AN ANALYSIS OF THE METHODS AND RESOURCES USED IN THE TEACHING OF HISTORY AND GOVERNMENT IN SELECTED SCHOOLS OF THIKA DISTRICT

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IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION

BY

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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This thesis has been submitted with our approval as University Supervisors.

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DEDICATION

To the following three families without whose sponsorship and moral support, this work could not have been possible to accomplish: Mr. Mahindi Gitonga and family of Karen, (Nairobi), Mr. Kimani Muhoho and family of Eldoret, Mrs. Mary Njeri Kamau and family of Gacii (Kiambu).

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ABSTRACT

Instructional strategies and resources are some of the most important tools at the teacher's disposal in the process of achieving the set out objectives of teaching any subject in the curriculum, history inclusive. In spite of their very fundamental role, literature shows that the manner of teaching the subject, which includes the use of instructional strategies and resources, has been criticized as being a major contributing factor to the perceived problems facing the subject. There was however little empirical evidence to show the contribution of instructional strategies and resources against the achievement of the stated objectives of teaching the subject, hence the need for this study.

The primary purpose of this study was to find out the instructional methods and resources employed in the subject. A secondary purpose was to investigate the extent of participation of history teachers in professional growth activities, factors that determine choice of instructional strategies of the subject, frequency of instructional supervision and guidance, and the usefulness of the Kenya National Examinations Council (KCSE) reports as a feedback mechanism for improving history teachers' approach to different topics in the History syllabus.

The data for this study were collected from fifty-seven history teachers from Thika District using a questionnaire, while ten History teachers were observed during history lessons using a classroom observation schedule, basically to supplement the questionnaire for indepth information. Descriptive statistics, mainly frequencies and percentage distributions were used to analyze the data.
With respect to the instructional strategies in the teaching of the subject, the results show that history teachers were greatly inclined to the use of mostly expository methods of teaching. Factors that influenced history teachers’ choice of instructional methods were mainly external to the teaching-learning process. With regard to the available resources in the subject, the results suggest that there was a shortage of instructional resources for the teaching of the subject, while at the same time there appeared to be a wide range of resources though under-utilized. Majority of the teachers were rarely involved in activities of professional growth, and the frequency of instructional supervision and guidance was at a very low level. With respect to the usefulness of KNEC (KCSE) reports as a feedback mechanism for history teachers, results show that they were ineffective, as most of the teachers indicated that they were not available in their institutions.

The conclusions reached highlight the importance of making the learner the centre of the teaching-learning process and the crucial role to be played by various variables towards achieving the objective of making the methods used in teaching history more participatory by nature.
CHAPTER 1
INTRODUCTION

1.1 Background to the Problem

History and Government is among the subjects in the Secondary School Curriculum that has tended to attract a lot of criticism from both students and teachers. People often argue that the subject is hard to grasp and is also boring (Nsanze 1987, Mwaniki 1984, Were 1978). Such comments may have contributed to the reduction in the numbers of students who take the subject at the secondary school level. Negative comments may as well have contributed to the declining performance in the subject (Table 1.1).

From the table we can deduce that, first, enrolments in History and Government subject by students in our secondary schools has dropped sharply especially when the subject was made optional in 1993. Secondly, mean performance in the subject in the Kenya Certificate of Secondary Examination has assumed a downward trend especially in the last three years.

Apart from the declining mean performance in the subject, comments based on candidates' performance in different questions need to be noted. The Kenya National Examinations Council (KNEC 1990:87) Kenya Certificate of Secondary Education Examinations (KCSE) report noted:
Certain areas of the syllabus (History and Government syllabus) were either inadequately covered or not covered at all. This disadvantaged candidates as they had to rely on guesswork to answer some of the questions.

