the teacher was provided with data collected from observations, student focus group discussion and document analysis. The teacher was then requested to comment, question, give clarifications and provide further information on the data collected. The teacher interview was recorded, transcribed and analyzed. Moreover, throughout the pilot study, field notes entries were written in the fieldwork journals.

Finally, the data collection instruments used in the pilot study together with the data collected was exposed to a research supervisor through the technique of peer debriefing. Through this technique the research supervisor played the devil's advocate

role whereby, he posed hard questions concerning the data collection instruments and procedures used to carry out the pilot study. This in turn enabled the researcher to refine his data collection instruments and the data collection procedure in the light of the comments made.

3.10 Procedure of Data analysis

Data collection and analysis was developed together in an iterative process. This was done through collection of data and analyzing it before going back to the field and collecting more data for further analysis. The iterative process allowed for research findings that were more grounded on empirical evidence (Hartley, 2004). However due to the nature of the study (made up of multiple cases), Stake (2006) cautioned of the existence of what he referred to as “healthy tension” between balancing the particularity of each case and the generalization or in-depth understanding of the phenomenon under study. To solve this, the study borrowed ideas from Miles and Huberman (1994), Stake (2006) and Ragin (2000), to divide the data analysis process into two phases: within-case and cross-case analyses. Moreover, a multiple data analysis method was applied in analyzing the data so as to ensure that, the researcher not only got more out of the data, but was also able to achieve trustworthiness in the form of: credibility, dependability, confirmability, and transferability of the inferences made (as explained earlier i.e. 3.8).

3.10.1 Phase 1: Individual Case Analysis

In this study, data was first analysed within the particular cases. This led to the production of individual case reports with the main findings for each case “partially” answering the research questions (Stake, 2006). The process of data analysis began with the reading through of the observation schedules and field notes. As the researcher read through the data, he began to analyze the data through the process of

open coding. Punch (2014) describes open coding as a process of close examination of data, identification of conceptual categories in the data and the theoretical possibilities the data carry.

Through open coding, the researcher therefore summarized the data into short sections referred to as descriptive codes. The codes were handwritten in the margins of the observation schedules and field notes. During this initial coding, the researcher also recorded his reflections on the process of data analysis, as analytic memos in the audit trail. Strauss and Corbin (1998) define analytic memos as notes that contain the products of analysis or directions for the analyst. These memos were meant to enhance the dependability of the study. Furthermore, they were used in making decisions concerning additional collection of data and its analysis.

After open coding, the next step was axial coding, although in some instances open and axial coding occurred simultaneously. Through axial coding, the descriptive codes generated through open coding of observation schedules and the field notes were interconnected to form more general codes referred to as theoretical codes (Punch, 2014). The process of interconnecting the descriptive codes was guided by constant comparative method of analysis. According to Charmaz (2000) the constant comparative method of analysis refers to, “a data analysis method of: comparing different participants’ views, situations, actions, accounts, and experiences; comparing data from the same individuals with themselves at different points in time; comparing incident with incident; comparing data with category; and comparing a category with other categories (p. 515).”

The result of axial coding was the development of theoretical codes (more general codes) which were fitted into the focus group discussion guide to generate a list of

interview questions for students' focus group discussion. The interview questions were used to elicit additional information about the theoretical codes from the students. The students' focus groups discussions were tape recorded before verbatim transcription was done. Open coding was then carried out with his unit of analysis consisting of several sentences within a transcript. Then again new theoretical codes were established before being fitted in the teacher's interview guide to generate a list of interview questions for collection of data from the teachers.

Just like the students focus group discussion, the teacher interview was also tape recorded and verbatim transcription done. Open coding was also carried out with the unit of analysis consisting of several sentences within a transcript. Descriptive codes were again summarized in the margins of the teacher interview transcription before comparative analysis was executed to generate new theoretical codes. Throughout this iterative analysis process, the data was reviewed for discrepancies and disconfirming instances.

With the dimensions and properties of core categories already developed through axial coding, the researcher finally generated the core categories by applying selective coding. According to Punch (2014), selective coding refers to process through which the research deliberately selects one central aspect of the data as a core category. In this study, selective coding was done through the use of comparative analysis technique whereby, the researcher compared theoretical codes generated from the focus group discussion guides, observation schedules, and interview schedules. The comparative analysis technique not only resulted in formation of the core categories but also enabled the researcher to conceptualize the possible relations between data from multiple sources. Table 3.1 visually presents a summary of the analysis procedures for School D.

Table 3.1 Summary of data analysis for School D

DESCRIPTIVE CODES	THEORETICAL CODES	CORE CATEGORIES
<ul style="list-style-type: none"> ✓ Coping notes from text books. ✓ Writing down important points during the lesson. ✓ Coping new examples, clarifications and short notes written on the board by the teacher. ✓ Writing summary points of the group discussion. ✓ Writing answers to questions posed by the teacher during the class discussion. ✓ Noting down assignments. ✓ Underlining important points as highlighted by the teacher. 	<ul style="list-style-type: none"> ✓ Note taking ✓ Note making ✓ Writing assignments 	<ul style="list-style-type: none"> ✓ Writing activities
<ul style="list-style-type: none"> ✓ Asking questions concerning the topic. ✓ Asking for clarification on areas not well understood. ✓ Asking for clarifications for questions posed by the teacher. ✓ Asking for assistance from fellow students in answering teachers questions. ✓ Perusing through text books in such for answers to teachers questions. ✓ Perusing through exercise books in such for answers to teacher's questions. ✓ Asking for more examples from the teacher. ✓ Questioning fellow students class presentations. ✓ Presenting discussion findings in front of the class. 	<ul style="list-style-type: none"> ✓ Perusing notes ✓ Discovering meanings ✓ Researching ✓ Consultations 	<ul style="list-style-type: none"> ✓ Inquiry activities
<ul style="list-style-type: none"> ✓ Asking question concerning the topic. ✓ Listening to teacher's answers 		

<p>to students questions.</p> <ul style="list-style-type: none"> ✓ Asking for clarification on areas not well understood. ✓ Listening to teacher's explanations. ✓ Listening to fellow students' contribution during class discussions. ✓ Asking for clarifications for questions posed by the teacher. ✓ Listening to teacher's clarifications. ✓ Asking for assistance from fellow students in answering teachers questions. ✓ Asking for more examples from the teacher. ✓ Arguing for or against a motion during debates. 	<ul style="list-style-type: none"> ✓ Listening ✓ Answering questions ✓ Asking questions 	<ul style="list-style-type: none"> ✓ Verbal activities
<ul style="list-style-type: none"> ✓ Asking for assistance from fellow students in answering teacher's questions. ✓ Listening to fellow students' contribution during class discussions. ✓ Presenting discussion findings in front of the class. ✓ Questioning fellow students class presentations. ✓ Arguing for or against certain concepts or ideas during class discussions. ✓ Answering teacher's questions. ✓ Answering fellow student's questions. ✓ Providing examples for the topic under discussion. 	<ul style="list-style-type: none"> ✓ Class presentation ✓ Group discussions ✓ Class discussions 	<ul style="list-style-type: none"> ✓ Discussion activities

3.10.2 Phase 2: Cross-case Analysis

The cross-case analysis was aimed at gaining an in-depth understanding of the phenomenon under study, in this case instructional practices in Citizenship Education.

Moreover, the cross-case analysis enabled the researcher see the instructional practices across many cases, and thus develop an understanding of how the instructional practices were affected by their respective local contexts. This in turn enabled the researcher to create a more detailed description and explanation of the instructional practices as evident in the Citizenship Education lessons observed.

The individual case analysis identified core categories which were used for cross-case analysis in identifying the commonalities and differences. Whereas the commonalities were the instructional practices found across all cases, the differences were instructional practices that were unique to each case. In order to arrive at these commonalities and differences, the researcher identified how the cases were similar and varied from each other. This was done through application of constant comparative method. Using the method, the researcher compared the core categories across the four participant cases and generated categories that were representative.

3.11 Ethical considerations

Before conducting the study, the researcher sought a research permit from the Ministry of Education (Appendix: A). Furthermore, permission was obtained from the county education office (Appendix: B) and the sampled school administration (Appendix: C). Participation in the research was on voluntary basis and participants' consent was sought before they were included in the research. Further, the anonymity of the participants and schools was protected by the use of pseudonym and the removal of any potential revealing data.

3.12 Chapter summary

In this chapter, I have attempted to make the research processes apparent. Also shared are researcher's decisions and rationale that shaped the progress of the study from conception of the research questions, through research design, data collection and

analysis. The research process has also created connections with scholarly work in multiple case study approach with criteria for establishing the quality being identified. In the next chapter, I present the results of data analyses pertaining to the research questions posed in this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results of data analyses pertaining to the research questions posed in this study. These study being made up of multiple cases, the data analysis was divided into two phases: within-case (PHASE ONE) and cross-case analyses (PHASE TWO). The first phase provides case based narratives of how various recommended instructional practices were employed in teaching Citizenship Education through History and Government in four secondary schools (A, B, C & D). While the second phase provides a cross-case analysis which explores the use of recommended instructional practices in Citizenship Education across the four cases thereby providing a description of how the recommended instructional practices are implemented in different schools, especially as affected by the varying local conditions (contextual factors).

4.2 Phase One: Case Studies of Citizenship Education Instructional Practices

Qualitative researchers treat the uniqueness of individual cases and contexts as of great importance to the understanding of a certain phenomenon (Creswell, 2014; Stake, 1995). Similarly, Punch (2014) argues that in qualitative studies, the truth about human behaviour is not independent of context. Therefore, it is important for the qualitative researcher to convey the full picture by specifying everything a reader needs to know in order to understand the findings (Punch, 2014). It is in view of this that I first present a description of the schools that participated in this research. For each school, a profile that highlights relevant characteristics of the school, such as; school category, gender composition, number of teachers, its' brief history, location and student enrolment is given. The intent of these profiles is to help contextualize the

research findings. However, to ensure participants' anonymity pseudonyms such as: School "A"; School "B"; School "C" and School "D" are used. Moreover, some of the students who participated in the focused group discussions and their views excerpted have been assigned pseudonyms ranging from "P1" to "P12", respectively.

Thereafter, I provide a case based analysis of data with a primary focus on answering the central question of the study: What is the nature of the mismatch between the recommended and actual (enacted) instructional practices in Citizenship Education? Particular attention is also given to the study sub questions: Which of the recommended instructional practices are used in teaching and learning of Citizenship Education at the secondary level?; what are the reasons for the use of the selected recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level? Finally, what are the challenges that teachers and learners face in the use of the recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level?

4.2.1 SCHOOL: A

4.2.1.1 Contextual Information

School "A" is a sub-county mixed day school located in Vihiga County, Vihiga sub-county with a total enrolment of 145 students and 9 teachers. Of the nine teachers only two – the principal and his deputy- are employed by the Teachers Service Commission (T.S.C.) while the rest are employed by the Board of Management (B.O.M). School "A" was started in the year 2010 with a population of 16 students and 4 teachers but has had a steady growth over the years. The school has only one teacher of History and Government who also doubles up as the teacher of Christian Religious Education (C.R.E.), teaching both subjects from form one to form four. The study involved 17 form four students of History and Government of whom six were

boys while 11 were girls. The researcher observed seven History and Government lessons between the period of 18th May ¹and 29th May 2015 in which the topic “*Devolved Government*”¹ was taught. The observations were recorded in observation schedules. Appendix: M provides a sample of a classroom observation schedule used to analyze data for this case. Furthermore, students’ focus group and teacher interview were carried out in an interval of one week apart, respectively. The intervals were important in allowing the researcher time to analyze data acquired from one instrument before proceeding to the next instrument.

4.2.1.2 The Use of Recommended Instructional Practices in Citizenship Education

4.2.1.2.1 Classroom Instructional Practices

The instructional practices, both reported and observed, were predominantly expressed in the classroom context with little evidence of school-wide and/or community-based practices taking place. Furthermore, the study revealed that major emphasis was placed on transmitting knowledge and academic understanding of citizenship values but with less development of thinking, enquiry skills and value development.

Most of the practices observed were teacher-directed activities such as chalk-and-talk discussions. However, the students’ focus group discussions and teacher interview revealed other approaches that were more student-directed. The data acquired from the study was summarized into the following categories of instructional practices:

a) Writing Activities

¹ Unlike other cases observed in this study, the specific objectives for teaching *Devolved Government* are not provided. This is due to limited developed policy for teaching the topic that was introduced in the curriculum with the inception of the 2010 Kenyan new constitution.

Throughout the study it was observed that Citizenship Education classes were dominated by writing activity on the part of the learner. This activity began long before the lesson with the students being required to research and make short notes on the topic they were to cover (in this case devolved government). Furthermore in the course of the lesson, it was observed that students were taking short notes of the class discussion. The student-prepared notes were later supplemented by teacher prepared notes that were dictated at the end of every class observed.

b) Verbal Activities

Communication also emerged as a prime activity in teaching Citizenship Education through History and Government. The communication was both between the students themselves and between the teacher and the students. It was both observed and reported that, the main methods used to instruct were; lecture method, class discussion method and question and answer method. In employing these methods, the teacher involved the learners in verbal activities such as: listening to teacher's examples, explanations and questions on devolved government; responding to teacher's questions and asking questions (for example, *what is a devolved government?*).

c) Inquiry Activities

The students and their teacher reported that inquiry activities played a critical role in the teaching and learning process of History and Government. The study established that inquiry activities were either done in small study groups of four students or by the individual student. Students were required to research and make short notes on the topic they were to cover (in this case devolved government). Examples of books listed by the students for doing research included; High Flyers, Golden Tips, and Question and Answer. Furthermore, students were given specific questions (such as, *what are the challenges facing the county governments?*) to research on in their groups and

later on one representative of the group present the group's findings in front of the class. The students later reported that they consulted their teacher for clarification on areas they did not understand. It was also observed, that the students perused through their notes in an attempt to find answers to teacher's questions (for example, *what is a devolved government?*).

d) Discussion Activities

The last activity to emerge from the study was the discussion activities. The discussions were a blend of two forms that is, teacher dominated discussions (for example, class discussion) and student dominated discussion (for example, group discussion). The teacher initiated the discussion by grouping students into groups of fours. He would later assign each group individual questions to discuss and where necessary do more research. One member of the group would then present the group's findings before the class. The teacher would later invite the rest of the class to pose questions related to the presentation to members of the concerned group. At the end the teacher would sum up by giving clarifications on the group presentation and class discussion.

4.2.1.2.2 Outdoor Instructional Practices

Concerning outdoor instructional practices in teaching Citizenship Education through History and Government, students unanimously stated that they did not have any of these practices. The students' views were true for activities such as; field trip, service learning and symposia. Their teacher of History and Government confirmed that indeed they had never had any of them. However, the study established that the students choose their prefects through elections (role playing) even though they were not able to link the prefect election process with whatever they learnt in Citizenship Education classes.

Students stated that they normally had their debates on Tuesday evenings between four and five. However, they were unable to state the motion for the debate they had conducted that week. Further observation on such activity failed to prove its existence. It was later clarified by the teacher that debates were seldom used as highlighted in the following excerpt:

Teacher: Last term one of those Tuesdays, we conducted a debate on devolution.

Researcher: Do you mean the debate was not held last week on Tuesday?... because the students reported to me that it was held last week Tuesday.

Teacher: Not last week but last term, since this term began we have not had any debate.

4.2.1.3 Reasons for the Use of Selected Recommended Instructional Practices in Citizenship Education

The study identified a mixture of factors that shaped teacher's preference for certain recommended instructional practices. The factors identified included: teachers' conceptualization of Citizenship Education, learner characteristics, and contextual factors. In particular, the teacher singled out learner characteristics, and school-based contextual circumstances as core factors relating to his preferences for particular recommended instructional practices.

According to the teacher, contextual factors related to the school such as; availability of funds and facilities had a great influence on the choice of instructional practice he used in teaching Citizenship Education through History and Government. The interview excerpt below demonstrates this opinion:

Researcher: So we have talked about several challenges (e.g. learner characteristics, inadequate resources, inadequate funds, lack of cooperation, communication breakdown)... How do these challenges affect the selection of instructional practices to use in teaching Citizenship Education through History and Government?

Teacher: Yes they affect, because what you have talked about, charts I do not know why the school does not purchase, maybe it is due to the funds. Like if I say let me take you out for field trip, you need some money but you know of inadequate funds, so it really gives me a hard time to continue with my activities (recommended instructional practices). Like the issue of library, you know I can only get attached to Evolving World (History and Government text book) when there are so many History and Government books. So it affects...

Learner characteristic also emerged as a prime determinant for the instructional practice to be used in teaching Citizenship Education through History and Government. The teacher reported that students could not perform some activities on their own and always relied on teacher's leadership in undertaking the instructional practices. This forced the teacher to employ more teacher-centered instructional practices and not learner-centered instructional practices. The teacher gave an example of a debate on devolved government in which he was, forced to assist the students to debate because they were not able to understand the motion of debate.

The teacher's professional training also emerged as a factor influencing the teacher's preference for particular instructional practices. This was more evident while answering the question, "Other than the instructional practices you have talked about, what are the other instructional practices that have been recommended by the syllabus or suggest for by the Task Force Report (2012) for teaching Citizenship Education through History and Government?" The teacher stated that he had no idea whether there was any instructional practice that was recommended for teaching Citizenship Education through History and Government. And when asked if inadequate time was the factor that was hindering the use of teaching aids, the teacher stated that;

I cannot say that is the reason that hinders me from preparing the charts. There are other reasons that hinder me from preparing the charts, like I am yet to see a teacher prepared chart for teaching History and Government. But in geography as you can see they have lots of such charts (while pointing to geography charts mounted on the wall).

Therefore, the inability of the teacher to know the recommended instructional practices for teaching Citizenship Education through History and Government or how to locally make teaching aids for a Citizenship Education lesson could be blamed on the lack of teacher professional training as the teacher was yet to undergo any teacher professional training course.

4.2.1.4 Challenges Faced in the Use of Recommended Instructional Practices

The use of recommended instructional practices in Citizenship Education seems to be clouded in problems and challenges which deter their effective use. During the data collection process, generally five problems emerged. These include; inadequate resources, communication breakdown, teacher and learner characteristics, failure to cater for individual differences and lack of cooperation.

a) Inadequate Resources

During the study inadequate resources was cited as the biggest problem. This problem manifested itself in the forms of; inadequate funds, inadequate learning facilities, inadequate personnel, and inadequate time. The study revealed that, three forms of inadequate resources (inadequate learning facilities, inadequate personnel, and inadequate time) emanated from inadequate funds as demonstrated in the students' focus group discussion excerpt below;

Researcher: Why have you not been able to participate in symposia?

P1: We can never have symposia ... if it happens then it will be a miracle (as she laughs).

Researcher: Why a miracle?