Table 1.1 Performance and enrolments in History and Government since the inception of Kenya Certificate of Secondary Education (KSCE)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Candidates</th>
<th>Mean Score (Out Of 200 points)</th>
<th>Mean Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989</td>
<td>130,788</td>
<td>81.05</td>
<td>41</td>
</tr>
<tr>
<td>1990</td>
<td>132,651</td>
<td>70.98</td>
<td>36</td>
</tr>
<tr>
<td>1991</td>
<td>135,642</td>
<td>94.22</td>
<td>47</td>
</tr>
<tr>
<td>1992</td>
<td>137,733</td>
<td>76.15</td>
<td>38</td>
</tr>
<tr>
<td>1993</td>
<td>79,447</td>
<td>90.42</td>
<td>45</td>
</tr>
<tr>
<td>1994</td>
<td>78,729</td>
<td>94.07</td>
<td>47</td>
</tr>
<tr>
<td>1995</td>
<td>77,166</td>
<td>88.43</td>
<td>44</td>
</tr>
<tr>
<td>1996</td>
<td>88,138</td>
<td>86.99</td>
<td>43</td>
</tr>
<tr>
<td>1997</td>
<td>83,019</td>
<td>81.89</td>
<td>41</td>
</tr>
</tbody>
</table>

Source: Kenya National Examinations Council

The KNEC 1991 and 1992 KCSE report made similar observations. It observed that candidates lacked basic historical facts to answer some of the
questions. Also, candidates continued to show lack of broadness and general awareness of historical developments especially in current affairs. It added that candidates showed that they were not familiar with some of the terminologies used in History and Government such as “Judiciary” and “Parliamentary Supremacy”. They hence relied on guesswork while answering the questions. The same report also noted that many candidates had no idea about the content areas of the syllabus on which some questions were based. The report suggested that the topics had either been covered superficially in the teaching-learning process or had not been covered at all. This led most candidates to rely on guesswork.

An observation of the KNEC 1993 and 1994 KCSE examination report, makes similar observations made in the 1991/92 report. It observed that candidates continued to exhibit inability to differentiate between concepts, such as “urbanisation”, “industrialisation” and “agrarian revolution” which are three developments, which occurred in Europe. The report suggested that there was no deliberate effort made by history teachers to distinguish between concepts in the teaching-learning process. Like in the 1991/92 report, it also noted that candidates continued to display lack of general awareness of historical facts and developments and lack of broadness in current affairs.

The 1995 KNEC KCSE report observed that candidates lacked historical facts to answer many of the questions, and seemed to compartmentalize ideas and thereby relationships between historical issues and developments. It suggested
that students seemed not to get help from their teachers to see relationships in History.

According to the Kenya National Examinations Council, KCSE Regulations and Syllabuses 1996/97, the general objectives for History and Government are stated as:

1. Appreciate the importance of History and Government.
2. Demonstrate an understanding of how people and events of the past have influenced the way in which people live and behave.
3. Understand the social, economic and political development of certain parts of the world and relate these to the history of Kenya.
4. Derive through the study of History an interest in further learning.
5. Develop the capacity for critical analysis of historical data.

On the other hand, the objectives of education in Kenya as put forward by the National Committee on educational Goals and Objectives of (1976:3) are as follows:

1. Promotion of national unity
2. Promotion of national development
3. Individual development and self-fulfilment.
4. Promotion of social equality.
5. Respect and development of cultural heritage.

Hence the objectives for teaching and learning of History and Government are closely linked to the national educational goals. In fact, the Kenya Education
Commission of 1964 (The Ominde report) emphasized the importance of History in the curriculum. It observed that History is not just an object of human curiosity but a source of that emotional security which gives maturity, stability and self-confidence.

The committee on educational objectives of (1976:67) also emphasized the importance of History in the nation. It stated that:

A society that cannot define, uphold and teach its values will inevitably be subject to invasion by other values in the longrun.

The same report in its recommendation (142:68) concerning the value of History in the curriculum reads:

To increase the teaching of cultural subjects giving emphasis to local culture and history, but exposing the students to the best of other traditions.

According to Ayot (1979), History is one of the best-placed subjects in the secondary school curriculum in training pupils to think critically. He adds that historical critical thinking is a mental skill that every pupil should acquire and which he will find useful in future activities.

Though History and Government is an important subject in the secondary school curriculum in Kenya, there seems to be a gap between the teaching and learning of History in our secondary schools on one hand, and the achievement of
the stated objectives of teaching the subject, on the other hand, thus the stage of implementation seems to be ineffective.

Some reasons have been advanced both in Kenya as well as in other countries in an effort to explain the existing gap. According to Watts and Ratts (1987), teachers of history find the subject hard to teach because of its nature. They point out that History by nature is abstract and since by and large History is dependent on consideration of time, it requires a high level of reasoning to understand, which makes it even more difficult to teach to secondary school pupils. However, Nsanze (1987) is right when he argues that history has much more besides consideration of time and regurgitation of facts. Hence, the nature of the subject cannot explain fully some of the criticisms levelled against it.

Another theory explaining the cause for the gap, centres on the formulation of aims and objectives of history. The contribution of History and Government to the intellectual and social development of secondary school pupils has met many question marks. This was highlighted by Mwaniki (1984) who found out that learners concluded that history was a useless subject because it was underlooked by both the ministry and school administrators. The validity of this observation however, can be viewed in the light that in recent years there has been an over-emphasis on science-based subjects and neglect of arts subjects. However in its totality the foregoing explanation may not explain fully the issue of declining performance and unpopularity of the subject in recent years.
The area of instructional methods has however been singled out by researchers as one area that contributes to a greater extent to the success of any subject in the curriculum. Adeyemi (1989) working with social studies students found out that most of social studies students felt that an effective social studies teacher must have a stock of methods he may utilise to carry out his teaching duties. He concluded that any teacher education programme must help the teacher find the methods best suited to him, to his purposes, his task, and the peculiar populations and problems with which he must deal on the job.

According to Eshiwani (1973), depending on which methods are considered, they can make a difference in educational outcomes. He advises that teachers should borrow freely from a variety of methods, but should not interpret this as being synonymous with a trial-and-error process.

Hunt (1971:12) emphasizes the importance of teaching methods when he writes:

Alert teachers have always been intuitively aware of the fact that when they change their method of teaching children who had appeared to be slow learners or even non-learners become outstanding achievers.

Farrant (1980) also agrees that instructional methods contribute much towards the success of subject teaching, history inclusive. Ayot (1979) observes
that, historical information should be incorporated into the thinking of an individual pupil in our classes. In this way, he adds, will the information be relegated to its proper place in the intellectual process.

Teaching and learning is a process. Hence for any effective teaching to take place, a teacher has to consider other elements in the process of teaching and learning. To choose a proper teaching strategy, he will have to consider other elements, such as, objectives, instructional materials and evaluation. Since education is a system it should consist of elements working in harmony to achieve a specific goal. To ensure the accomplishment of desired goals, the system continuously assesses its output and feeds this knowledge about the quality of output back into the system. The system uses this feedback of knowledge to make adjustments required to improve the product. The committee on educational objectives and policies (Gachathi report) of 1976 realised the importance of an efficient feedback mechanism. It noted that it was necessary to carry out continuous research and analysis on examinations, in order to establish their effect on the educational system. Its recommendation number (285:137) read:

To establish the examination research and development unit as a part of examination section of the Ministry of Education as a matter of great urgency.

The Kenya National Examinations Council was therefore bestowed with the responsibility of providing feedback to teachers after every evaluation, with an aim of improving their approach to teaching. This feedback comes in the form of
KNEC KCSE reports where general performance, suggestions and advice are given. In fact, Ayot (1979) recommended that research need to be undertaken to determine the effect of examinations on the teaching of history.

1.2 Conceptual Framework

Instructional methods and resources are the most important tools at the teacher’s disposal in the process of achieving the set out objectives of teaching any subject, history inclusive. Eshiwani (1973), Hunt (1971) and Farrant (1980) all agree that depending on which methods and resources are considered, they can make a difference in educational outcomes. Studies conducted in history and social studies by Nsanze (1987), Brown (1965), and Sprague 1970), show that involvement of the learner and use of resources in the teaching process greatly improved learners abilities in various dimensions as opposed to being bench-bound listeners.