P7: Because of money.... In this school money is never enough for such activities (referring to outdoor activities such as symposia and fieldtrips).

The students views were further reinforced by the teacher as exhibited in the teacher interview excerpt that follows;

Researcher: What is the most profound challenge that you face in teaching History and Government using the recommended instructional practices?

Teacher: It has to be inadequate resources (while laughing). As you can see I am the only History and Government and also C.R.E. teacher... the school cannot afford to employ another teacher to assist me (with syllabus coverage)... the problem is more aggravated by the fact that a lot of time for teaching is lost when the students are sent home tofor fees... as you can see they are only 17, when ten of them go home for fee, I cannot continue teaching...

The students further complained of an incident in which money donated for a field trip by the area member of county assembly was converted to break time porridge since they earlier on did not afford to take porridge during break time. The students were thus not able to execute the field trip as earlier planned.

b) Communication Breakdown

In the study, communication emerged as a prime activity in teaching Citizenship Education through History and Government. However, the communication process experienced several challenges both in class and out of class. During the lesson it was observed that students experienced difficulty in balancing between listening, note taking and responding to teachers questions. It was further observed that, some of the students only wrote notes after realizing that everybody around them was writing. Moreover, some continued writing long after the teacher had finished dictating the notes while others copied the dictated notes from their neighbors. Of those who responded to teacher's questions, some were in-audible. For instance, the teacher was unable to hear student's response on the question; *what are the principles of devolved government?* This prompted the teacher to tell the student, "hey you are rapping" (talking at a faster rate).

Communication breakdown also existed outside the classroom between the students, the teacher and the school administration. According to the students, the teacher did not request them to contribute funds required for outdoor instructional practices such as field trips and symposia because the teacher already perceived that they could not afford. However, the teacher responded by stating that, the students were the 'problem' for they had never approached him demanding to contribute for a field trip or symposia. Furthermore, the students complained of an incident in which money donated for a field trip by the area member of county assembly was converted to cater for break time porridge. However, the teacher said that the money given to the school administration was meant for facilitating students' meals. Finally the teacher reported that, he never understood why the school administration was not buying History and Government teaching aids as it was doing in other subjects like Geography. The communication breakdown not only limited the teacher's effective use of verbal

activities but also the organization and execution of outdoor instructional practices in Citizenship Education.

c) Lack of Cooperation

Closely linked to communication breakdown was lack of cooperation between the students, teacher and school administration. One of the students narrated how she was forced to play two roles of a proposer and an opposer during a debate on devolved government after other students refused to participate in the debate. The student narration seemed to be true judged from how she dominated in answering not only teacher's questions during the lesson but also the researcher's questions during the focus group discussion. This is backed by the fact that, neither the other students in the focus group nor the teacher refuted the girl's claims.

Lack of cooperation was further exhibited through the blame game that existed between the students, the teacher and the school administration on who was responsible for the failure of the organization and use of outdoor activities such as field trips and symposia in teaching Citizenship Education through History and Government. For instance, the students blamed both the teacher and school administration for not organizing for field trips and symposia. In return the teacher blamed both the students and school administration for not having enough money to facilitate such outdoor activities. Finally the school administration blamed the teacher of History and Government and students for not communicating in time their learning activities for facilitation by the school management. Thus, the instructional process of Citizenship Education in school A was mainly limited to classroom instructional practices with very little outdoor instructional practices.

d) Teacher and Learner Characteristics

According to the teacher, he was forced to employ more teacher-centered instructional practices as opposed to the recommended learner-centered instructional practices, as most of the students could not perform some of the recommended instructional practices on their own. For instance, the teacher talked of a debate on devolved government in which he was, “forced to assist students debate, for they did not understand the debate motion.” He further reported that, some of the students were slow learners hence he had to repeat a simple concept over and over before they could understand. The teacher’s sentiments were confirmed with the class observation whereby, students while responding to teacher’s questions gave ‘limited answers’. For example, while responding to the question on the roles of the county assembly, the student talked of county assembly’s role in making laws, approving county budget, approving governor’s appointees, among other duties. However, the students’ answers were neither accompanied with examples nor explanations of how the county assembly executes its duties. It was thus difficult to ascertain if indeed the students had understood the concepts they were learning about or they were just reproducing text book notes.

It was further observed that, students answered with ease questions like, “*What are the roles of the county assembly?*” (Devolved government- a topic they were covering) but had a hard time answering a question like, “*Who led the K.A.N.U group in the second Lancaster house conference*” (Political developments in colonial Kenya- a form three topic).

The problem was further aggravated by the teacher characteristics as he stated that, he had no idea whether there was any instructional practice that was recommended for teaching Citizenship Education through History and Government. Moreover, the teacher admitted that, he was yet to see a teaching aid for teaching History and

Government. However, it should be understood that, by the time the study was being carried out, the teacher was waiting to enroll for professional training as a teacher.

e) Failure to Cater for Individual Differences

Data collected in the study revealed that, some of the activities did not cater for individual difference. For example, it was observed that some students dominated answering teacher's questions while others remained silent. During the dictation activity some students could not cope with the teachers speed thus they were forced to copy the dictated notes from their neighbors. Since there were no visual aids, the lessons were dominated by instructing through hearing which disadvantaged some students who learn best by touching or seeing.

4.2.2 SCHOOL: B

4.2.2.1 Contextual Information

School "B" is a private (non-public) girls boarding school with a student enrolment of 119 and a total teaching staff of 10 members. The school is located on one-storied building which houses among other learning facilities; the school administration, a library, a dining hall, a computer laboratory, a staff room, 5 class rooms and two dormitories. The school has one teacher of History and Government who also doubles up as the Kiswahili, computer and music teacher.

The study involved 30 form three History and Government students. The researcher observed eight History and Government lessons between the period of 15th June and 26th June 2015 in which the topic "*Political developments and the struggle for independence in Kenya (1919-1963)*" was taught. The topic aimed at enabling the student to: identify and explain the origins, organization and effects of political movements in Kenya up to 1939; trace the origins of the independent churches and

schools; discuss political organizations and movements up to 1945; describe the role of trade unionism in the struggle for independence; discuss the role of women in the struggle for independence; and describe the constitutional changes leading to independence (K.I.E, 2002). Observations of the topic were recorded in observation schedules and were used to formulate questions for the students' focus group discussion. Finally, after a span of one week a teacher interview was conducted, tape recorded and transcribed. Appendix: K provides a teacher interview transcription used to analyze data for this case.

4.2.2.2 The Use of Recommended Instructional Practices in Citizenship Education

4.2.2.2.1 Classroom Instructional Practices

The data collected from the study revealed the use of a blend of both classroom and outdoor instructional practices. However, there was a noticeable dominance of classroom instructional practices over the outdoor instructional practices. In particular the teacher confirmed that the instructional process was more theoretical than practical. He further stated that, the instructional process was based more on telling the students about the Citizenship values than letting them to actively practice the Citizenship values. The data acquired from the study was then summarized into the following categories of instructional practices:

a) Verbal Activities

The study established that communication played a significant role in the Citizenship Education instructional process. The communication process was both two way with the teacher giving explanations, clarifications, posing questions and responding to students' queries. In return the students were engaged in responding to teacher's questions, asking questions and listening to teacher's explanations and clarifications. For instance, during one of the lesson it was observed that the teacher posed the question, on the leader of KADU delegation into the Lancaster house conference, in which most of the students answered in unison, "*Ronald Ngala*". Similarly, it was also observed that some students had questions for the teacher such as; *what do you mean by Leg.co. (Legislative council) and Ex.co. (Executive council)?* Moreover, other verbal activities existed among the students, as they engaged in group discussions and debates.

b) Writing Activities

Writing activity was another dominant instructional practice reported in the study with the students being required to have two books for writing notes –class note book and research book. The activity was initiated by the teacher who carried out research and compiled notes from different books. The notes were then dictated to the class for every student to write in her class note book. During the lesson, the students were given another opportunity to take note of important points in their research book. Furthermore, the student would generate more notes from her personal research work or group discussions which were also written in the research book.

c) Inquiry Activities

As noted earlier in the study, the teacher initiated the inquiry process by researching from different books and compiling notes that were later dictated to the students.

Furthermore, the teacher talked of how he grouped the students and assigned them questions for research. For instance, during teacher's interview it was revealed that the topic, "*Lives and contributions of Kenyan leaders*" was covered by students through group discussions. The teachers sentiments were in line with the students report during the student focus group discussion in which they revealed that they researched their assignments in books such as; High Flyer, Golden Tips, Text It and Fix It among others. Moreover, the students disclosed that they consulted their teacher for clarification on areas they failed to understand.

d) Discussion Activities

Also cited in the study, was discussion activities that were manifested in three forms. That is, group discussions, class presentations and class discussions. The teacher reported that he had two groupings of students that is, one group was formed by the teacher while the other group was formed by the students themselves. In this groups, the teacher assigned questions mostly from the previous topics in which the students were required to discuss and find answers to the questions. They would later present their work to the class. The class would then get a chance to interrogate the group's presentation while the teacher made relevant clarifications and stressed on the important points.

e) Visual Activities

It is also important to note that, in this case the teacher employed a considerable amount of visual aids that the students observed during the lesson. It was observed that the teacher effectively utilized the blackboard writing a summary of important points. Of more importance, the teacher made a drawing showing the hierarchy of British colonial power in which the students were able to visualize the colonial

pecking order. It was however noted that, the visual activities were only limited to observation of writings and drawings on the blackboard.

4.2.2.2.2 Outdoor Instructional Practices

As earlier noted in the study, outdoor activities also played a critical role in the instructional process of Citizenship Education at school B. Both the students and teacher noted outdoor instructional practices to include; debates, fieldtrips, reading of newspapers, “internal symposia” and watching of documentaries.

The students spoke of a fieldtrip they carried out at the beginning of the year whereby they visited Kapenguria town (the place where Kenya’s first president was detained) and Kitale museum. The students’ report was confirmed by the teacher who went further to state that it was the tradition of the school to carryout fieldtrips at the start of every year for all the History and Government classes in school.

Concerning debates, the students reported that, debates were organized on Saturdays afternoons between 2pm and 4 pm. They further revealed that, most of their debates touched on contemporary issues. This was best highlighted in their most recent debate which was on ‘whether the Kenyan government should pull its army out of Somalia.’ A further discussion with the students exposed that, the students were kept up to date on current issues through reading of newspapers at the school library. It was however, difficult for the students to watch news on daily basis for they were required to attend evening preps during the time for news.

Watching documentaries was another instructional practice recorded at school B. The teacher in particular talked of a number of documentaries which the students had watched. This is included documentaries on; Evolution of man, Fight for Multi-partism in Kenya, 2007 Post election violence among others. It was both reported by

the teacher and students that, the documentaries were watched during the weekends between 2 pm and 4 pm in the afternoon. During such sessions, the teacher reviewed concepts or topics related to the documentary. The review was done through asking questions or narrating short stories related to; when the event in the documentary happened, where it happened, how it happened, what led to the event happening and its impacts. The documentary would then be played for the students to watch. The teacher would pose the documentary at certain intervals and ask questions or make clarifications. During these sessions students were at liberty to take note of what they thought was of importance.

It is also important to note that the teacher reported of the use of internal symposia in the instructional process of Citizenship Education at the school. The teacher talked of how he organized quizzes based on Form One topics and administered them to the History and Government students (whole school) over the weekends. The major motive of carrying out this activity was academic success as students were then ranked according to their performance in the quizzes with no consideration on the classes they came from. It was further noted that, even though the teacher referred to these as internal symposia, these were just internal exams in which History and Government students competed. For according to the Oxford Dictionary of English (2003), a symposium is a meeting at which experts have discussions about a particular subject.

4.2.2.3 Reasons for the Use of Selected Recommended Instructional Practices in Citizenship Education

The study identified a number of factors that shaped teacher's preference for certain recommended instructional practices. Among the factors recorded include; lesson

objectives, teachers' conceptualization of Citizenship Education, contextual factors and school traditions.

First to emerge from the data collected were lesson objectives in which the teacher reported that, he adopted more learner-centered activities so as to produce a student that can apply the learnt knowledge in real life situations. The teacher further argued that, when learner-centered methods are used the learner has more ability to apply the learnt knowledge in solving real life problems than when teacher-centered methods are used. The teacher's sentiments are in line with the researcher's observation, in which it was observed that, even though the instructional process was relatively dominated by teacher-centered instructional process there was a considerable application of learner-centered activities such as; a debate on 'whether the Kenyan government should pull its army out of Somalia,' group discussions and a fieldtrip to Kapenguria town.

A further discussion with the teacher revealed that teachers' conceptualization of Citizenship Education was an influential factor in the selection of instructional practices to be used. The teacher reported that, he applied all the recommended instructional practices. However, when asked about the last time he used project method in History and Government, he responded by arguing that, project method was an activity that is not applicable in History and Government (in this case Citizenship Education). According to the teacher, the project method was best suited for subjects that required students to engage in practical activities of which History and Government is not.

The students and their teacher cited school contextual factors such as, availability of enough time, learning facilities and transportation facilities (bus) to be of great

influence in their preference to the recommended instructional practices used. For instance, on resources the students had this to say:

P1: We did not watch Madaraka day celebration because the form fours were having exams in this library and we have our Television over there... so we could not watch the Madaraka day celebrations, we could not even read the newspapers nor get books for research for the entire two weeks.

P2: Ok I think we also have contacts with the primary, so we cannot go for trips every time because even those in the primary section also need the bus for fieldtrips, so I do not think it is possible if all of us would be going for fieldtrips.

Similar sentiments were shared by their teacher of History and Government who acknowledged that, indeed there was sharing of several facilities between the secondary and the primary sections with the buses being one of the facilities shared. He added that, the buses were supposed to ferry the primary section pupils in the mornings and evenings. The teacher further narrated of an incident in which he took students for regional music festivals competition in Bungoma with one of the two buses. He reported that learning was disrupted for three days in the primary section with the pupils being forced to end their classes at 1.00 p.m. instead of the normal 3.30. p.m. so as to enable the remaining bus ferry all the pupils home on time. Thus, this sharing of the bus between the secondary and the primary sections limited the teacher of History and Government to having field trips on weekends instead of weekdays. This posed a challenge for there were some areas they could only visit on weekdays such as, attending county assembly debates that are only held on week days.

Time was another resource highly cited by the teacher to be a prime factor of influence in the selection of instructional practices for teaching Citizenship Education through History and Government. The following teacher interview excerpt depicts this clearly;

Teacher: As you know time is limited. You cannot concentrate on time consuming activities such as group work... Remember, you have a syllabus to cover within a certain period of time.

So you have to use a method that will enable you cover it within that period irrespective of the understanding of the student.

The teacher identified the school traditions to be a factor of major influence on his selection and use of instructional practices in teaching Citizenship Education through History and Government. The teacher spoke of how it was difficult for him to use external symposia at Form Three for the school traditions only allowed for external symposia at Form Four. Nevertheless in quest of academic success, the teacher organized quizzes based on form one History and Government topics and administered them to the History and Government students (whole school). The students would then be ranked according to their performance in the quizzes with no consideration on the classes they came from. However, this (internal quizzes) deprived the students an opportunity to view issues from different perspectives as it would have with carrying out a symposia.

4.2.2.4 Challenges Faced in the Use of Recommended Instructional Practices

During the study, it was recorded that; environmental factors, school traditions, inadequate resources, teacher characteristics and communication breakdown posed a challenge to the effective use of recommended instructional practices in Citizenship Education.

a) Environmental Factors

It was observed that the school was located at the center of the town. This location posed an environmental challenge for there was a lot of noise emanating from the nearby passing vehicles and other activities taking place in the town. When asked to comment about this, the teacher acknowledged that in deed the school's proximity to the town proved to be a challenge especially on occasions when there were campaigns, rallies or even business promotions in the town. He however reported

that, during such occasions they would relocate the class to other rooms (that is in the mid way of the building) where the noise from the town could not reach. However, the students' movement from one room to another further led to time wastage thus limiting students' engagement in the recommended instructional practices.

b) School Traditions

School tradition was also recorded to be a challenge inhibiting effective use of the recommended instructional practices. The teacher in particular reported that, "It is a tradition of this school for external symposia to start at form four, so organizing symposia for form threes' is a challenge." This forced the teacher to engage the students in other activities such as joint evaluation test which did not offer students with different view points on Citizenship Education themes the same way symposia would have done.

c) Inadequate Resources

Another challenge to be cited in the study was one relating to the inadequacy of resources. It was both observed and reported that, even though there was existence of essential learning facilities such as the library and school bus, the facilities were overstretched to the point that they were hindering the effective use of the recommended instructional practices. For instance, the students reported how they were not able to watch Madaraka day celebrations. Neither were they able to carry out research nor even read newspapers because the school library was being used by the form fours taking examinations. Similarly, the teacher of History and Government lamented of how it was difficult to organize outdoor activities -such as field trips and symposia- for the school bus was being used to ferry the pupils in the primary section. This limited him to carrying out such activities on weekends only.

Manpower was another resource that was reported to be limited. The teacher reported that he was the only teacher of History and Government and in case of his absence, there was no teaching of the subject in the school during the whole period he was absent. The teacher further reported that, in addition to teaching History and Government from form 1 to form 4 he was also a Kiswahili, music and computer teacher. This heavy work load limited his effective lesson preparation and thus he used more teacher-centered activities as opposed to the recommended learner-centered activities.

Closely linked to limited manpower and heavy work load was time. In the study, time emerged to be of great importance as the organization and execution of the recommended instructional practices required time. However as illustrated in the following teacher interview excerpts, inadequate time emerged as a factor limiting the effective use of recommended instructional practices in Citizenship Education:

Researcher: Ok. (pause) Please correct me if I am wrong, but from my observations most of your instructional practices are based in the classroom and not outside the classroom. Is this really the case? How comes it is this way?

Teacher: Yes most of my classes are classroom-based and not out of class based. (pause) This is because of the nature of time allocated to teach History and Government. The 40 minutes lesson is not enough for outside activities. Moreover, I have only 4 lessons a week so if I take more time outside the class I will have more trouble covering the syllabus.

Researcher: So can I say that the challenges such as inadequate time are limiting you from employing out of class recommended instructional practice?

Teacher: To some extent, yes (while nodding in agreement) you see in order to fully engage your students in out of class activities you need to programme them outside the normal class time. So I have to wait until Saturday or Sunday for the students to watch a documentary. Moreover, we cannot execute a field trip during school days we have to wait until weekends.

Researcher: Ok

Teacher: However, this delay usually poses other challenges. For instance, when you came by last Wednesday during the History and Government lesson, I was supposed to show the students a documentary but the 40 minutes were not enough. So I had to reschedule it to Saturday, but on reaching Saturday the students had already forgotten what we were covering. I was thus forced to review the topic before they could watch the documentary.