To choose a proper teaching strategy the teacher has to consider other related elements in the process of teaching (Figure 1.1).
The above model shows that in choosing a suitable teaching strategy, the teacher has to consider the objectives of teaching a given topic. Pupils' entry behaviour, the time available to the teacher, and the available resources are also important as they determine the extent to which the teacher will involve his pupils in the teaching-learning process. Since teaching strategies is an example of a system model, provision of feedback is important. By comparing the teaching outcome with objectives and other elements in the model, the teacher can judge the extent of success of his/her instruction and make the necessary modifications where appropriate.

Ayot (1979), Jameison (1971), Wang’ombe (1974) and Crookall (1972) agree that provision for variety is one ingredient that has been sadly lacking in the teaching of history. This leads to too great reliance on mere talk and lack of involvement of learners in the teaching process. The different editions of the Kenya National Examinations Council (KCSE) reports support the above view when they suggest that candidates seem not to get help from their teachers to see...
relationships in history, differentiate concepts, as well as to develop an awareness of historical developments. The committee on educational objectives and policies of 1976 observed that the learning process is greatly facilitated if the students are motivated to learn. One of the methods for achieving this, it noted, was by encouraging inquiry and discovery by the students. Its recommendation (156:70) read:

*To promote a spirit of inquiry and innovativeness by encouraging the use of discovery methods in the secondary curriculum.*

From the model (Fig. 1.1) and the foregoing, it is quite clear that the instructional method(s) employed is important and will have a strong bearing on the outcome. This outcome may be measured through tests or examinations.

1.3 **Statement of the problem**

This study was stimulated by the researcher's experience and awareness that teaching methods and resources employed can influence the achievement of the stated objectives of subject teaching and also, that there are factors which influence teachers' choice of instructional methods. The different successive Kenya National Examinations Council KCSE examinations reports indicate that candidates continue to exhibit lack of understanding of different historical concepts and skills as opposed to the same body's objectives of teaching the subject in its edition of regulations and syllabuses of (1996-1997). Enrolments of
students and mean performance in the subject at the KCSE level have been declining in the past few years (Table 1.1).

The major purpose of this study therefore was to identify the methods and resources currently in use in the teaching of history. The secondary purpose of the study was to identify the factors that influence history teachers' choice of their instructional methods, teachers' involvement in professional growth activities, frequency of instructional supervision and guidance from educational inspectors and usefulness of Kenya National Examinations Council KCSE reports as a feedback mechanism for history teachers.

1.4 Objectives of the study

The study was specifically designed to fulfil the following objectives:

- To find out the frequently used methods in the teaching of History and Government in Kenyan secondary schools.
- To find out the resources used in the teaching of the subject.

1.5 Research questions

The study sought to answer the following research questions:

- What methods are currently in use in teaching History and Government?
- What factors, if any, influence the choice of teaching methods of the subject?
13

- Do history teachers find the information contained in the annual KNEC (KCSE) examination reports useful in improving their teaching strategies?

- How often are history teachers involved in professional growth activities e.g. seminars, workshops, curriculum development and marking of History KCSE examinations?

- Are most history teachers frequently visited and advised by school inspectors during their teaching process?

- What learning resources are used for history teaching and learning in schools?

- Do history teachers utilise the available resources in their teaching process?

1.6 Significance of the study

Through its contribution to the literature and research on instructional methods and resources employed by history teachers, this study is expected to provide an insight into the frequently used methods and resources employed by history teachers. This hopefully may provide some explanations on the perceived incompetencies of history students at the secondary level in Kenyan schools, as well as the increasing unpopularity of the subject as shown by the declining enrolments by students at the KCSE level. This would be of significant value to history teachers.

The comments from the respondents in this study, of the factors that influence the choice of their teaching methods, will provide an insight into other
external factors other than nature of training that influence teachers’ choice of the methods. This will provide important information to curriculum developers, school principals and other relevant agencies in the Ministry of Education in taking remedial measures to minimise the influence of such factors.

The research findings may be of interest to school principals, KNEC, and heads of history departments to take more interest in the development of the subject by encouraging history teachers’ participation in activities of professional growth. The results of this study should also aid the KNEC in its preparation and dissemination of its annual KCSE reports as a feedback mechanism for teachers.