It should also be noted that, unlike the other three cases under this study, school B reported that inadequacy in funds did not pose a challenge to the effective use of recommended instructional practices in Citizenship Education. The students stated that, only on very rare occasions were they sent home for fee. Similar sentiments were

shared by the teacher who went further to tell of an incident in which the parents decided to contribute for the school fees for an orphan student. A further observation revealed that indeed the students seemed to enjoy adequate funding as suggested from the plethora of reference books students were perusing through searching for answers to teachers questions as the lesson was going on.

d) Teacher Characteristics

As already observed in the study, teacher characteristic emerged as a prime factor in teacher's instructional process. For instance the teacher reported that, he applied all the recommended instructional practices. However, when asked about the last time he had used project method in History and Government, he responded by arguing that, project method was not a recommended method for teaching History and Government. It is such conception (project method is not recommended for teaching History and Government) by the teacher that limited his choice of instructional practices to the traditional teacher-centered instructional practices.

e) Communication Breakdown

As cited in the study, communication was a prime activity in the instructional process with the students being involved in verbal activities such as: listening to teacher's examples, explanations and questions; class presentations; responding to teacher's questions and asking questions. However, the application of these activities was hampered by students' chorus answers which made it difficult to differentiate those who knew the correct response to the question and those who did not know. For instance, during one of the History and Government lessons it was observed that the students gave a chorus answer "*Ronald Ngala*" for the teacher's question on the leader of KADU delegation into the Lancaster house conference. A further observation revealed that, on the few instances individual student responded to the

teacher's question, the student was inaudible thus further hampering the communication process. The communication breakdown limited the teacher's effective use of verbal activities in instructing Citizenship Education.

4.2.3 SCHOOL: C

4.2.3.1 Contextual Information

School "C" is a National school situated in Vihiga County with a student population of about 1800 students. The school was established in the early 1950s and has grown in to a leading school in Kenya both in academics, sports, drama, music and other extra curriculum activities. The school has 61 T.S.C. teachers and at least 20 B.O.M teachers. Also found in the school are 4 well equipped computer laboratories, a well furnished library, the biggest dining hall in the County, two school buses, an office for each subject among other learning facilities. The school has 8 teachers of History and Government teaching the subject in combination with other related subjects such as Christian Religious Education (C.R.E.) and Kiswahili.

The study involved 50 form three History and Government students drawn from two classes. The researcher observed seven History and Government lessons between the period of 29th June and 10th July 2015 in which the topic "*Political developments and the struggle for independence in Kenya (1919-1963)*" was taught. In teaching the topic the teacher aimed at enabling the student to: identify and explain the origins, organization and effects of political movements in Kenya up to 1939; trace the origins of the independent churches and schools; discuss political organizations and movements up to 1945; describe the role of trade unionism in the struggle for independence; discuss the role of women in the struggle for independence; and describe the constitutional changes leading to independence (K.I.E, 2002). Furthermore, students' focus group and teacher interview were carried out in an

interval of one week apart respectively. The intervals were important in allowing the researcher time to analyze data acquired from one instrument before proceeding to the next instrument. Both the students' focus group and teacher interview were tape recorded and transcribed. Appendix: L provides a student focus group discussion transcription used to analyze data for this case.

4.2.3.2 The Use of Recommended Instructional Practices in Citizenship Education

4.2.3.2.1 Classroom Instructional Practices

The study revealed of a mixture of classroom and outdoor instructional practices. It was recorded that, there was undue over reliance on classroom-based instructional practices when compared to outdoor instructional practices. However, it is also important to report that, some outdoor instructional practices such as; debates, watching of documentaries and symposia were being used though to a limited extend when compared to classroom instructional practices. The data acquired from the study was then summarized into the following categories of instructional practices:

a) Discussion Activities

In this study, the students and their teacher spoke about the use of discussion activities in instructional process of Citizenship Education. In particular students reported about their small discussion groups in which they undertook research on teacher's assignments. One of the students stated that, "discussion is part of us and we do discuss whether the teacher is present or not." Similar sentiments were shared by the teacher who added that, in addition to group discussions, he often used class discussion in which one of the students played the role of the teacher. During such discussions students were at liberty to interrogate each other's contribution as the teacher offered clarifications on key points.

b) Writing Activities

During the study it was both reported and observed that writing was a prime activity in Citizenship Education instruction. The notes were mainly generated from students' personal readings and research. Thus the teacher only offered guidelines on key points while the students made their notes. Students further spoke of how they were advised to take notes during class discussions, group discussion and even when undertaking personal research. These report was in line with researcher's observations during the focus group discussion in which the researcher wrote in a journal entry 29/07/2015 that, "for the first time in my data collection process, I encounter students coming to the discussion table with a note book and a pen."

c) Visual Activities

In this study, the writing board was put to effective use with the teacher writing a summary of important points. For instance, the teacher wrote a summary of points on the role of women in the fight for independence. It should however be noted that, the visual activities were only limited to blackboard use for there were no teaching aids available for the lessons observed.

d) Verbal Activities

It was further established that, communication played a significant role in the Citizenship Education instructional process. Often, it was the teacher initiating the communication process. For instance, one student reported that, "at the start of the lesson our teacher normally poses questions as we respond." The student further revealed that, as the lesson progressed the teacher gave explanations, examples, clarifications, and even responded to student's queries. The student's report was in line with what was observed for it was noted that, the students were involved in responding to teacher's questions (for example, *what were the resolutions of the*

second Lancaster house conference?), asking questions and listening to teacher's explanations and clarifications on various key areas in the topic such as, on the constitutional changes that led to Kenya's independence.

e) Inquiry Activities

The study established that inquiry activities were either done in small study groups or by individual student. Students were required to research and make short notes on the topic they were to cover. In particular, the teacher cited the topic on 'Lives and contributions of Kenyan leaders' to be a topic he covered through giving of assignments. Examples of books listed by the students for doing research included; High Flyers, Golden Tips, and Question and Answer. In addition to researching in books, the students informed the study that the school had four computer laboratories fully installed with internet from where they carried out their research.

It was further recorded that, students were given specific questions to research on in their groups and later on one representative of the group presents the group's findings in front of the class. The students later reported that they consulted their teacher for clarification on areas they did not understand. It was also observed, that the students perused through their notes in an attempt to find answers to teacher's questions.

4.2.3.2.2 Outdoor Instructional Practices

As already indicated in the contextual information, school C had a student population of 1800 students. It is also important to note that more than a third of the school (637 students) was made up of form fours. The large enrolment in form four was occasioned by the cancellation of K.C.S.E results for 317 students in 2014 (what the teacher and students referred to as circumstances).

In the study, it was revealed that the cancellation of 2014 K.C.S.E results had an enormous effect to the selection and use of outdoor instructional practices. Students spoke candidly of how they used to organize outdoor activities such as: planting of trees on Maragoli Hills (service learning); organize both internal and external symposia and have school debates at the dining hall. However, as the teacher puts it such activities had to ‘die’ in order to concentrate on what he referred to as academics – use of classroom instructional practices.

From the study it was observed that, even though there was a decline in the use of outdoor instructional practices due to ‘circumstances’ there still was a considerable application of outdoor instructional practices. The students informed the study that, they had reorganized the school debate (which was normally organized at the dining hall now converted to a dormitory) in to an inter-class competition. In this competition two classes would meet in one of the bigger classes and debate. They further reported that the debates where centered on contemporary issues with the most memorable debate being on ‘whether or not students should be given contraceptives as a measure to curb the spread of H.I.V. Aids’. Moreover, it was established that the students not only debates participated in internally organized debates but national debates as depicted in the following excerpt;

P1: Also on debates we have been able to attend national debate contest and it has given us more vision of how people out there debate. We have had an opportunity to watch good debaters. And we are happy to report that in the recent Nzoia region contest we were able to emerge number one... of those who represented our school three are in this class and all of them take History and Government, I being one of them.

It is also important to note that, the student revealed that they had a custom of reading newspapers daily in order to keep in touch with current news. They spoke of how they got access to newspapers through the library, others on the internet while others even talked of contributing and buying copies of daily newspapers in groups. They reported

that the most exciting part of newspaper was the one that touched on sports and entertainment, while some said they enjoyed reading news on daily politics.

A further discussion with the students revealed that, they occasionally watched documentaries. The students informed the study that the school had various History and Government documentaries installed on all computers in the four computer laboratories. Thus during students' free time, the students were at liberty to visit any of the computer laboratories and watch any of the documentaries. It should however, be noted that the watching of documentaries was not a class affair but rather a personal initiative.

The study established that, selection of prefects was through voting. The students reported that, the Independent Elections and Boundaries Commission (I.E.B.C. the body permitted to conduct elections in Kenya) was the body mandated to conduct the school election. The students talked of how they were allowed to follow the whole election process, including declaration of candidature, campaigns, vetting, nominations and finally elections. The students felt satisfied with the election process terming it to be free and fair.

4.2.3.3 Reasons for the Use of Selected Recommended Instructional Practices in Citizenship Education

The study revealed; lesson objectives, teacher characteristics, contextual factors and school traditions to be of major influence on teacher's selection and use of certain recommend instructional practices over the others.

As revealed by the study, contextual factors had an immense influence to the selection and use of recommended instructional practices. Of more importance to note, was the large number of form fours (637 students), which led to a strain on the learning

resources available. For instance, several facilities including the dining hall were converted in to temporal dormitories so as to accommodate the large number of student. This in turn had an effect on the selection and use of instructional practices for it was now difficult for students to hold school debates or even watch news. Moreover, the teacher reported that he was skeptical of organizing a field trip to the County Assembly for he was not sure if the assembly was big enough to accommodate his large number of students.

It was further established that, the cancellation of 2014 K.C.S.E results had an effect on the school academic calendar. The teacher reported that, the form ones, twos and threes would end their third term earlier -by October 15 2015- than required time. This was done in order to give room to form fours to sit for their 2015 K.C.S.E exam. The early closure of school would deny the junior classes enough time to have effective learning. However, the teacher revealed to the study that they had devised a strategy of finding time to cover the History and Government syllabus. This included suspending all outdoor instructional practices in favour of classroom instructional practices. The teacher's sentiments were in line with the students' complains during the focus group discussion that, the 'circumstances' had denied them an opportunity to practices outdoor instructional practices such as field trips, service learning and symposia.

The teacher remained skeptical in attributing the decline in selection and use of outdoor instructional practices to the issue of time. For instance, he observed that the institution was facing hard financial times for the repeating form fours were allowed back into the school without paying fees. He thus reported that, the few funds that were available in school were channeled to the accommodation of the large number of

students at the expense of outdoor instructional practices such as field trips and symposia.

A further interaction with the students revealed school traditions to be a factor of major influence on selection and use of instructional practices in teaching Citizenship Education through History and Government. Students informed the study that they were not in a hurry to request for a fieldtrip for they were patiently waiting to have one once they were promoted to form four. They further revealed that it was the policy of the school to organize fieldtrips for History and Government students at form four. The teacher confirmed the students' report and added that these had restricted the use of fieldtrips as an instructional practice in History and Government.

Also cited in the study to be a major factor influencing the selection and use of recommended instructional practices was lesson objectives. According to the students, "History and Government was what you present in exams, that is, to pass national examinations." Similar views were shared by the teacher of History and Government who reported that:

Teacher: Like with our current 'circumstances' we have decided only to embark on teaching and learning (classroom instructional practices) and cover the syllabus for at the end of the day we are also preparing next year's candidates... so many of our programs (outdoor instructional practices) have died and we are concentrating on what we refer to as academics.

The teachers' conceptualization of Citizenship Education also emerged as a factor influencing the use of recommended instructional practices in Citizenship Education. For example, the students reported that before the cancellation of 2014 K.C.S.E results, they used to engage in outdoor activities such as; service learning, fieldtrips and symposia. However, when asked to comment about these, the teacher seemed less interested. Instead he retorted that, "those are things they usually do on their own." The teacher went further to state that, his major duty while teaching History and Government was to cover the syllabus and to prepare the students for the national

exam. Thus the teacher failed to organize and facilitate the students as they carried out the outdoor instructional practices in Citizenship Education.

4.2.3.4 Challenges Faced in the Use of Recommended Instructional Practices

The study revealed that, the use of recommended instructional practices in Citizenship Education was clouded with problems and challenges which deterred their effective use. Among the problems that emerged from the data collection process include; school traditions, high rates of in-discipline, communication breakdown, inadequate resources, some of the instructional practices failed to cater for individual differences, and while others conflicted with the teacher's lesson objectives.

a) Inadequate Resources

The study established that the biggest challenge facing the effective use of recommended instructional practices was inadequate resources. The problem was mainly aggravated by the high numbers in the form four class which was brought about by the cancellation of 2014 K.C.S.E results. The problem manifested itself in various forms including; inadequate or strained teaching facilities, inadequate time, inadequate funds, and inadequate personnel. This is well illustrated in the following teacher excerpts:

Teacher: When you look at the availability of funds, the form four students who repeated were allowed back into the school without paying fee. So the little money we have cannot allow as to be carrying out fieldtrips.

Teacher: You see we even do not have enough time, immediately the current form fours start their K.C.S.E exams. The rest of the school will be at home enable have enough exam rooms to accommodate the large numbers in form four... even as you can see for yourself we are straining to have the all these students at school.

b) School Traditions

The school tradition was also cited to be a challenge inhibiting effective use of recommended instructional practices. Students, in particular, reported that they were not in a hurry to request for a fieldtrip for they were patiently waiting to have one once they were promoted to form four. They further revealed that it was the policy of

the school to organize fieldtrips for History and Government students at form four. Thus the school traditions of having field trips only in form four limited the students opportunity to study real objects, processes and activities as they appear or are performed in the real environment. A requirement that is critical in the effective study of Citizenship Education.

c) High Rate of In-Discipline

The study also identified high rates of indiscipline to be a major hindrance to the effective use of recommended instructional practices in Citizenship Education. High rates of absenteeism were recorded during the first two lesson observed with the teacher reporting that the absent students had delayed coming back to school from the half term break. Furthermore, indiscipline incidents were observed during the lessons, in particular one student was seen throwing objects to another student as the lesson was going on. Moreover, several students were seen engaging in conversations while the teacher was teaching. Other students were busy copying notes from their colleagues' books paying less attention to the teacher's explanations and examples on the board.

When asked to comment about the observation, the teacher acknowledged that indeed student discipline was a challenge due to the high number of students in school. However, he stated that the school had its own rules and regulations and such cases were punished to deter their reoccurrence.

d) Failure to Cater for Individual Differences

During the lessons the researcher observed that some of the students especially at the back were dozing especially during afternoon classes. In one particular incident, the teacher was prompted to say, "Can you wake up that young man.... Is he attentive?" as he woke up one of the students who had dozed off. When asked why they were

dozing during class time one student revealed that some of them had medical problems which forced them to doze off during lesson time. A similar response was given by the students on an observation that, some students were relying on notes researched by their colleagues instead of undertaking individual research and making their notes. With one student particularly saying that, “they are students from different academic backgrounds thus they have different urges of doing research.” The failure to cater for individual differences, thus led to inefficiency in student participation in teacher selected instructional practices in Citizenship Education.

e) Communication Breakdown

In the study, it was revealed that the communication process experienced several challenges both in class and out of class. For instance, it was observed that students were giving chorus answers to teacher’s question forcing the teacher to retort, “Hey can we hear from one person at a time.” Further, some students took advantage of the chorus answers and failed to participate in answering teacher’s question. They engaged in their own conversation thus further hampering the communication process. Similarly, communication breakdown existed between the students and the school administration with students revealing that they were waiting for their principal (who teaches physic and chemistry) to initiate and organize for them a fieldtrip to the County assembly. The communication breakdown not only limited the teacher’s effective use of verbal activities but also the organization and execution of outdoor instructional practices in Citizenship Education.

f) Conflict in Lesson Objectives

Conflict in learning objectives also emerged as a challenge hindering the effective use of the recommended instructional practices. Both the teacher and the students revealed how they had opted to limit the use of recommended outdoor activities in

favour of classroom activities that were less time consuming thus suitable for good academic performance. For instance, one student had this to say:

P1: While studying History and Government what you have to excel in is the exam. The main purpose we learn History and Government is to pass national examinations. Now considering the fact that we shall close school a month earlier than other schools, we have no other option than to suspended other activities and concentrate on syllabus coverage.

4.2.4 SCHOOL: D

4.2.4.1 Contextual Information

School “D” is a County Girls Boarding school with an enrolment of 305 students and a total teaching staff of 21. The school has a total acreage of 14.73 which houses; a fairly well equipped library, a dining hall, a computer laboratory, a staff room, staff quarters, offices for Head of departments, 8 classrooms among other learning facilities. The school has 3 teachers of History and Government teaching the subject in combination with other related subjects such as Christian Religious Education (C.R.E.) and Kiswahili.

The study involved 70 form four History and Government students drawn from two classes. The researcher observed ten History and Government lessons between the period of 2nd June and 12th June 2015 in which the topic “*Public Revenue and Expenditure*” was taught. In teaching the topic, the teacher aimed at enabling the student to: identify and discuss sources of government revenue; explain the expenditure of government revenue; analyze how the government controls public finance (K.I.E, 2002). Observations of the topic were recorded in observation schedules. Appendixes: N and O provide samples of the observation schedules used to analyze data for this case. Furthermore, students’ focus group and teacher interview were carried out in an interval of one week apart respectively. The intervals were important in allowing the researcher time to analyze data acquired from one instrument before proceeding to the next instrument.

4.2.4.2 The Use of Recommended Instructional Practices in Citizenship Education

4.2.4.2.1 Classroom Instructional Practices

The study revealed predominance of classroom instructional practices over school-wide and/or community-based practices. Moreover, much emphasis was placed on instructional practices that aimed at academic understanding of citizenship values over the development of citizenship skills and values. Most of the practices observed were teacher-directed activities such as chalk-and-talk discussions. However, the students' focus group discussions and teacher interview revealed other approaches that were more student-directed. The data acquired from the study was summarized into the following categories of instructional practices:

a) Verbal Activities

In the study, verbal activities emerged as a major practice employed by both the teacher and the students during the instructional process. It was observed that, the teacher in particular utilized verbal activities while employing instructional methods such as; lecture method, narration, class discussion method and question and answer method. Through these methods, the learners were involved in verbal activities such as: listening to teacher's examples, explanations and questions on the budget; class presentations on sources of revenue in a budget; responding to teacher's questions and asking questions (for example, *what is a budget?*).

b) Writing Activities

Writing activity was another dominant instructional practice observed. This activity began long before the lesson with the students being required to research and make short notes on the topic they were to cover (in this case, Public Revenue and Expenditure). During the lesson, it was the duty of the student to take note of important points on the budgeting process as the class discussion progressed. A further interview with the teacher revealed that, the students were exposed to what he termed as ‘speed test’ in which a student was required to write answers to ten questions in one minute. According to the teacher, the ‘speed tests’ were not only aimed at assessing students’ knowledge on various Citizenship Education concepts but also enhancing students’ ability to thinking.

c) Inquiry Activities

The students and their teacher reported that inquiry activities played a critical role in the teaching and learning process of History and Government. The study revealed that, the teacher initiated the inquiry process by grouping the students into groups of ten students and assigning them with questions that required research. For instance, during the study it was observed that the students were tasked with drafting the school budget. The group findings (in this case the school budget) would later be presented to the class for discussion. Examples of books listed by the students for doing research included; High Flyers, Golden Tips, and Question and Answer among others. A further discussion with the students revealed that, most of the students were consulting their teacher seeking clarification in areas they failed to understand.

d) Discussion Activities

Closely linked to inquiry activity is the discussion activity. During the study, it was observed that the teacher blended class discussion into other methods such as

narration, question and answer and lecture method. In employing these practice, the teacher played the role of a facilitator prompting students through questions and leading them into finding answers. Students' group discussions were also observed during the study. In carrying out this activity students were organized in groups of ten students in which they were assigned questions to research on and later present to the class. Appendix O is the observation schedule that collected data as students discussed and drafted a school budget.

4.2.4.2.2 Outdoor Instructional Practices

During the study, it was both observed and reported that outdoor activities formed an integral part of the instructional process of Citizenship Education through History and Government. In particular, the teacher talked of internal and external symposia in which students were given an opportunity to not only compete academically of what they had learnt in History and Government class but also to discuss various topics in History and Government.

The students also reported of their participation in school debates which were held every Saturday between 11 A.M. and 1.P.M at the school dining hall. In these debates, students were given a chance to debate on contemporary issues with the most recent debate being on the freedom of dressing, 'my dress my choice'. The students further revealed that, they were kept up to date on current issues through newspapers that they accessed at the school library. However, it was difficult for the students to watch news daily for they were required to have evening preps during the time for news.

Concerning the election of prefects (role play), the students revealed that it was not a free and fair process for it did not involve secret ballot but rather voting by acclamation and at times more popular candidates were rigged off their victory for

less popular candidates. Most of the students further reported that, if participation in the election process was not compulsory then most of them would not participate in future school elections. When asked to respond to this, the teacher confirmed that the students' claims were true but argued that there was need for what he termed as 'guided democracy' for this was a school. Moreover, students through role playing drafted a school budget as captured by Appendix O.

On field trips, the students were yet to have any History and Government excursion since they joined the school. However, the students were hopeful that by the end of the year they would go out for field trip as it was in line with the school traditions.

4.2.4.3 Reasons for the Use of Selected Recommended Instructional Practices in Citizenship Education

In the study, teachers' conceptualization of Citizenship Education, contextual factors and the lesson objectives emerged as the major factors that shaped the preference for selection and use of certain recommended instructional practices over others. Both the students and the teachers cited school contextual factors such as, availability of enough time, funds, learning facilities and transportation facilities such as bus to be of great influence in their preference to the selected recommended instructional practices. For instance, the teacher talked of an incident in which he was forced to only have half of the class attending a symposium due to transportation challenge.

A further discussion with the teacher revealed that most of the instructional practices selected were guided by the lesson objectives which on numerous occasions leaned more towards academic excellence at the expense of instilling the relevant Citizenship values. This is exhibited in the following teacher interview excerpt;

Teacher: We cannot have outside activities because here (that is when teaching form fours) we look at syllabus coverage and revision for K.C.S.E.... Especially for a candidate class you

find that out of class activities are so minimal.... The choice of the instructional practice to use goes hand in hand with exams

Also to emerge from the study was the teachers' conceptualization of Citizenship Education which proved to be a prime factor in influencing the teacher's preference towards certain recommended instructional practices. According to the teacher, although learning was to be learner-centered, the instructional process in History and Government (and also Citizenship Education) was a bit different. The teacher argued that unlike other subjects like Geography outdoor activities were not suitable in History and Government. He further argued that, the subject had very few places to visit while learning.

4.2.4.4 Challenges Faced in the Use of Recommended Instructional Practices

The study revealed that, the use of recommended instructional practices in Citizenship Education was clouded with problems and challenges which deterred their effective use. Among the problems that emerged from the data collection process included; communication breakdown, inadequate resources, teacher and learner characteristics, failure to cater for individual differences and conflict in lesson objectives.

a) Communication Breakdown

As highlighted in the study, communication emerged as an integral activity in teaching Citizenship Education through History and Government. However, the process of effective communication experienced several challenges. For instance, during the lesson it was observed that some of the students failed to participate in answering teacher's questions. A similar observation was recorded during the outdoor discussion groups in which it was observed that the discussion groups were dominated by few students at the expense of others. Furthermore, it was recorded that, the teacher had a challenge in regulating students' discussions and this resulted in noise.

The communication breakdown limited the teacher's effective use of verbal activities in instructing Citizenship Education.

b) Failure to Cater for Individual Differences

As already stated, communication was a prime activity in the instructional process of Citizenship Education through History and Government encountered several difficulties with some students dominating by answering most of the teacher's questions at the expense of others. However, reacting to this observation one student blamed individual differences as the cause of few students dominating the communication activity, as highlighted in the following excerpt:

P3: I am not comfortable with the observation that the class was dominated by few students. It is only that we are different, some of us are slow learners while others are fast learners so when one student becomes the first to respond to teachers question on a number of occasions, it does not mean that we were not going to respond to the question but rather we took a little bit longer time to respond to the question.

c) Inadequate Resources

From the study, inadequate resources emerged as the biggest challenge to the effective use of recommended instructional practices in Citizenship Education through History and Government. This problem manifested itself in the forms of; inadequate funds, inadequate learning facilities, and inadequate time.

Concerning inadequate learning facilities it was observed that the class was too small to accommodate all the 70 History and Government students. This in turn limited the teacher's movement in class to the front making class management difficult. Furthermore the students talked of how it was difficult for them to attend external symposia and field trips because of their large number compared to the bus carrying capacity. This opinion was further shared by the teacher when giving reasons why they had never had a field trip.

Also to emerge from the study was limited time which forced the teacher to use more teacher-centered activities than learner-centered activities, so as to effectively cover what he termed as the wide History and Government content. Moreover, the students spoke of incidents in which time had been a challenge as demonstrated in the focus group discussion excerpt below;

P1: Time is always an issue... you see at times you were go to present to the class and when you are just at the middle of your presentation the bell rings to mark the end of the lesson.

Researcher: what do you do when such a case happens?

P1: You see there is very little you can do other than to try and summaries your presentation else if you delay then it means the next lesson will be affected and it will also delay.

The issue of inadequate funds was also cited as a major challenge that had led to the low number of out of class instructional practices. The teacher in particular, blamed the lack of enough funds for few out of class activities. He argued that most of out of class instructional practices such as field trips, symposia and service learning required a lot of financial input as compared to classroom instructional practices such as class presentations, group discussions among others. Thus he was compelled to use classroom instructional practices even if the outdoor instructional practices would have been suitable.

d) Conflict in Learning Objectives

Conflict in learning objectives also emerged as a challenge hindering the effective use of the recommended instructional practices. The interview with the teacher in particular revealed how the teacher was forced to limit himself to the use of teacher-centered activities in order to complete the syllabus in time so as to create enough time for the revision of the national exams. The teacher was quoted saying, “although the syllabus advocates for the use of a more learner-centered approach in teaching History and Government, the approach requires more time to cover the wide syllabus.” Furthermore, the teacher stated that, “my main objective for teaching

History and Government is for the students to pass exams, so I use activities (teacher-centered activities) that easily enhance the passing of exams within limited time while paying little attention on whether the activities used mould the students' Citizenship values or not."

e) Teacher and Learner Characteristics

The last problem to be revealed by the study was that on teacher and learner characteristic. From the study it was observed that the teacher hardly used any instructional aid for the lessons observed. When asked to comment about this state of affair, the teacher argued that there were few teaching aids in History and Government. Similar sentiments were shared while commenting on the reasons why most of his classes were classroom-based instead of outdoor. In this instance the teacher argued that, History and Government had very few places to visit and consequently very few outdoor instructional practices.

Closely linked to teacher characteristic was learner characteristic with the teacher reporting of incidents of enmity and rivalry between the students which made it difficult to use activities that required team work such as; debates, project work and group discussions. The teacher further revealed of challenges relating to the social background of the student such as lack of essential learning materials that plagued some of the students inhibiting their full concentration to learning. The teacher concluded by pointing out the negative attitude the students had on politics, a challenge the teacher blamed on the desire of the students to look feminine. This inhibited the effective use of instructional practices such as watching of news and reading of news papers.

4.2.5 Phase One Summary

In this phase, I have shared some of the specifics of each case in the study. These include; their teaching context, the recommended instructional practices used, factors that influence the selection of the recommended instructional practices and the challenges that hinder the effective use of these recommended instructional practices. This information was given to show the inductive process that was used in the initial stages of data interpretation. In the next phase, I present a cross-case analysis that explores the use of recommended instructional practices in Citizenship Education across the four cases. This led to an understanding of how the recommended instructional practices are affected by local conditions (contextual factors), and hence helps develop a more detailed description and explanation of nature of the mismatch that exists between the actual (enacted) instructional practices and the recommended instructional practices.

4.3 Phase Two: Cross-Case Analysis: Same Classroom, Different Outdoor Practices

The previous phase presented four detailed portraits of how the various recommended instructional practices were employed in teaching Citizenship Education through History and Government in four secondary schools. As the cases reveal, there is considerable similarity in classroom-based instructional practices. However, due to the difference in instructional contexts across the four cases there is also a difference in the outdoor instructional practices used.

The purpose of this cross-case analysis is to explore the use of recommended instructional practices in Citizenship Education across the four cases. Moreover, the cross-case analysis enhances an understanding of how the recommended instructional

practices are affected by local conditions (contextual factors), and hence helps develop a more detailed description and explanation of the mismatch that exists between the actual (enacted) instructional practices and the recommended instructional practices. Therefore, the individual cases are used as foundations for the cross-case analysis.

In general, the findings indicate an understanding of the role of Citizenship Education (as it is integrated in History and Government) in instilling citizenship values in the students. In addition, active instructional practices are considered to be critical in achieving the goals and desired outcomes of Citizenship Education instruction in all the four cases. However, while there is general agreement in all the cases that, active instructional practices are important in nurturing of citizenship values, the research reveals significant difference in the instructional practices used in Citizenship Education instruction. The difference stems from, in large part, the desire for academic success. The desire for academic success has a major influence on the instructional practices that the teacher chooses to use in Citizenship Education. That is, teachers select instructional practices that support wide syllabus coverage within short time so as to have more time for preparing students for their national examination. Moreover, the analysis shows the challenges faced in the use of the recommended instructional practices, with the biggest challenge being inadequate resources.

The phase begins with an examination of the common instructional practices in Citizenship Education. In doing this, the discussion acknowledges some of the perhaps subtle but important differences in the actual application of these instructional practices. Next, I center on key differences between the four cases, in particular the

outdoor instructional practices. The discussion underscores the different contextual factors affecting the instructional process. Finally, at the end there is a discussion of the main findings that is cognizant of not only the recommendations made by policy documents (K.I.E, 2002 & Education Task Force, 2012) but also the contributions of various scholars on Citizenship Education and the constructivist theory.

Lessons learned from the cross case analysis have the potential of providing new insights that can be used to shape educational policy and practice. This will facilitate students' acquisition of skills, aptitudes and values which will enable them to take an active and responsible role in their society.

4.3.1 Same Classroom, Similar Instructional Practices

Instructional practices are the specific activities performed in class by both the teacher and learners that lead to realization of the specific instructional objectives (Ndaloh, 2008). The study, reported domination of classroom activities over outdoor activities in all the four cases. In particular, the study revealed that writing activities, verbal activities, inquiry activities and discussion activities were the main classroom activities in all the four cases. Moreover, all the four cases reported a prevalence of teacher domination in the instructional processes. The teacher played the role of an initiator rather than a facilitator of learning. For instance, all the four cases reported that the teacher initiated the verbal activities through explanations, clarifications and questions. Furthermore, it was both observed and reported that the teachers in all the four cases played a key role in both the inquiry and discussion activities by grouping and assigning students with tasks to research on. In particular, the teacher of History and Government of School B reported that, he was the one who carried out research, generated notes and dictated notes to the students. According to the teacher this (him

carrying out research, generating notes and dictating notes) would lead to uniformity in notes among the students, something that could not be achieved if students were to be left to research and write notes on their own. It should however be noted that, students were actively involved in generating their own notes in three of the four schools (schools, A; C; and D). The students' notes were later complemented with notes taken during teacher led class discussions.

Outdoor activities were also utilized in teaching of Citizenship Education across the four cases, although to a limited extent when compared to classroom activities. The main outdoor activities cited across the four cases were debates and role playing. Concerning the debates, all the four cases reported of carrying out debates. These debates were often centered on contemporary issues such as; drug abuse, terrorism, and devolved government. However there existed difference in the frequency of carrying out the debates with some schools reporting that they carried out debates on weekly basis (SCHOOL B, C and D) while one had only had a debate once a year (SCHOOL A). However, school C unlike the other three schools reported that, its student participated in regional debate contest where they emerged victorious. Also to emerge from the study was role play with all the four schools (cases) reporting that, their prefects were elected by the students. However, the election process differed among the schools with some reporting of 'absolute democracy' -for example school C where elections were conducted by Independent Elections and Boundaries Commission (I.E.B.C. the body permitted to conduct elections in Kenya) - while others reporting of 'guided democracy'- for example school D where voting was through acclamation and at times winners were robbed of their victory in favour of less popular candidates but who were friendly to the school administration. It should also be noted that, across the four cases the students failed to link the outdoor

instructional practices to the instructional process of Citizenship Education through History and Government. Moreover, it was observed that form four History and Government student in school D through role playing drafted a school budget while learning the topic, “*Public Revenue and Expenditure.*”

As already noted, all the four cases employed similar instructional practices which were mainly classroom-based (writing activities, verbal activities, inquiry activities and discussion activities). In the study, it was also noted that, the selection and use of these recommended instructional practices was guided by similar reasons. In particular, contextual factors emerged as prime factors in the selection and use of these recommended instructional practices. The contextual factors related to the availability of adequate: time, funds, personnel, and instructional facilities. For instance, all the cases revealed that they preferred classroom instructional practices for these could be used in instances of limited instructional facilities. On the contrary, inadequacy in funds was highlighted to be a factor limiting the use of outdoor activities. All the four cases talked of how it had been difficult to organize and execute outdoor activities such as fieldtrips, symposia and service learning due to lack of enough funds. Lastly, teachers’ conceptualization of Citizenship Education also guided their selection and use of the recommended instructional practices. For example, all the teachers shared the opinion that, while instructing Citizenship Education it was more important to cover the syllabus and prepare for national examinations than to develop students’ citizenship values. In particular the teacher of History and Government in school D had this to say;

Teacher: We cannot have outside activities because here (that is when teaching form fours) we look at syllabus coverage and revision for K.C.S.E.... Especially for a candidate class you find that out of class activities are so minimal.... The choice of the instructional practice to use goes hand in hand with exams.

The teachers thus employed instructional practices that only enhanced knowledge of the values in the students with little attention on development of the citizenship skills and values.

In line with the recommended instructional practices employed across the four cases (mainly classroom-based instructional practices) that were similar, challenges hindering the effective use of the recommended instructional practices in Citizenship Education were brought to light. Of more weight were the challenges emanating from inadequate instructional resources. As highlighted in the previous section of this chapter (Phase one: Individual-case analysis), both the students and teachers in the four cases talked of incidents in which Citizenship Education process was limited by; time, facilities, funds and personnel. The condition was further aggravated by reports of conflicts in lesson objectives across the four cases. The teachers revealed that they selected and used instructional practices that supported academic excellence over acquisition of the intended citizenship values and skills. For instance, the teacher of History and Government in school D was quoted saying, “my main objective for teaching History and Government (a subject in which Citizenship Education is integrated) is for the students to pass exams, so I use activities (teacher-centered activities) that easily enhance the passing of exams within limited time while paying little attention on whether the activities used mould the students’ Citizenship values or not.” Hence for the teachers of History and Government in the four cases, the best instructional practice was one that supported speedy completion of syllabus. The remaining time would be used for preparations for national examinations. Consequently the instructional practices selected and used were more often than not teacher-centered thus learners were left to be passive participants. Further, the

instructional practices failed to cater for individual difference leaving few students to dominate as exhibited in the verbal and discussion activities.

Finally, reports of teacher characteristics being an inhibiting factor in the effective selection and use of recommended instructional practices in Citizenship Education were reported across the four cases. For instance, the teacher of History and Government in school A admitted that he had no idea of any instructional practices recommended for teaching Citizenship Education through History and Government and that he was yet to see a teaching aid for History and Government. For the teacher of History and Government in school D, outdoor activities were not suitable for teaching History and Government for the subject had very few places to visit while learning. In particular, the teacher of History and Government in school B pointed out that, project method was not suitable for teaching Citizenship Education as it was not recommended by the syllabus. Lastly, the school C History and Government teacher showed no interest in involving students in outdoor activities. The teacher claimed that his major duty was to, “cover the syllabus and guide students through revision in preparation for national examinations.” He thus concluded that outdoor activities in Citizenship Education were supposed to be handled by the students on their own.

4.3.2 Different Instructional Contexts, Different Outdoor Practices

While there were important common classroom instructional practices across the cases, the outdoor instructional practices that were recorded in the four classes varied significantly. For instance, fieldtrips were selected and used in three of the four schools (schools B, C, D). The fieldtrips were organized on annual basis due limited funds and time. In contrast, no use of fieldtrips was reported in school A with students complaining of an incident in which money donated for a fieldtrip by the area member of county assembly was converted to cater for break time porridge. Similar findings

were collected when studying the use of symposia in instructing Citizenship Education. It was reported that, three of the four schools (schools B, C, D) only used symposia at the fourth form level. This was in line with school tradition that had scheduled the symposia to be a fourth form activity. On the contrary, the use of symposia was impossible in school A, due to inadequate funds. Further, the study established that reading of newspaper was undertaken by students of schools B, C, and D. However, students in school A complained that they had no access to newspapers for the school had neither a library nor did it even buy daily newspapers. A further closer look at the data collected revealed that watching of documentaries was only used in two of the four schools (School B and C), while service learning was only recorded in school C.

As noted above, most of the outdoor instructional practices were used in schools B, C, and to some extent school D. A keen look at the contextual factors of the four schools revealed a disparity in the availability of instructional facilities among the schools. It was further noted that schools that fairly enjoyed ample instructional facilities such as; Schools B and C (a private and national school respectively) employed more outdoor instructional facilities while those schools that had limited instructional facilities such as; school A (a sub county school) employed more classroom-based instructional practices. For instance, both the teacher and students in school A agreed that, their use of outdoor activities such as fieldtrips and symposia had been hampered by the limited funds and inadequate means of transportation (they did not have a school bus). The study further established school traditions to be a source of difference in the use of recommended outdoor instructional practices in the four schools. For example, schools, B, C, and D have a tradition of taking their students for fieldtrips and symposia at form four, something that does not exist in school A.