1.7 Assumptions of the study

The following assumptions were made to guide the study:

- There may be other variables apart from instructional methods, which influence performance in the KCSE History and Government examinations.
- KCSE History and Government examinations are a valid and reliable measure of students’ understanding and competence in historical issues.
- All teachers of the subject are aware of its place in society and have the necessary training in academic and professional aspects of the subject.
• The assessments by the KNEC in its annual KCSE reports are correct in evaluating the ability of candidates to interpret historical facts and developments.

1.8 Scope and limitations of the study

This study was concerned with the instructional methods and resources used in the teaching of History and Government in secondary schools of Thika District. A comparison of teachers’ use of different methods and resources between schools of different categories was not done. Instead, the study focussed on analysis of the methods and resources in general. Secondly, due to financial constraints, the researcher was not able to observe many lessons, hence the findings of the ten (18%) lessons observed are generalised to the total population.

1.9 Definition of terms

• Kenya National Examinations Council (KNEC) : Kenya’s examination body responsible for preparing examination materials and evaluating candidates in different stages of education.

• Kenya Certificate of Secondary Examinations (KCSE) ; the examination done at the end of the four year course in Kenya’s secondary school system.

• Teaching Methods/strategies: the many ways by which the teachers can organise their classes, present ideas, use resources so as to facilitate pupils’ learning.
• **Instructional resources or materials:** any aids needed to make learning meaningful, interesting and easily successful.

• **Discovery method or Inquiry methods:** methods of instruction in which the teacher presents unstated concept and provides materials necessary for students to discover the concept itself.

• **Expository methods:** methods in which the teacher exposes the students to the entire content of the course in its final form prior to discovery.

• **Feedback:** knowledge of performance about students' competencies in dealing with historical issues. In this case, KNEC KCSE annual reports are taken as one way of providing this knowledge of performance.
CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1 Introduction
The purpose of this review of literature is to obtain background information relative to the problem and to create an awareness of the underlying theories of the study. The review will be undertaken under the following subheadings: the different views on effective teaching of history, views on discovery and expository methods of teaching, and a review of research related to different methods of teaching.

2.2 The different views on effective teaching of history
There is little literature available from established local historians on the methodologies appropriate for effective teaching of history in our secondary schools. Different works such as those of Were (1967), Muriuki (1974), Ogot (1967) among others, concentrated more on the content to be taught in different institutions, where they showed that African history existed and it is worth studying in our schools contrary to the earlier belief that Africa had no history worth studying. Also, the different succeeding Historical Association conferences centred on other issues other than the methodologies appropriate for teaching history in schools.
Other Local and International literature, though most of them are not based on empirical data, have useful information on what materials and methods should be used to make history an interesting subject. A review of some of this literature shows that the teaching methods used in the subject have been put into question for some time, now. After observing some history classes, Mwaniki (1984:24) wrote:

*History classes are more or less like prayer meetings or morgues if not a meeting of sad, bereaved people listening to the pastor or an elder who unsuccessfully fail to comfort them.....*

Ayot (1979) makes similar comments when he notes that there are a good number of teachers in our secondary schools who enter classroom with dry notes and sometimes read directly from the textbook for the classes they teach. Other authors in the international circles have raised similar issues. Jameison (1971), feels that, the remoteness of history from pupils' lives and experiences, dull history teaching (deadened by the repetition of notes, which is particularly baleful influence), are some of the criticisms that one hears too often. He continues to add that unless teachers rapidly reconsider objectives, content and methods, history will disappear from schools or become like classics, the interest of small and declining number of pupils.

According to Assistant Masters Association (1975), too much memorisation and great emphasis on dry facts with no acquisition of skills
explains the whole issue of unpopularity of the subject and hence poor performance. They continue to add that the above tendency, leaves the secondary school pupil with a confused mass of knowledge with no relation to his tastes, thus making him hate the subject. Jameison (1971), thinks that most of the criticism levelled against history teaching in schools does not so much lie with the content of the subject but with the methods by which it is taught.

Crookall (1972) also argues that dull history lessons are due to the method and not due to the subject. He continues to add that children do not only learn when they are interested, but also learn best when they are active. The function of the history teacher should be to help and guide his pupils in acquiring, understanding and interpreting relevant information.