Finally, learner characteristics shaped the selection and use of outdoor instructional practices in school A with the teacher reporting that he was forced to use more teacher-centered practices (hence classroom instructional practices) for the students had difficulties in engaging in outdoor activities such as debates.

The difference in instructional contexts across the four cases led to different challenges facing the instructional process. For instance, the location of school B which was at the center of the town posed an environmental challenge for there was a lot of noise emanating from the nearby passing vehicles and other activities taking place in the town. Similarly school C reported deterioration in students discipline due to the increase in the number of students as compared to number of teachers in the school. For instance, it was observed that one student was seen throwing objects to another student as the lesson was going on. In school A lack of cooperation was cited as a hindrance to the effective use of activities that needed students to work in groups. In particular, one of the students narrated how she was forced to play two roles of a proposer and an opposer during a debate after other students refused to participate in the debate.

4.4 Discussion

Deterioration of citizenship values in the Kenyan society has been a matter of great concern among scholars and the general public (Nasibi, 2015; Ngunyi & Katumanga, 2012; Republic of Kenya, 2008a; 2008b; Standard media, 2012; [Transparency International](#), 2013; Wamwere, 2014). However, Citizenship Education has been identified as one of the strategies that need to be adopted in order to equip students with the much needed knowledge, skills and values for effective citizenry. Moreover, effective use of recommended instructional practices has been viewed to form an integral part in the success of the implementation of Citizenship Education

curriculum. It is this use of recommended instructional practices that fostered the researcher's interest in this study. Of particular interest to the researcher was establishing nature of the mismatch between recommended instructional practices and the actual (enacted) instructional practice in Citizenship Education at the secondary level. Furthermore the study was set out to: explore the use of recommended instructional practices in teaching Citizenship Education; examine reasons for use of recommended instructional practices in the teaching and learning of Citizenship Education and find out the challenges faced by teachers and learners in the use of recommended instructional practices in the teaching and learning of Citizenship Education.

The rest of this phase discusses some of the major findings, in light of recommendations made by the constructivist theory, policy documents (K.I.E, 2002 & Education Task Force, 2012) and various contributions by Citizenship Education scholars.

4.4.1 The Use of Recommended Instructional Practices in Citizenship Education

The findings of this study, indicate an understanding of the role of History and Government (a subject in which Citizenship Education integrated) in instilling citizenship values into the students. This is in line with the 2002 Kenya Institute of Education (now referred to as Kenya Institute of Curriculum Development) aims of teaching History and Government at secondary level. The document states that, the History and Government syllabus seek to instil among other values, the values of; nationalism, patriotism and national unity. However in actual practice, academic excellence emerged as the major aim of instructing Citizenship Education through History and Government. This is in agreement with what Jotia and Matlale (2011) found out that, Citizenship Education teachers drilled their students for the

examinations and that, ‘teaching to the test’ was the main impediment to training empowered and active citizens. Nasibi (2015) blames the Kenya’s assessment process that focuses on learning at cognitive domain at the expense of social relating and affective domains leads to high scores in examinations with little change in behavior on issues related to ethnicity, corruption, democracy and morality. This is because learners are asked to describe, explain, discuss and even recall events but little attention is paid on critical analysis of issues or changes in attitudes as a result of lessons learnt or values inculcated in the learners (Nasibi, 2015).

The results of the study further confirm what Ayot and Patel (1992) observed that, History and Government subject was being taught more often for dry intellectual pursuit geared towards passing examination with no relationship to immediate social reality. These findings are in contrast to views shared by various scholars who opine that, the major aim of Citizenship Education is to equip students with the requisite knowledge, skills and values, relevant for producing functional and effective citizens (Mhlauli, 2012; Okobia, 2012). Moreover the constructivist theory argues that, the major purpose of education is not to only impart knowledge, but instead to facilitate children’s thinking and problem solving skills which can then be transferred to a range of situations in the daily life in the society (Bruner, 1966).

Across the four cases, teachers shared an opinion that, the use of active instructional practices was important in achieving the objectives of Citizenship Education. This affirmed K.I.E. (2002) aims of teaching History and Government (a subject in which Citizenship Education was integrated) could be best achieved if there would be emphasis in developing active group and individual study habits. The findings are also in line with The Task Force Report (2012), which proposes for instructional

approaches that strengthen co-curricular activities including volunteerism and community out-reach services. The National Curriculum Policy (2015) further proposes for adoption of an instructional approach that supports creativity, innovation, critical thinking and sustainable development. However, while there was a general agreement in all the cases that, active instructional practices were important in nurturing of citizenship values, the research revealed that there existed significant difference in the instructional practices used in Citizenship Education instruction. For instance, the study revealed that most of the instructional practices across the four cases were mainly classroom-based with; writing, verbal, inquiry and discussion activities being cited as the major classroom activities.

The study findings are in further agreement with findings reported by Evans (2006) in which he reveals that, Canadian and English teachers (Citizenship Education teachers from England) acknowledge the need to use performance-based strategies such as: use of radio interview on the concept of human rights and, simulation of local government decision making. However, it is noted that evidence of these performance-based strategies is less noticeable in practice with information being largely transmitted from the teacher to the student through teacher-led 'chalk-and-talk' discussions. In a similar view Kerr in 2000 observed that, the actual practice in Citizenship Education in many provinces of Canada was much more conservative (teacher-centered) and traditional than official policy mandates (learner-centered). Closer home, a study carried out by African Social Studies Programme (ASSP) in seven African countries revealed that, active instructional practices were only talked about in schools but were not translated into use. Instead, instructional practices were teacher driven and dominated by the chalk-and- talk styles of teaching (Mhlauli, 2012). On contrary, a study by Boadu (2015) on Citizenship Education in the colleges of education in

Ghana reveal that tutors were providing opportunities for trainees to practice good citizenship skills in their college environment in hope that the trainees will continue to demonstrate citizenship skills when they leave the colleges and become good citizens at large.

This study also reinforced earlier findings by Imbundu and Poipoi (2013) which noted that, History and Government classrooms were dominated by instructional methods such as; lecture, discussion, question and answer, reading maps and text books and note-taking. In particular, Ogutu (1984-85) had earlier established that chalk and talk, question and answer, and discussion were the most popular instructional practices used by teachers of History and Government, and this was confirmed in this study.

Scholars have however argued against the undue dependence on expository oriented instructional approaches, which tend to encourage passive learning (Ruto &Agumba, 2013). In particular, Oduma (2005) observes that, these expository oriented instructional approaches leave learners disadvantaged for they are forced to remain passive in the lesson. For Sifuna (2000), the teaching of human rights and democratic education must be developmental in nature. This means that Citizenship Education content must become more and more complex as a learner moves from a lower to a higher grade. Sifuna (2000) concludes that, teachers should adopt participatory instructional methods to teach Citizenship Education. In a similar view the constructivist theory advocates for an active process in learning. According to this theory, learners should construct new ideas or concepts based upon their current or past knowledge (Bruner, 1966). Thus for constructivists, learning should be adaptive as it integrates new knowledge with the existing knowledge and allow for generation of innovative idea or work.

Kerr (2000) argues that, the instructional process of Citizenship Education should lend itself to a broad mixture of teaching and learning approaches, ranging from the didactic to the interactive, both inside and outside the classroom. In line with this view, the K.I.E (2002), recommended for the use of outdoor study approaches such as: visitations, report writing, inquiry, discussion, role playing, dramatization, debates, projects and the use of resource persons. Moreover, a study by Mukhongo (2010) that analyzed and evaluated pedagogical exercises present in social studies instructional materials revealed that, most of the instructional practices in both students' textbooks and teachers' guides required students' engagement in active learning process through the use of practices such as debates and role play. However, it should be noted that of the above K.I.E (2002) recommended instructional practices, only discussion and inquiry were frequently utilized by teachers across the four cases. Moreover, the study established that visitations, role play and debates were seldom used with most of the cases reporting that they used debates once a week while visitations and role play were used on annual basis. Similar findings were shared by Imbundu and Poipoi in their study in 2013 where they noted that financial shortage had restricted the use of field trip to only once a year, and that, this had limited students' exposure to the practical experiences in History and Government.

These study findings are against the views shared by various Citizenship Education scholars. For instance, Mukhongo (2010) argues that, young people in Africa should be trained on how to live in a democratic and pluralistic society due to the intolerance and violence prevalent in African countries. The author further argues for a Citizenship Education instructional process that goes beyond memorization and passive learning. For Mukhongo (2010) the instructional process should not only encourage regurgitation of basic information but also instill critical thinking skills that

will enable students to be aware of their social context. It is thus recommended that Citizenship Education teachers should adopt active instructional practices and also create conducive class and school environment for the implementation of democratic and human rights education.

Data collected from the study revealed that, the instructional practices employed in instructing Citizenship Education were restricted to acquisition of Citizenship Education knowledge in classroom setting but with little attention on development of the citizenship skills and values required for effective citizenry. However, Citizenship Education scholars advocate for the need to relate History and Government to the present life experiences through inquiry methods that allow students to ask questions, raise and solve problems (Osoro, Ondigi & Kiiro 2013). The scholars argue that, when practical activities with less “teacher talk” are used, the teaching and learning of History and Government becomes stimulating and interesting. Further, the students are able to see the importance of History and Government and be inquisitive and critical about the society (Ruto & Agumba, 2013; Oduma, 2005).

4.4.2 Reasons for the Use of Selected Recommended Instructional Practices in Citizenship Education

In the study, contextual factors tended to be the main influence in the selection and use of recommended instructional practices. It was found out that, schools that fairly enjoyed ample instructional facilities such as; Schools B and C (a private and national school respectively) employed more outdoor instructional facilities while those schools that had limited instructional facilities such as; school A (a sub county school) employed more classroom-based instructional practices. In a similar study Ogutu (1984-85) found out that, lecture method (a classroom-based method) was more

popular in *Harambee* (community-sponsored) Schools than in Government and Private-sponsored schools.

Comparable findings have been recorded by comparative studies carried out on citizenship, civics and education for democracy (Kerr, 2000; Morris & Cogan, 2001). These studies have revealed that context was particularly important in reviewing Citizenship Education and that contextual factors relating to: historical tradition; geographical position; socio-political structure; economic system, and global trends, had a major influence in the definition of and approaches to Citizenship Education. The present study shares similar findings as it was established that, contextual factors relating to availability to time, funds, personnel and instructional facilities played a key role in the selection and use of recommended instructional practices in Citizenship Education. Johnson and Morris (2010), cites Freire (1972) as having emphasized on the importance of local contextualization in the instructional process. Similarly, Magudu (2012) observes that the challenges associated with Citizenship Education in Zimbabwe emanate from the context in which it is being taught. He argues that the prevailing socio-political environment in the country does not allow for the proper implementation of the Citizenship Education curriculum. For the socio-political environment bears immense influence on the rationale for, and content of the Citizenship Education curriculum.

The study further established that, classroom instructional practices were selected and used in order to support wide syllabus coverage within shortest time. This was aimed at creating adequate time for preparations for national examinations. In a similar view, a study by Namasasu (2012) reported that, the examination-driven curriculum led to teachers adopting instructional practices that were largely characterised by rote learning and limited practical citizenship-oriented activities. The study findings are

contrary to views by scholars who argue that, instructional practices selected and used in Citizenship Education should strive at generating civic skills, developing of democratic values, positive attitudes towards legal forms of participation, instilling social responsibility, and cohesion (Finkel & Ernst, 2005; Morris & Cogan, 2001). In particular Mukhongo (2010) opines that, instructional practices selected and used in Citizenship Education should aim at instilling critical thinking skills in students that will enable them be aware of their social context. Therefore, while selecting an instructional practice in Citizenship Education, the teacher should aim at an instructional practice that will place the student in different learning situations, stimulate them to be inquisitive and critical about the society, and equip them with skills for functioning in today's increasingly complex and global environment (Jotia & Matlale, 2011).

4.4.3 Challenges Faced in the Use of Recommended Instructional Practices

The data collected from the study revealed challenges hindering the use of the recommended instructional practices in Citizenship Education. Of more influence were the challenges emanating from inadequate instructional resources. Both the students and teachers in the four cases talked of incidents in which Citizenship Education instructional process was limited by; time, facilities, funds and personnel. For instance, teachers across the four cases complained that, the 40 minutes allocated for instructing Citizenship Education was not enough to cover the syllabus using the active instructional practices. Consequently, the teachers were forced to adopt more teacher-centered practices that allowed them cover large content within limited time. The results of the study confirmed what Ruto and Agumba (2013) found out, whereby they noted that, limited time was allocated to teaching using the recommended instructional methods. According to Ruto and Agumba (2013), limited time posed a

challenge to the teaching and learning of History and Government subject in secondary schools for the time allocated for field trip and role play methods of teaching was not enough. They thus concluded that, teachers of History and Government were using more of teacher-centered methods for they did not demand a lot of time for successful use. Similarly, Imbundu and Poipoi (2013) observed that, out-of-class teaching led to disruption of other lessons in the time-table and that time factor was still a problem whether funds were available in schools or not. For Oduma (2005), the limited time was occasioned by the wide History and Government syllabus. To him teachers were forced to use methods that allow them to cover large content in the shortest time possible.

Financial shortage also cropped up as a resource that adversely affected the use of recommended instructional practices in Citizenship Education. In particular, students from school A, complained of an incident in which money donated for a field trip by the area member of county assembly was converted to cater for break time porridge since they earlier on did not afford to take porridge during break time. Similar findings were observed in studies conducted by Ngei (2008) and Oduma (2005) in which it was noted that, financial shortage was limiting students' exposure to practical experiences in History and Government. For instance, the studies noted that, financial shortage had restricted the use of field trip to only once a year. This made the subject not only difficult for the learners but also uninspiring and boring because of lack of interesting learning activities which are favored by child-centered approaches. Moreover, learners were not able to relate what they were learning to their lives and therefore failed to internalize and identify with the historical events (Nasibi, 2015).

For the constructivists, the work of an instructor (in this case the teacher of History and Government) is to try and encourage students to discover principles by

themselves. According to Bruner (1966), the instructor and student should engage in an active dialogue (socratic learning), translating the information to be learned into a format appropriate to the learner's current state of understanding. However across the four cases, reports of teacher characteristics being an inhibiting factor in the effective selection and use of recommended instructional practices in Citizenship Education were revealed. For instance, the teacher of History and Government in school A admitted that he had no idea of any instructional practices recommended for teaching Citizenship Education through History and Government and that he was yet to see a teaching aid for History and Government. For the teacher of History and Government in school D, outdoor activities were not suitable for teaching History and Government for the subject had very few places to visit while learning. In particular, the teacher of History and Government in school B pointed out that, project method was not suitable for teaching Citizenship Education as it was not recommended by the syllabus. Finally, the school C History and Government teacher showed no interest in involving students in outdoor activities. The teacher claimed that his major duty was to cover the syllabus and prepare for national examinations. He thus concluded that outdoor activities in Citizenship Education were supposed to be handled by the students on their own.

The study findings are in line with what Mhlauli (2012) found out that, lower qualifications by teachers and lack of understanding of Citizenship Education by teachers hampered the delivery of social studies and Citizenship Education in primary schools. In a similar view, Nasimiyu (1997) reported that, teachers were not adequately prepared to teach the History and Government curriculum of the 8-4-4 system of education. The findings compare with findings by Tuimur, et al. (2015) in which it was established that, most teachers do not use the appropriate methods for

teaching Conflict and Conflict Resolution. The author argues that teachers avoid using these methods because they were not confident in applying them. This may be attributed to the fact that most of them have not been in-serviced on the teaching of emerging issues such as Conflict and Conflict Resolution, which is new in the social studies syllabus (Tuimur et al., 2015). Similarly, studies by Abobo et al. (2014) and Wanyama (2014) have both established that most the teachers had negative attitude towards teaching of the new content of the curriculum. The scholars attribute this to teachers' ill preparation for implementation of the new content thus affecting the mastery of the content and the motivational level of the students (Nasibi, 2015)

4.5 Chapter summary

At the start of this chapter, four detailed portraits of how various recommended instructional practices were employed in teaching Citizenship Education through History and Government in four secondary schools have been presented. Moreover, a cross-case analysis of the four cases has been provided. The analysis has revealed that, although there is considerable similarity in classroom-based instructional practices used; there also exists a difference in the outdoor instructional practices used across the four cases. Finally, the chapter has come to a close with a discussion of the study findings in light of recommendations made by the constructivist theory, policy documents (K.I.E, 2002 & The Education Task Force, 2012) and various contributions by Citizenship Education scholars.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Citizenship Education has been identified as one of the strategies that need to be adopted in order to equip students with the much needed knowledge, skills and values for effective citizenry. However, these aims of Citizenship Education remain lofty unless the appropriate methods of teaching are adopted (Kochhar, 1992). This study sought to contribute to a better understanding of how Citizenship Education instruction takes place at school level in the light of the policy recommended instructional practices. Hence, the study was grounded on observations of day-to-day Citizenship Education instructional practices (as integrated in History and Government) in four secondary schools in Vihiga County. The findings offer lessons about nature of the mismatch between recommended instructional practices and actual (enacted) instructional practices in teaching Citizenship Education through History and Government. This final chapter provides a summary of the findings, conclusion, and recommendations stemming from the study findings.

5.2 Summary of the findings

The implementation of Citizenship Education curriculum in secondary schools in Kenya is dependent, in part, on the effective use of recommended instructional practices. The research reported here examined the instructional practices used in teaching Citizenship Education at selected secondary schools in Vihiga County, Kenya and the extent to which they differ from the recommended instructional practices. Three specific questions were used to generate responses. These were: Which of the recommended instructional practices are used in teaching and learning of Citizenship Education at the secondary level?; what are the reasons for the use of

the selected recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level? Finally, what are the challenges that teachers and learners face in the use of the recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level?

In general, the research results reveal domination of classroom activities over outdoor activities. This denotes the existence of a mismatch between the actual (enacted) instructional practices and the recommended instructional practices in Citizenship Education.

The first question investigated *the recommended instructional practices used in the teaching and learning of Citizenship Education at the secondary level*. According to constructivism, learning process should involve the learner actively, whereby learners construct new ideas or concepts based upon their current or past knowledge (Bruner, 1966). In Kenya, education policy documents (for instance, K.I.E, 2002 and The Education Task Force, 2012), also encourages teachers to use active instructional practices such as; visitations, report writing, inquiry, discussion, role playing, dramatization, debates, projects and the use of resource persons while instructing Citizenship Education. However, the findings of this study indicate that, although teachers recognized the importance of the recommended active instructional practices in instructing Citizenship Education, passive instructional practices dominated the actual instructional process. In particular, the study reported domination of classroom activities over outdoor activities, with; writing activities, verbal activities, inquiry activities and discussion activities being cited as the main classroom activities. Only debates and role playing were revealed by the study to be the main outdoor activities, while visitations, symposia and service-learning were rarely used.

The second question focused on the reasons for the selection and use of the various recommended instructional practices. The question asked, *what are the reasons for the use of the selected recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level?* For constructivist, instructional practices should not only aim at imparting knowledge, but also at facilitating children's thinking and problem solving skills which can then be transferred to a range of situations in the daily life in the society (Bruner, 1966). However from the data collected, contextual factors had a major bearing in the selection and use of recommended instructional practices. The study revealed that, schools that enjoyed fairly enough instructional resources (for example facilities like bus and computer laboratory, funds and personnel) employed more outdoor instructional resources when compared to those schools that had limited instructional resources. Also conflicts in lesson objectives (teachers used instructional practices that supported academic excellence over acquisition of the intended citizenship values and skills), teachers' conceptualization of Citizenship Education, school traditions and learner characteristics were reported to be some of the reasons why certain instruction practices were preferred to others.

The last question aimed at shedding light on the various challenges that inhibited the effective use of the selected instructional practices and it asked: *What are the challenges that teachers and learners face in the use of the recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level?* From the study it was established that, challenges emanating from inadequate instructional resources had a major impact on the use of the recommended instructional practices. For instance, both the students and teachers talked of incidents in which Citizenship Education instructional process was limited by; time, facilities,

funds and personnel. Other challenges reported by the study included; communication breakdown and conflicts in lesson objectives, whereby it was found that, teachers used instructional practices that supported academic excellence over acquisition of the intended citizenship values and skills. Also failure to cater for individual difference and teacher characteristics were reported to hinder the selection and effective use of recommended instructional practices.

5.3 Conclusions

The research gained understanding on nature of the mismatch between recommended instructional practices and actual (enacted) instructional practices in teaching Citizenship Education through History and Government. The following conclusions were derived:

- i. The teaching and learning of Citizenship Education at the secondary level was dominated by classroom instructional practices such as; writing activities, verbal activities, inquiry activities and discussion activities which are geared towards good academic performance. However, outdoor instructional practices such as; visitations, symposia, service-learning, debates and role playing are rarely used. This implies that curriculum developers should endeavour to create a curriculum that de-emphasizes the role examinations and pays more attention to application of skills and knowledge in real life situations.
- ii. Contextual factors had a major bearing in the selection and use of recommended instructional practices (especially outdoor practices) in the teaching and learning of Citizenship Education at the secondary level. Other reasons include; lesson objectives, teacher characteristics, school traditions and learner characteristics. This therefore implies that, there should be

converted effort to ensure that all schools acquire the required instructional resources so as to support the use of outdoor practices.

- iii. Challenges emanating from inadequate instructional resources (for example limited; time, facilities, funds and personnel) have a major impact on the use of the recommended instructional practices in the teaching and learning of Citizenship Education at the secondary level. Other challenges include; teacher characteristics, communication breakdown, conflicts in lesson objectives, failure to cater for individual difference and cases of students' in-discipline. This is an important finding for it implies that, there should be an effort to ensure that all secondary schools have adequate instructional resources for teaching Citizenship Education.

5.4 Recommendations of the study

- i. The History and Government curriculum should be reviewed to de-emphasize national examinations. This could be done through introduction of competency- based learning that focuses on application of skills and knowledge in real life rather than knowing the answers. This will ensure that the teachers of History and Government use both classroom and outdoor instructional practices while teaching Citizenship Education.
- ii. During teacher preparation, Citizenship Education through History and Government should be re-conceptualized to take into consideration the contextual factors. This will equip the teachers with knowledge and skills for effective teaching of Citizenship Education in different learning contexts.
- iii. The Government in general and school administration in particular should make an effort to ensure that all secondary schools are provided with adequate instructional resources. Also teachers are encouraged to improvise

instructional resources from their local environment. Furthermore, the curriculum should be de-congested to create more time for active learner instructional practices hence holistic development of learners. Finally, the government should recruit competent and adequate trained teachers and deploy them to all schools. For the teachers already in service, the government and other stakeholders should offer them with refresher courses, workshops and seminars so as to equip them with relevant instructional techniques for teaching the ever changing Citizenship Education.

5.5 Suggestions for further study

This study also opened insights into new areas for further research that could contribute toward enriching information on the application of recommended instructional practices in Citizenship Education. A qualitative study to examine the instructional materials used while instructing using the recommended instructional practices in Citizenship Education would be revealing. This is an issue of necessity based on the fact that, the success in use of any instructional practice is highly determined by the instructional material used.

Furthermore, a study on History and Government teachers' views on what constitutes Citizenship Education in the Kenyan context would be informative, for teachers are more likely to give more attention to what they perceive as important while selecting and using instructional practices in Citizenship Education.

Lastly, a study on what prospective teachers are taught about Citizenship Education during their training, and how this translates into their own instructional practices would provide valuable insights into how to make instructional practices used in Citizenship Education more responsive to the ever deteriorating citizenship values.

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APPENDICES

APPENDIX A: MINISTRY OF EDUCATION RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

14th December, 2015

NACOSTI/P/15/95280/8176


Rodgers M Dingili
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"The gap between theory and practice in citizenship education instructional practices, a case study of four secondary schools in Vihiga County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Vihiga County** for a period ending **11th December, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Vihiga 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.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Vihiga County.


The County Director of Education
Vihiga 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 7547

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:


MR. RODGERS M DINGILI
of MOI UNIVERSITY, 33-30010
SIRWA, has been permitted to conduct
research in **Vihiga County**

**on the topic: THE GAP BETWEEN
THEORY AND PRACTICE IN CITIZENSHIP
EDUCATION INSTRUCTIONAL PRACTICES,
A CASE STUDY OF FOUR SECONDARY
SCHOOLS IN VIHIGA COUNTY, KENYA**

**for the period ending:
11th December, 2016**

[Signature]

**Applicant's
Signature**



[Signature]

**Director General
National Commission for Science,
Technology & Innovation**

Permit No : NACOSTI/P/15/95280/8176
Date Of Issue : 14th December, 2015
Fee Received :Ksh 1000

APPENDIX B: COUNTY RESEARCH PERMIT

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams:
Telephone: (056) 51450
Email: vieducounty@gmail.com
When replying please quote



COUNTY EDUCATION OFFICE,
VIHIGA COUNTY,
P.O. BOX 645,
MARAGOLI.

APPENDIX C: LETTER OF INTRODUCTION

Moi University
Department of Curriculum
Instruction and Education Media

Dear respondent,

I am a student at Moi University pursuing a Masters Degree in the Department of Curriculum Instruction and Educational Media and carrying out a research on **“Mismatch between theory and practice in Citizenship Education instructional practices, a case study of four secondary schools in Vihiga County”**

I am requesting for your assistance by accepting my interview. The information will be utilized only for research purposes.

Thank you.

Yours sincerely,

.....

Dingili Rodgers.

APPENDIX D: CLASSROOM OBSERVATION PROTOCOL

Date: _____

I. Classroom characteristics

Physical arrangement of the class: (round table arrangement, column and rows arrangement, horse shoe arrangement)

II. Use of recommended instructional practices

Topic:

What is the role of the teacher in the instructional process? (e.g. learner centred, teacher centred)

What is the role of the learner in the instructional process? (e.g. listener, researcher, discovering meanings, attempting translations and definitions, thinking of examples and applications, making notes, summaries and compositions; judging critically, taking notes; writing meanings, examples and applications)

Which of the recommended instructional practices are being used by the teacher in teaching? (e.g. Debating, dramatising, problem solving, discussing, role playing, simulating, community service, working in groups, carrying out project work, carrying out case studies, inquiries and field trips)

III. Challenges faced in the use of recommended instructional practices

What are the challenges that the teacher is facing while using the above recommended instructional practices. (Time management, class control, content coverage, equal learner participation, catering for individual difference)

III. Notes

APPENDIX E: OUT OF CLASSROOM OBSERVATION PROTOCOL

Date: _____ Number of students _____

I. Environment characteristics

Location

Physical arrangement of the place (how it is setup): (round table arrangement, column and rows arrangement, horse shoe arrangement)

II. Use of recommended instructional practices

Topic:

Exercise carried out:

What is the teacher's role in the instructional process? (e.g. learner centred, teacher centred)

What is the learner's role in the instructional process? (e.g. listener, researcher, discovering meanings, attempting translations and definitions, thinking of examples and applications, making notes, summaries and compositions , judging critically, taking notes; writing meanings, examples and applications)

Which of the recommended instructional practices are being used by the teacher in teaching? (e.g. Debating, dramatising, problem solving, discussing, role playing, simulating, community service, working in groups, carrying out project work, carrying out case studies, inquiries and field trips)

III. Challenges facing in the use of recommended instructional practices

What are the challenges that the teacher is facing while using the above recommended instructional practices. (Time management, class control, content coverage, equal learner participation, catering for individual difference, noise)

III. Notes

APPENDIX F: FOCUS GROUP DISCUSSION GUIDE FOR STUDENTS

I. The use of recommended instructional practices

1. a) How do you define a “citizenship values”? What qualities/characteristics/traits does a good citizen have?
 - b) What do citizens with good citizenship values do?
 - c) From your understanding of what a good citizen does, what then does Citizenship Education entail?
2. a) During your History and Government lessons this week, I observed that you were mostly involved in..... learning activities (instructional practices) Kindly comment about these.
 - b) Suppose I was a new student in your class, and I approached you asking you to narrate to me the activities I should prepare myself to be involved in during a History and Government lesson what could be your narration?
 - c) Which other activities are you normally involved in while learning History and Government? Please give a brief description of how you are involved in them.
 - d) Which of these activities do you prefer getting involved in? Give reasons for your answer?
3. a) Are there any out of classroom activities that you engage in while learning History and Government?
 - b) (If yes) what are they?
 - c) Can you walk me through the last time you were involved in outdoor instructional practices, what happened?
 - d) When was the most recent time you were involved in the activity or activities described above?

II. Challenges facing the use of recommended instructional practices

1. a) When the teacher involved you in the following activities I noted that you had a problem (problems) with..... Kindly comment about this.
b) How does the above challenge/s affect your learning of History and Government using the activities sighted in question 1 a) above?
2. What are the other challenges you normally encounter while you are involved in the activities sighted in question 1 a) above? Please briefly describe the challenges?

APPENDIX G: INTERVIEW SCHEDULE FOR TEACHERS

I. Use of recommended instructional practices and the reasons for their selection

1. Please tell me more about the place of Citizenship Education in your teaching of History and Government? In other words, how much emphasis do you give to Citizenship Education?
2. a) During your lessons, I found out that you involved your learners more in activities such as is this usually the case? Which other activities do you normally involve the students in?
b) What makes you prefer the use of these activities over the other recommended activities?
3. a) Please correct me if I am wrong, but from your schemes of work you seem to have planned/ not planned of involving the students in outdoor activities when teaching Citizenship Education? Is this really the case? How comes it is this way?
b) Suppose I attended one of your outdoor lessons as a student in your class what activities would you involve me in? (i.e. from the start of the lesson to the end).

(Please allow me to make the following comparison)

4. I have observed that majority of your lessons are classroom-based. Could you share with me the reasons for this?
5. a) Other than the instructional practices you have talked about, what are the other instructional practices that have been recommended by the syllabus and the Task Force Report (2012) for teaching Citizenship Education through History and Government?
b) How often do you use these recommended instructional practices (*named in Q 5 a) above*) in teaching Citizenship Education through History and Government? In other words, could you tell me the most recent times you employed them in teaching? How comes it is this way?

II. Challenges facing the use of recommended instructional practices and how they affect the selection of recommended instructional practices.

1. a) While you were using as an instructional practice in teaching I noted that the students faced the following challenge/s..... Kindly comment about this.
b) How does the above challenge/s affect your selection and effective use of recommended instructional practices? Please explain.
c) Please allow me to ask. Could the challenges be the reason why majority of your lessons are classroom-based? Kindly expound on this.
2. a) The students have further revealed to encounter the following challenges..... when you are using the instructional practices. Do you concur with them?
b) Do the challenges sighted in question 2a above affect the learning of the students? In other words, how do the challenges sighted in question 2a above affect the learning of the students?
3. Are there other more profound challenges that limit your employment of recommended instructional practices in teaching Citizenship Education? What are they?
4. Please tell me of an incident when your instructional process was limited by the following challenge/s.....? Please briefly explain how it happened?

APPENDIX J: SCHOOL A FIELD JOURNAL

Journal Entry 15/05/2015

As I seek permission to conduct study in school A, I struck an informal conversation with the head teacher of the school. The head teacher warns me that I might not get the required data in his school for his teachers have not undergone any teacher training course.

Journal Entry 18/05/2015

It is ten in the morning, for the first time I enter school A form four History and Government class. What is on my mind is that I expect to meet a below average class, a class that will have difficulty in giving correct responses to the teachers questions, a class that might need the teacher to explain more and at a slower pace for them to understand. My thoughts are born from the school's previous poor performance in national exams.

Journal Entry 19/05/2015

The class looks lively; the students are actively participating in the class discussion by answering teacher's questions. Some are busy perusing through their note books, searching for answers to teacher's questions. Though, I have a feeling the students are actively participating in the lesson to impress the researcher. My view is later confirmed by the teacher while summarizing the lesson when he observes that, he is amazed by the students' contribution in the lesson. Furthermore, the teacher urges the students to be actively participating in responding to questions when there is no visitor in the class.

Journal Entry 20/05/2015

At the end of observation of lesson three, the teacher is not committal on whether there would be a History and Government lesson the subsequent day. The teacher informs me that students are set to be sent for MOCK exam fees. He requests that I call him the following day in the morning so that he can confirm if there will be a quorum to enable have a lesson.

Journal Entry 21/05/2015

I make a phone call to the teacher of History and Government in school A, asking him on the number of form four History and Government students present. He informs me

that, after the students were sent home for MOCK exam fees, only 2 out of the 17 students are present. The teacher request that we continue with our History and Government classes the subsequent week for he has no hopes of students coming back to school until then.

Journal Entry 25/05/2015

The class enthusiasm in the lesson seems to have reduced for there are few students raising their hands to respond to teacher's questions. The students seem to be settling to their natural behaviour and seem no longer cautious of being observed.

Journal Entry 26/05/2015

I arrive in School A, 30 minutes to the History and Government lesson. The clouds have gathered it is all set to rain heavily. We soon proceed with the lesson but about ten minutes into the lesson, heaven opens up and rain pours down heavily. After a few attempts of shouting, the teacher is overwhelmed by the noise from the rain. The class has neither a ceiling board nor a public address system to overcome the noise of the rains. The teacher is forced to cut short his lesson.

Journal Entry 30/05/2015

I am carrying out my first students' focus group discussion but the students seem not comfortable in participating in the discussion. They are only giving short answers even after many persuasions from the researcher. As the conversation goes on they seem to settle into the discussion and they give their contributions freely. In particular, student P1 is instrumental in giving detailed narrations and sharing jokes of how their money for field trip was converted into buying porridge flour.

Journal Entry 06/06/2015

As I read the transcribed student focus group discussion, it appears that the students were defensive when presented with the challenges that researcher observed. They were not able to differentiate between challenges and criticism thus to some extent they felt that the research process was a fault finding endeavour. However, the researcher's persuasions and clarifications seem to have settled the students in to the discussion.

APPENDIX K: SCHOOL B TEACHER INTERVIEW TRANSCRIPTION

I. Use of recommended instructional practices and the reasons for their selection

Researcher: Please tell me more about the place of Citizenship Education in your teaching of History and Government?

Teacher: To an extent I would say that most of these things (implying to Citizenship education) are emphasized not in a formal classroom setting but in an informal class, may be when handling a indiscipline case that is when we advice a student to show good moral values to be considered a good citizen, but there is no formal sessions for teaching that (implying to Citizenship education).

Researcher: So for you teaching Citizenship Education only means telling the students what is expected from them by the society?

Teacher: Precisely that is it (while nodding in agreement).

Researcher: What about students practicing the Citizenship Education Values?

Teacher: Not really (while nodding in disagreement), furthermore where is the time?

(Silence)

Researcher: During your lessons, I found out that you involved your learners more in activities such as:

- ✓ Taking short notes on the constitutional changes that led to Kenya's independence.
- ✓ Answering teachers questions such as; "Who led the KADU delegation into the Lancaster house conference?"
- ✓ Perusing their notes to find out answers to teachers questions.
- ✓ Reading reference books, I noticed that your students had a number of books on their desks, from where I was seated I was able to see students using: Golden tips, Test it and Fix it, Evolving world.
- ✓ Looking at the drawing on the board. I understood you (referring to the teacher) had made a drawing of the colonial administration on the board so students were keenly looking at your drawing as you gave out explanations.
- ✓ Asking questions such as; "What do you mean by Leg.co. (Legislative council) and Ex.co. (Executive council)?"
- ✓ Listening to teacher's narration, on reasons that led to the second Lancaster house conference, and how K.A.N.U. was forced to accept the majimbo system of government for the sake of speeding up the march to Kenya's independence.

Researcher: Is this usually the case?

Teacher: Yah, it is the case and when you talk of discussion, I think you are not elaborate enough. There are two types of discussions. We have personalized discussion, where students are allowed to choose who ever she wants to discuss with. Secondly is classroom discussion where we have students who are grouped by the

teacher. So we have that one where it is learner initiated and the other which is under the school routine.

Researcher: These personalized discussions, do students participate in them fully or are there uncooperative ones?

Teacher: If I want them to discuss fully, I set objectives and it is the duty of the student to show me how she has achieved a set objective in her discussion group. So on a weekly basis they cover nearly three topics through research.

Researcher: Ok (while nodding to encourage the teacher to continue talking)

Teacher: On documentaries they also have a chance to watch them on Saturdays and Sundays. We have a number of them so you just go to the computer laboratory and pick them and watch.

Researcher: You mean students can watch on their own? (Amused)

Teacher: (while laughing) Yes by their own.

Researcher: Ok (while nodding to encourage the teacher to continue talking)

Teacher: Ok I understand they gave you a few examples of documentaries they have watched but there are a number. Ok, even the one on Obama, they have watched, they have watched a documentary on constitutional changes in Kenya since 1963, and even the topic I am now teaching colonial rule and the fight for independence.

(Silence as the researcher peruses through his documents)

Researcher: Ok from the discussion I had with your students last week, they reported that you normally involve them in the following activities;

- ✓ Group discussions, where they are assigned questions or even topics to discuss and even research on in groups.
- ✓ Class presentation, they told me after researching in groups the group leaders of each group presents the discussed work.
- ✓ Carrying out research on the questions and topics assigned by the teacher.
- ✓ Class discussions, students talked of carrying out discussions led by either their teacher of History and Government or the History and Government subject representative.
- ✓ They also talked off a field trip they carried out in first term where they visited Kitale and Kapenguria.
- ✓ Carrying out debates on Saturdays afternoon, they even said that last week's motion was on, "should Kenyan soldiers be withdrawn from Somalia or should they continue fighting the Al-shabab."
- ✓ Reading newspapers where they reported that they read three daily newspapers (The Standard, Daily Nation and Taifa Leo) at the library
- ✓ Also they talked about watching documentaries whereby they gave examples of watching documentaries on; Evolution of man, the post election violence.

Researcher: Please comment on the students' report on instructional practices used in teaching History and Government?

Teacher: I think what the students informed you is true. If you come to this school on Saturday afternoon you will find the students debating, it is just unfortunate that when you last came around it was on a visiting day so there were no debates going on.

(Researcher nods to encourage the teacher to continue speaking)

Teacher: It is also true that the students went on a field trip to Kapenguria in January, it is the tradition of this school to have the History and Government students undertaking their field trips in first term.

Researcher: Are the field trips for form three History and Government students or all classes, that is, even form ones, twos and fours?

Teacher: Each class decides where to go visiting, so like this year our form three decided to visit Kapenguria.

Researcher: So you normally carry out field trips once per year?

Teacher: Yes.

Researcher: why?

Teacher: As you know organizing and conducting a field trip needs money and time which is limited.

(Silence)

Researcher: Which other activities do you normally involve the students in, other than the ones we have discussed today?

Teacher: We usually have internal symposia whereby all History and Government students (from form 1 to form 4) compete on a certain topic then we rank them according to ones score and not class.

Researcher: What else? (While encouraging the teacher to continue)

Teacher: That is all.

Researcher: Ok, what makes you prefer the use of these activities over the other recommended activities?

Teacher: I think one should adopt more learner-centered methods. If I am not careful I might end up having students who cram instead of understanding what I teach. My aim is to get students who can respond to an application question correctly. I want to develop a historian.

Researcher: Does this objective guide your selection of activities?

Teacher: Yes, you see there is a topic in form three that I do not teach, maybe I only stress on a few issues in the topic.

Researcher: Which topic is this?

Teacher: The topic on 'Lives and contributions of Kenyan leaders' you see I do not teach this topic.

Researcher: Then who teaches it?

Teacher: It is the students who teach it. I simply group them, give them assignments and let them discuss. Through that they are able to learn and appreciate the contributions of the Kenyan leaders.

Researcher: Ok. (pause) Please correct me if I am wrong, but from my observations most of your instructional practices are based in the classroom and not outside the classroom. Is this really the case? How comes it is this way?

Teacher: Yes most of my classes are classroom-based and not out of class based. (pause) This is because of the nature of time allocated to teach History and Government. The 40 minutes lesson is not enough for outside activities. Moreover, I have only 4 lessons a week so if I take more time outside the class I will have more trouble covering the syllabus.

Researcher: So can I say that the challenges such as inadequate time are limiting you from employing out of class recommended instructional practices?

Teacher: To some extent, yes (while nodding in agreement) you see in order to fully engage your students in out of class activities you need to programme them outside the normal class time. So I have to wait until Saturday or Sunday for the students to watch a documentary. Moreover, we cannot execute a field trip during school days we have to wait until weekends.

Researcher: Suppose I attended one of your outdoor lessons as a student in your class what activities would you involve me in? (i.e. from the start of the lesson to the end).

(silence)

Researcher: Let's say I attended a lesson in which you had students watching a documentary.

Teacher: Ok as the students are watching the documentary, I usually pause the documentary and ask questions concerning the documentary we are watching. May be pose a question on the year the event happened.. or in this case if it is Lancaster house conference I will ask questions like "what were the Africans demands in the second Lancaster house conference?" Moreover, documentaries have problems with dates so I would also be giving clarifications.

Researcher: So the students ask and answer teachers questions, listens to teacher clarifications, (pause) what about taking notes?

Teacher: While watching a documentary we do not take notes.

Researcher: How then do students get notes?

Teacher: In my class, students have to have two books. One book is for writing detailed notes while the second book is where they make a summary of the key points as I teach.

Researcher: So in the first book they do research and write their detail notes?

Teacher: No, I am the one who carries out the research. I compile notes from a number of books because I have the syllabus with me. I refer to different books to generate notes that I then dictate to the students.

Researcher: Other than the instructional practices you have talked about, what are the other instructional practices that have been recommended by the syllabus and the Task Force Report (2012) for teaching Citizenship Education through History and Government?

Teacher: The syllabus only talks about the Question and Answer method, the lecture method, narration and discussion. I think I have used all of them.

Researcher: What about, community service, role play, and project method?

Teacher: Aaaaah! Those I have not used them because of time, as I had earlier told you. Time becomes a challenge. Also when you look at the syllabus project method is not one of the recommended method in teaching of History and Government.

II. Challenges facing the use of recommended instructional practices and how they affect the selection of recommended instructional practices.

Researcher: During your instructional process I noted that the students faced the following challenges:

- ✓ Students were giving chorus answers thus difficult to differentiate those who knew and those who did not. Like on the question you asked, “Who led the KADU delegation into the Lancaster house conference?”
- ✓ Some students failed to note take during the lesson.
- ✓ Some were inaudible while giving answers. For example the girl who answered the question on difference between Leg.co. (Legislative council) and Ex.co. (Executive council).
- ✓ Some of the students did not participate in answering teachers questions.
- ✓ At some instances the teacher posed and answered questions without giving students a chance to respond. A good example is when you asked, “Who was the first African to be nominated to the Leg.co. (Legislative council), then you answered “Eliud Mathu” (both the teacher and the researcher laughs).

Researcher: Kindly comment on these.

Teacher: On audibility, maybe it was due to anxiousness of the visitor’s presence.

Researcher: Ok (while nodding to encourage the teacher to continue)

Teacher: On chorus answers, I think it was an exception. In my class we normally have two ways of responding to questions: (pause) one is where I pose a question and a student lifts up her hand to answer. The second way of responding to my questions is whereby, I pose a question and a student lifts up her hand to choose another student who she thinks should respond to my question. (While laughing) This is meant to make all students alert during the lesson.

Researcher: Ok, (pause) from the discussion I had with the student last week, the students further identified the following challenges;

- ✓ Misunderstanding between the students and the school administration. For example, the students could not understand why they were not involved in symposia.
- ✓ Wide content, in particular one student had this to say; “for me I think wide content is a big challenge, being a historian you have to read wide, so it comes to a point whereby the notes are so many but you still have to cover the syllabus and prepare for exams.”
- ✓ Overstretched facilities. The students talked how sharing of the bus with the primary section had restricted them from having more out of class instructional practices such as field trips.
- ✓ To some extent the students failed to link whatever they learn in History and Government and real life. For instance, I asked them if they would be participating in voting in 2017 and only two out of the twelve students were willing to go and vote. When asked why they were not willing to vote some complained of long voting queues, others thought it would be a good time to visit their relatives since the voting day would be a holiday.

(Teacher laughs)

Researcher: Do you concur with the students?

Teacher: Ok, for me I can say that we do share facilities with the primary section. For example the buses are supposed to ferry students in the morning so for you to organize any trip it has to be on a weekend when the primary pupils are at their homes, but when the primary section is on it becomes a big challenge to organize an out of school activity. Like recently when I took students for music festivals in Bungoma it was on Wednesday Thursday and Friday, the primary pupils were forced to end their classes early and be ferried to their homes as early as 1 p.m. instead of the normal time 3.30 p.m.

Researcher: Ok (while nodding to encourage the teacher to continue)

Teacher: I think it's a tradition of this school where external symposia starts at form four. So organizing symposia for form three it's a challenge. So for me instead of waiting until these students reach form four so as to have symposia, I usually organize mini symposia where I will have the students compete between themselves.

Researcher: But sir when I asked them if they usually have symposia in learning History and Government they claimed they have never had one.

Teacher: Oooh! May be then they thought it is a cat.

Researcher: Yes (nodding in agreement)

Teacher: You see, in order to have symposia it is not a must you invite or you be invited to another school. You can just organize one in your own school like I usually do.

Researcher: What about the case of your History and Government students declining to vote?

Teacher: You know Kenya is a democratic country you have a right to either vote or not.

Researcher: But again it is the duty of a good citizen to participate in voting.

Teacher: But you see in this scenario my hands are tied I can only urge them to vote but what they choose to do after form four I have no control over it.

Researcher: Ok (pause) how do these challenges affect your selection and effective use of recommended instructional practices? Please explain.

Teacher: As you know time is limited. You cannot concentrate on time consuming activities such as group work... Remember, you have a syllabus to cover within a certain period of time. So you have to use a method that will enable you cover it within that period irrespective of the understanding of the student.

Researcher: Please allow me to ask. Could the challenges be the reason why majority of your lessons are classroom-based? Kindly expound on this.

Teacher: Yes it is part of the reason (nodding in agreement). If I had more time then I may be having more community service or have children in the library doing research.

Researcher: Do the challenges sighted above affect the learning of the students?

Teacher: I cannot say if it is affecting them or not, but I can say it is limiting them, because if we had a syllabus that would be covered over a shorter period of time, then the children would have more time for research watch documentaries or even come up with their own documentary.

Researcher: Of the challenges you have talked about it seems that time is the biggest challenge.

Teacher: It is true, time is a limiting factor.

Researcher: Is there a particular incident where time has inhibited application of recommended activities?

Teacher: Yah, like when you came by last Wednesday during the History and Government lesson, I was supposed to show the student a documentary but the 40 minutes were not enough.

Researcher: So how do you use documentaries in teaching History and Government?

Teacher: If I have to use documentaries to teach, I normally have to wait until Saturday for me to show them.

Researcher: How effective is that?

Teacher: It's not really effective, you see may be the concept I am showing the documentary on I taught it on Monday, so come Saturday, I am forced to review what I had earlier taught before the students watch the documentary, so you see that is like double work on my side.

Researcher: What about the challenge of noise considering the fact that the school is located in the middle of the town?

Teacher: Noise does not really affect learning in this school, but to some extent when there are business promotions or even campaigns it forces us either to stop teaching until the noise subsides or we move students to other rooms at the center of this building where there is less disturbance from noise. However, the movements usually waste a lot of time.

Researcher: Please tell me, do you normally carry out role playing.

Teacher: Aaaah! To some extent, but what we normally do is theoretical, where you tell the students while at home to plant trees the same way Wangari Mathai did.

Researcher: Are students in your school affected by the challenge of inadequate funds?

Teacher: It's a rare case may be 2 or 3 in a class but most of them have no problem. Even from those who had a challenge we had a parent who offered to pay for another student.

Researcher: Really, your parents are so kind.

Teacher: Yes, we even had a case where an orphan student received contribution from parents during our last annual general meeting.

Researcher: Wow! (surprised).

Teacher: I know it is hard to believe it but within 20 minutes the girl had fees for the whole term.

Researcher: Thank you for your time

APPENDIX L: SCHOOL C STUDENT FOCUS GROUP DISCUSSION

TRANSCRIPTION

I. The use of recommended instructional practices

Researcher: During your History and Government lesson I observed that you were involved in the following instructional practices;

- ✓ Responding to teacher's questions, like the question on, "what were the resolutions of the second Lancaster house conference?"
- ✓ Listening to teacher's narrations on events such as; how Jaramogi Oginga Odinga declined to form the government demanding the release of Jomo Kenyatta.
- ✓ Listening to teacher's explanations such as; the constitutional changes that led to Kenya's independence.
- ✓ Following teacher's discussions while referring in books, like the teacher requested you to find out the role Mary Muthoni played in the release of Harry Thuku.
- ✓ Taking notes on the constitutional changes that led to Kenya's independence.
- ✓ You were looking at teacher's writings on the board.
- ✓ Perusing through class texts & notes
- ✓ Giving clarifications, and in particular there was this boy at the back (while pointing) who corrected the teacher and informed him that Sarah Sarai was a member of Kikuyu Central Association.
- ✓ Taking assignments, like you were given an assignment to go and find out the role of trade unions in the fight of Kenya's independence.

Researcher: Kindly comment on what I observed.

(Silence)

Researcher: In other words do you normally get engaged in the activities I observed?

P1: As per my own understanding what I can say is that class discussion is part of us. We do discuss whether the teacher is present or not.

P6: On copying notes, we are advised in order to understand better we should be taking note of the important points as the teacher is teaching. So during class time we normally take short notes.

Researcher: So how do you get the detailed notes?

P7: During the lesson the teacher outlines the main points on the topic under discussion but we make our own comprehensive notes.

Researcher: What about the teacher's notebook I saw in your class the last time I observed your lesson?

P7: That one was just a book that contained an outline of the key areas we need to make notes on.

P1: (While intercepting). That book has the notes but the notes are never dictated to the students. They are just guidelines on the important points you need to be keen on while you prepare your personal notes. They even have an assignment which we are going to undertake in August. The notes are very shallow; even if you were to write those notes you will realize that you will leave out very important points.

Researcher: So the book I saw the student giving the teacher was for another purpose?

P1: Each one of us makes his own notes, even if you were to collect all this books now you will find out that the notes are so different.

Researcher: Yes (to another Student).

P2: During your observations you might have realize that the teacher on several occasions leaves the class early.

Researcher: (nods in agreement).

P2: So in such instances he leaves behind the book so that we can have questions for discussion. Like today he left us these questions for us to discuss (Students shows some of the questions left behind for discussion).

Researcher: OK thank you, (pause) you have talked about discussion.

(Most of the students): Yes.

Researcher: Do you carryout class discussion or group discussions?

(Most of the students): Both.

Researcher: You have your own small group and then whole class discussions?

(Most of the students): Yes.

Researcher: Who leads the class discussions?

P3: Fellow Students.

P7: At least one of us becomes a temporary teacher.

Researcher: What about the small groups, are they formed by the teacher or your own self?

P7: By the teacher.

P3: The teacher allocates all the students into different groups.

Researcher: Ok on to the next question (pause). Suppose I was a new student in your class and I approached you to narrate to me the activities I should be ready to get involved in during History and Government lesson. What would be your narration?

P4: I would advise you to have a place to write. That is, you should have a piece of paper and pen then you should be ready to ask and answer questions.

P5: Before the start of each History and Government lesson, the teachers normally asks question, so you should be ready to at least answer one question.

Researcher: Are the questions from the topics you are yet to cover or those you have already covered?

P4: Topics we are yet to cover.

Researcher: So how do you get the answers to these topics?

P5: The teacher normally tells us to read about the new topics. For example, if tomorrow we are set to cover the topic 'Lives and contributions of Kenyan leaders' we read ahead.

Researcher: Other than the Evolving World which is the History and Government class text, which other books do you use for making notes?

P4: In the library there are some pamphlets and other revision books such as; Golden Tips, Longhorn, Highflyers, Text it and Fix it.

Researcher: Are there instances you do class presentation?

(silence)

Researcher: I mean are there instances when the teacher assigns you a certain topic, you research on it and then present it in front of the class.

P4: Yes the teacher at times assigns us with areas to read in groups and then the group leader presents in front of class.

Researcher: So you go and research and then the group leader presents?

(Most of the students): Yes.

Researcher: So during the presentation, are students given time to criticize your presentations?

P4: Yes during the presentations students are given time to criticize, clarify, defend and correct whatever you are presenting.

Researcher: Ok. (pause) What are the other instructional practices you engage in other than those we have talked about?

P6: There are field trips, like early this year the form fours were taken to Mombasa to view the various archeological sites there.

P1: They were also taken to the National parliament in Nairobi.

Researcher: What about you (referring to the current form three class), where did you visit in your field trip?

P1: We have never gone for any but we already know next year we shall go to the National parliament in Nairobi.

Researcher: Why not now (referring to carrying the field study while they are still in form three)

P1: Field trips are only carried out in form four.

Researcher: But if all the form fours are being given the priority to go to the parliament, what about you (referring to the current form three class) going to the nearby County assembly?

(silence)

Researcher: I am saying, if form fours are being taken up to Mombasa and Nairobi why can't you visit even a nearby county assembly?

(silence)

Researcher: Have you ever asked for it (a field trip)?

P1: No, but the principal has never told us that.

Researcher: But which subjects does the principal teach?

P1: Chemistry and Physics.

Researcher: So how can your principal know that it is a requirement for you to visit nearby County assembly when learning History and Government?

(silence)

Researcher: Have you ever tried to raise that as students?

P1: But we are sure if we raise it, we will probably be told to wait until next year.

Researcher: Why not now?

P1: You know the time frame and also the tradition of the school does not allow.

Researcher: So you yourself have never gone for a field trip?

(Most of the students): Yes.

P2: But we look forward to carrying out one next year.

Researcher: What other activities do you engage in? (pause) that is, out of class instructional practices.

P8: Like last year when we were carrying out the election of school prefects, it was very elaborate. The election looked like real elections where by ballot box and papers were brought in by IEBC (Independent Electoral and Boundaries Commission) and then we voted.

Researcher: So you role played an election?

(Most of the students): Yes.

Researcher: Were there campaigns?

P2: Yeah there were campaigns. The electoral process was just similar to the national elections.

P5: (While intercepting) There was even the indelible ink to mark those who had voted.

Researcher: Who were the electoral officials?

(Chorus): Teachers.

Researcher: Was the election free and fair?

P3: Yes, it was very free and fair.

Researcher: Didn't the teachers have fear that you may elect a joker as the head student?

P4: There was vetting before the elections.

Researcher: Please tell me when the election results were announced, how many votes were spoiled.

P1: Of all only 19 were spoiled votes.

Researcher: Other than carrying out an election, do you carry out community Services?

P1: Yes, we once carried out a tree planting exercise on Maragoli Hills.

Researcher: Really, did you yourselves participate in the exercise?

P7: Yes, majority of us went and met the community over there and conserved the forest.

P2: Also here in school students led by the Environmental Club but with majority of students who are historians planted these flowers you are seeing outside the classroom.

Researcher: Ok. (pause) do you have debates?

P4: Yes.

Researcher: When was the last time you had a debate?

P1: We use to have them between two and four in the afternoon on Sundays but after what happened (cancellation of 2014 K.C.S.E. exams) we had to reschedule our co-curricular events so that we can cover the syllabus in time. As you know we shall be at home while the current form fours are sitting for their national exams.

Researcher: So some of the out of class instructional practices were suspended in order for you to have more classroom lessons?

P1: Yes, (while nodding in agreement). You know that period was squeezed so that we can have lessons like as per now every Sunday afternoon we have lessons. But debates were there last year and part of term 1 this year before what happened but I think we shall have them back next year.

Researcher: Ok, can you give examples of motions you have ever debated on?

P1: Boarding schools are better than day schools.

P3: Technology has brought more harm than good.

P4) Also there was one although I can't frame it very well. It talked about the government issuing youth with contraceptives to protect themselves, I still remember the debate for it was one of the best and brought out ideas about youth and their health.

Researcher: If I was to attend your debate what activities would I observe?

(Silence)

Researcher: Ok, where is it held?

P7: In each classroom.

Researcher: Oooh! So each class organizes its own debate?

P1: Yes... then we could have instances where we invite another class we compete. So that our class provides its representative and the other class provides its representatives who normally starts the debate as opposers and proposers respectively before the rest of the class members join in to the debate.

Researcher: Ok (while encouraging the student to continue speaking).

P1: Also on debates we have been able to attend national debates contest and it has given us more vision of how people out there debate. Also we have been given an opportunity to watch good debators. And we are happy to report that in the recent Nzoia region debating competition we emerged number one.

Researcher: Ok congratulations ... but were there members of this class that participated in the regional debate?

P1: Yes, most of the representatives were historians and of the 12 who went there 3 were from this class, I being one of them.

Researcher: You have talked about watching debates. (pause) Do you watch documentaries?

P9: If it is a free lesson you can either revise on your own, or even go to the computer laboratory where you can access a documentary on the Computers.

Researcher: So you can individually access and watch documentaries?

(Most of the students): Yes.

P1) But on special occasions such as; Madaraka day and Mashujaa day we are able to watch the national celebrations.

Researcher: (amazed) Oooh! So you watched the Madaraka day celebrations?

(Most of the students): Yes.

Researcher: And what about the reading of the national budget estimates, were you able to follow it on the television?

P1: May be from the newspapers.

Researcher: Why were you not able to watch the reading of budget estimates?

P4: The Dining Hall was under re-construction. It was difficult to get another venue to accommodate all of us, as you can see we are so many in this school, around 1800 students presently.

Researcher: What about Symposia... Do you carry out symposia?

P8: Symposia (pauses) we had them last year. This year... (nods to show that there wasn't any symposia held that year).

Researcher: Last year (pauses). You mean when you were in form 2?

(Most of the students): Yes.

Researcher: You or form fours of last year?

(Most of the students): All History and Government students.

Researcher: Internal or External Symposia.

(Most of the students): Both.

Researcher: So what happens in symposia?

P1: Like when we had it last year, we were grouped into two groups; one group was enrolled for a History and Government exam while the other group engaged in discussion on questions from various History and Government topics.

Researcher: Mmmh! Why have you not had any symposia this year?

P1: (Says while laughing) the circumstances (cancellation of 2014 K.C.S.E. exams).

P4: Also time is limited for organizing such activities.

P3: There is no sizeable venue to accommodate all of us, as you have been told the dining hall has been under thorough re-construction.

Researcher: Are there subjects days such as; one Saturday meant for a certain subject?

P9: Yes they were there but now circumstances (cancellation of 2014 K.C.S.E. exams) cannot allow.

Researcher: So what were the activities you used to engage in such days? That is, what instructional practices did students engage in on History and Government day?

P2: We used to carry out group discussions.

P7: Make presentations on certain topics and questions.

P9: Make research from different History and Government books.

P10: Sit exams and compete for several awards.

II. Challenges facing the use of recommended instructional practices

Researcher: While you were engaged in the instructional practices discussed earlier I noted that you faced the following challenges;

- ✓ Some students were busy coping notes instead of participating in the lesson. Like there was a boy who sat over there, (pointing at the desk which was situated at the second row from the door, third column from the back) throughout the lesson he was busy coping notes from the neighbours' book while others were busy participating in answering teacher's questions.
- ✓ Not all students carried out the research, like this boy who was coping notes from his neighbours book. Had he carried out research then he would have already had the notes by the time of the class.
- ✓ Not all students participated in answering teacher's questions.
- ✓ The class was densely populated limiting the movement of the teacher to the front, as you can even see we have been forced to move some desks out in order to create the space we are using for our discussion.
- ✓ Some students dozed off and I could count from where I was seated at least 3 students had dozed off. Furthermore, your teacher was forced to wake a boy in that corner (while pointing). The teacher said and I quote "can you wake up that young man, is he with us."
- ✓ Some students were still at home one week after the end of the half term.
- ✓ Only five students from other class came to attend the History and Government lesson.
- ✓ There were inadequate teaching aids, only a picture of the president of Kenya which was placed at the back instead of the front for everybody to see.
- ✓ Some students especially at the back were conversing and not concentrating on teacher's narrations and clarifications.
- ✓ One student kept throwing items on to another student while the Tuesday evening lesson was going on. The student was seated near that window (while pointing) and he was throwing items to the student who sat here (while pointing to a desk situated at the third row from the door second column from the front).
- ✓ Also there were chorus answers, for example when you were answering the question, "which party was formed immediately after the Lancaster House conference?" most of you answered together K.A.N.U.

Researcher: Please kindly comment on my observations.

P4: The teacher must have informed you that the week before your coming we had gone home for half term.

Researcher: Yes.

P4: I think the low number of students was occasioned by some students extending their half terms and thus failing to report to school on time. Moreover, the members from the other stream are few; only six members from 3 North, so if they came in 5 of them then most of the students attended the lesson.

Researcher: Ok, any other clarification?

P5: Concerning the Picture, this class is made up of students taking different subjects such as; C.R.E, History and Government, and Geography. If we mount the picture at the front of class it might be irritating to members who do not take History and Government.

Researcher: Thank you, another clarification? ...Yes (while choosing another students).

P1: I have clarification concerning research.

Researcher: Yes, go on.

P1: You know we are students from different academic backgrounds and have different urges of doing research. So some of the students might not be actively undertaking individual research while making notes, or some are even poor researchers but we normally organize for group discussions so that to try to share what we have researched about.

Researcher: Ok, any other observation on the challenges I noted? Yes please.

P2: Our class has close to 50 students taking History and Government so if you find that only 2 or 3 are dozing off during a lesson more so in an evening it is an achievement (says while laughing). You know some of us have other issues that make us doze off such as health issues.

Researcher: Something that has come out in our discussion today is that, the circumstances (cancellation of 2014 K.C.S.E. exams) have really led to limited time to engage in various instructional practices. How has this affected your learning of History and Government?

P4: No, it has not affected our learning in any way because we have created more time such as; weekends and night hours to cover the syllabus

Researcher: But what if I could say yes,... you used to have debates but now they are no longer there, you used to have community Services it is no longer there. And all this is because of limited time occasioned by the circumstances (cancellation of 2014 K.C.S.E. exams).

P4: Yes, to some extent it is true, but that is just temporal come next year we are very sure that we will revert to our community service, debates and symposia.

Researcher: Yes please (to another student).

P1: To me it is not 100% true. You see in History and Government what you have to excel in is the exam. The main purpose we learn History and Government is to pass examinations. Now considering the fact that we shall close school a month earlier than other schools, we have no other option than to suspended other activities and concentrate on syllabus coverage.

Researcher: What about the learning facilities that is; the library, classrooms, computer laboratories, and the dining hall under normal circumstances (that is if the 2014 K.C.S.E. students would have not repeated because of cancellation of their national exam) are they enough?

(Most of the students): Yes.

Researcher: Do you have a History and Government room where you store specific History and Government teaching aids such as; pictures of Kenyan leaders, charts, maps?

P4: No but we have specific subjects that have been allocated specific rooms such as; German and French.

P1: You know for History and Government the majority of materials used are books which we have in plenty. We do not have a History and Government room but we have a research room where materials on all subject are found. It has computers connected to the internet so during our free time we have access to various materials on History and Government across the globe.

Researcher: Do you read newspapers?

(Most of the students): Yes.

Researcher: From where?

P1: From the library, also there is usually a newspaper vender who comes around and sells newspapers to the student for those who can afford to buy.

Researcher: (perplexed) So some of you buy newspapers?

(Most of the students): (while laughing) Yes.

Researcher: which part of the newspaper is the most interesting to you?

P1: The pages containing sports news.

Researcher: Yes please.

P4: Entertainment news.

Researcher: And you (referring to a student seated near him).

P7: I do also love reading news on Kenyan politics.

Researcher: Ok, are there cases when either some of you or all of you are sent home for fees?

P8: Yes there are, but not all of us.

Researcher: Like on a normal day of sending fees how many of you go home for fees?

P1: Last week we were sent home for fees and nearly 19 members of this class (the class population is nearly 50 students) were sent home.

Researcher: So what happens when others are sent home, do you continue learning or you stop and wait for others?

P8: It depends with the teacher he may decide to continue with the syllabus coverage, or give assignment or even revise previous topics.

Researcher: Do you carry out consultation?

P1: Yes we do consult.

Researcher: How is this (consultation) carried out?

P5: Mostly it is after we have researched or during group discussions where two students differ on a point they usually seek clarification from the teacher.

Researcher: Ok, you have talked about group discussion.

(Most of the students): Yes.

Researcher: Do all members participate fully?

P3: Every market has its own mad man, so in each group there are 1 or 2 individuals who are not cooperative but most of the other students are cooperative.

(Silence)

Researcher: Ok, (pause) what are the values of a good citizen?

P2: A good citizen should be law abiding.

Researcher: Yes (to another student).

P4: A good citizen should observe human rights.

Researcher: Yes (to another student).

P7: A good citizen should be patriotic.

Researcher: Yes please (to another student).

P6: A good citizen should report law offenders.

Researcher: Ok, (pause) do you consider yourself as a good citizen?

(Most of the students): Yes.

Researcher: Imagine you witnessed your friend sneaking from school, would you report him to the school administration?

P7: To be sincere I will not report him because at the end of the day I am a Kenyan and Kenya is just corrupt.

Researcher: Ok back to my previous question, do you consider yourself as a good citizen if you cannot report law offenders?

(All students laugh)

P7: Yes, it depends with who is breaking the law in the first place. I mean even in Kenya justice is relative it depends with who you are in the society.

Researcher: Consider yourself to be the one who is denied justice, may be because of your social, political or even economic background?

P7: That will be an unfortunate case.

(Other students laugh)

Researcher: Thank you for your time, may God bless you abundantly.

APPENDIX M: SCHOOL A CLASSROOM OBSERVATION PROTOCOL

SCHOOL A.

APPENDIX C: CLASSROOM OBSERVATION PROTOCOL

Date: 28/05/2015

Number of students
10 out of 17

I. Classroom characteristics

Physical arrangement of the class: (round table arrangement, column and rows arrangement, horse shoe arrangement)

Column and rows arrangement -> students have occupied the front rows although one boy is sitting at the back alone.

II. Use of recommended instructional practices

Topic:

Devolution -> Functions of County Governments.

What is the role of the teacher in the instructional process? (e.g. learner centred, teacher centred)

- 1) Asking questions e.g. What is a devolved government.
- 2) Giving examples of county governments in Kenya.
- 3) Giving explanations e.g. On functions of county governments.
- 4) Dictating notes on functions of county governments.
- 5) Giving Assignments on the challenges faced by county governments.

What is the role of the learner in the instructional process? (e.g. listener, researcher, discovering meanings, attempting translations and definitions, thinking of examples and applications, making notes, summaries and compositions; judging critically, taking notes; writing meanings, examples and applications)

- 1) Responding to teacher's questions e.g. Definition of devolved government.
- 2) Listening to teacher's examples and explanations on devolved governments.
- 3) Taking note on important issues e.g. functions of devolved government.
- 4) Perusing through their books for answers on teacher's questions.
- 5) Writing teacher dictated notes and Assignment.

Which of the recommended instructional practices are being used by the teacher in teaching? (e.g. Debating, dramatising, problem solving, discussing, role playing, simulating, community service, working in groups, carrying out project work, carrying out case studies, inquiries and field trips)

Question and Answer Method.

Class discussion.

III. Challenges faced in the use of recommended instructional practices

What are the challenges that the teacher is facing while using the above recommended instructional practices. (Time management, class control, content coverage, equal learner participation, catering for individual difference)

- Some students are inaudible in responding to teachers question promoting the teacher to tell one that, "she is rapping."
- Not all students are writing teachers dictated notes, some seem overwhelmed by teachers speed and are copying from their neighbours, while others only write after realising everyone is writing.
- Some are preoccupied writing teachers notes and fail to participate in answering teachers questions.
- Students response to teachers questions are limited to reproduction of textbook information, they do not add any more explanation or example to textbook information.
- Students have a difficult time in answering questions from previous topics e.g. who led the KANU group in the second Lancaster conference (form & topic)

III. Notes

- The teacher started the lesson with recognition that the class was not full. i.e 7 students were absent but he would continue because time was not on his side.
- Lesson started with the teacher effectively involving the students in the lesson through; teacher questions, but with time the lesson turned teacher centered with the teacher at times asking and answering questions by himself. e.g. what are areas of conflict between national and county government
- Less visual aid least for the chalkboard that was not even rubbed and chemistry notes remained on board when it was history and Government
- As the lesson developed teacher questions and explanations reduced and the teacher started dictating notes to the students.
- Textbook used by the teacher is evolving world.
- No student asks a question in this lesson.

SCHOOL B.

APPENDIX C: CLASSROOM OBSERVATION PROTOCOL

Date: 10/06/2015

Number of students
(about 70 students)

I. Classroom characteristics

Physical arrangement of the class: (round table arrangement, column and rows arrangement, horse shoe arrangement)

Column and Rows arrangement.

II. Use of recommended instructional practices

Topic:

PUBLIC REVENUE AND EXPENDITURE → BUDGET.

What is the role of the teacher in the instructional process? (e.g. learner centred, teacher centred)

- Asking questions e.g. What is a budget?
- Giving examples of budgets.
- Answering students questions on importance of a budget.
- Giving explanations on sources of funds in a budget.
- Making clarifications between controller of budget and Auditor general.

What is the role of the learner in the instructional process? (e.g. listener, researcher, discovering meanings, attempting translations and definitions, thinking of examples and applications, making notes, summaries and compositions; judging critically, taking notes; writing meanings, examples and applications)

- Answering teacher's questions on what is a budget.
- Listening and taking notes on teacher explanations, clarification and examples on budget, controller of budget Auditor general.
- Asking questions e.g. Why do we need a budget?

Which of the recommended instructional practices are being used by the teacher in teaching? (e.g. Debating, dramatising, problem solving, discussing, role playing, simulating, community service, working in groups, carrying out project work, carrying out case studies, inquiries and field trips)

- Class Discussion Method.
- Question and Answer Method.

III. Challenges faced in the use of recommended instructional practices

What are the challenges that the teacher is facing while using the above recommended instructional practices. (Time management, class control, content coverage, equal learner participation, catering for individual difference)

- The class was highly populated limiting teachers movement at the front some students at the back took advantage of this and started conversing while others dozing prompting the teacher to wake up one by saying "Yaani sisi tunachoea hapa na wace unaomba."
- Less visual aids other than blackboard writings.
- Some students did take short notes during class discussion and only waited for teachers notes.
- Not all students participated in responding to teachers questions. This led to some students to dominate prompting the teacher to say "Hey, hey, hey Benta again."
- Students gave chorus answers eg on the question which arm of government approves the Kenya budget? they all responded National assembly.

III. Notes

- Students showed great knowledge of the topic by answering teachers questions correctly, rarely did they refer to books and they gave examples, and expectations.
- Generation of knowledge was from both students and teacher i.e students made suggestions while the teacher made clarifications.
- Teacher and students linked the lesson to real life by trying to draft personal budgets.
- The class was well lit, well aerated but with no ceiling board.
- Students were eager to learn about current events asking questions such as. Who stores government funds? What is inflation.

**APPENDIX O: SCHOOL D OUT OF CLASSROOM OBSERVATION
PROTOCOL**

APPENDIX D: OUT OF CLASSROOM OBSERVATION PROTOCOL

Date: 12th June 2015

Number of students Nearly 70 students

I. Environment characteristics

Location

Outside class. Under the shade of trees. (Garden square)

Physical arrangement of the place (how it is setup): (round table arrangement, column and rows arrangement, horse shoe arrangement)

Round table arrangement. Students are seated in discussion groups of about 7 to 10 students in each group.

II. Use of recommended instructional practices

Topic:

Revenue and public expenditure.

Exercise carried out:

Drafting a school budget.

What is the teacher's role in the instructional process? (e.g. learner centred, teacher centred)

- Talking around the class to ensure order
- Organising students into discussion groups
- Assigning students with duties e.g. Drafting of school budget.
- Prompting students into discussion through questions e.g. What should you have in a budget?
- Directing students on where to research e.g. the books to be used, school magazines.
- Giving examples of sources of revenue in school e.g. students school fees, C.D.F, free day secondary allocation
- Giving clarifications e.g. On what should be included in the school budget.
- Answering students questions concerning what should and what shouldn't be included in a school budget.
- Summarising the discussion by pointing out what was expected of the students in drafting a school budget.
- Time keeping. He tells the student time to start and time to end the discussion.

What is the learner's role in the instructional process? (e.g. listener, researcher, discovering meanings, attempting translations and definitions, thinking of examples and applications, making notes, summaries and compositions, judging critically, taking notes; writing meanings, examples and applications)

- Arranging desks for discussions.
- Participating in the discussion by giving suggestions of how a school budget should look like.
- Answering teachers questions.
- Undertaking teachers assignment by drafting a school budget
- Note taking important points e.g on sources of school revenue, teacher clarifications, summary.
- Undertaking Research e.g from books like evolving world KLB, High flyers and Golden tips.
- Listening to teachers' examples and clarifications
- Asking the teacher questions seeking clarifications on what should be or not be included in a school budget.

Which of the recommended instructional practices are being used by the teacher in teaching? (e.g. Debating, dramatising, problem solving, discussing, role playing, simulating, community service, working in groups, carrying out project work, carrying out case studies, inquiries and field trips)

- Role playing.
- Group discussion.
- Inquiries.

III. Challenges facing in the use of recommended instructional practices

What are the challenges that the teacher is facing while using the above recommended instructional practices. (Time management, class control, content coverage, equal learner participation, catering for individual difference, noise)

- 1) The number of students is so big (70 students) teacher can't be able to inspect what each group is undertaking.
- 2) The time was limited which forced the teacher to use the subsequent lesson which was P.E (Physical Education)
- 3) Regulating students discussion was a challenge and often led to noise.
- 4) Some of the students dominated the discussion while others never contributed into the discussion.
- 5) There were inadequate books with students being forced to research from similar books which was evolving world, the class text.
- 6) Some groups failed to draft school budgets and ended up writing notes.
- 7) Students were distracted by movements of passer by people for it was outside.
- 8) There was lack of visual aids. i.e no black board to write on.

III. Notes

- Students showed great enthusiasm in undertaking the group discussion moving with speed to form groups.
- The scenario of having an out of classroom discussion was so refreshing. Most of the students looked lively unlike the previous lessons: no students dozed off.
- Having a class outside classroom provided much space for the teacher to move around freely unlike in the congested rooms where his movements was limited at the front.