According to Dance (1970), methods of teaching history are undergoing drastic changes such that any teacher who still relies on the chalk and talk and the cane is definitely referred to as old fashioned.

Ferguson (1970) feels that much history teaching has bored rather than stimulated mostly due to much traditional teaching which has been pedestrian, uninspiring and irrelevant, especially to the less academically able children. She thinks that the use of project method could reverse the situation.

Ballard (1971) thinks that what is needed in the teaching of history subject, is an increase in directive teaching aimed at producing eventual self-direction. To achieve this, he says, a teacher needs to open up a topic by an impact lesson and
then helping the class to work on their own by giving them as much resource material as possible.

Burston (1962) feels that the teacher of history must help pupils to recreate the contemporary setting and feeling in relation to whatever action, topic or incident he is teaching. Jameison (1971) thinks that school history is dull because it is given in the form of stereotyped, ready packed goods, with little opportunity for the use of imagination and initiative by pupils, who enjoy and respond to varied methods of teaching.

According to Ayot (1979), the importance of essay drill in many schools has greatly undermined other sources of learning history such as research work, group discussion, class reports and so on. He adds that, for the sake of motivation, the history teacher should realize when his teaching is becoming boring and be able to change the style of teaching to some kind of groupwork or individual work which should be followed by pupils' reports on what they have done.

2.3 Views on discovery and expository methods of teaching

There exist different views on the benefits of discovery and expository methods of teaching. According to Bruner (1966), learning by discovery develops wholesome attitudes toward learning, toward inquiry and problem solving and it guarantees that a child will use what he has learnt effectively.

Adler (1965) thinks that discovery learning is a very effective method for helping children develop concepts and have the advantage of heightened
motivation, long-term retention and transfer. Suchman (1961) feels that discovery learning imparts meaning to the task and motivation to the child, as well as helping the pupil retain the learning tasks much longer.

According to Eshiwani (1973:4), there are four good reasons why students ought to be involved in the learning – teaching process:

1. to promote student interest,
2. to utilize the established learning principle: “we learn by doing.”
3. to broaden the learning potential by utilizing as many senses as possible.
4. to promote a maximum exchange of ideas and experiences which leads to enriched learning.

Critics of the discovery mode of instruction, on the other hand, discount it as pedagogically impractical and argue that it offers little to the learner that cannot be offered equally well by good expository teaching.Ausubel (1964) supports this view when he cautions that discovery method is not suitable for all learning situations, nor is it necessary in order to achieve understanding or to generate self-confidence, intellectual excitement and sustained motivation. Friedlander (1965) feels that learning by discovery is an incomplete learning process as it leads to confusing outcomes and mistakes that usually go uncorrected.

There are also other people who argue that the use of discovery or expository methods depends on various factors. Ausubel (1964) argues that discovery method of teaching can be beneficial if employed in the early stages of
teaching older individuals a new and different discipline in which they are not very sophisticated. Hunt (1972) feels that the method to be employed will depend on students being taught. He says that students with high needs for structure (low conceptual level) learn better with models which are high in structure, while high conceptual students show less variation in their response to models varying in structure. According to Gagne (1965), discovery method of teaching would be more successful if learners are guided through specific functions depending on the level or complexity of the task. Shulman (1966) argues that the nature of objectives, age and the personality of the learner determine the kind of method of teaching to be used.

2.4 A review of research related to different methods of teaching

The purpose of this review is to achieve an overall picture of the effectiveness of various methods of teaching. To achieve this objective, the studies have been categorized into two groups: studies related to social studies and history, and studies related to the teaching of other subjects such as mathematics and science.

2.4.1 Studies related to social studies and history

Nsanze (1987) conducted a study, among Ugandan secondary schools, in which he compared the effectiveness of small group and lecture methods of
teaching history. The results were that, the small groupwork method was superior to lecture method in terms of pupils’ achievement at 0.5 level of significance.

Worried over the dislike shown by many students for history as a school subject, Brown (1965) followed a period of conventional class teaching by a period of work in small groups on historical topics. Tests administered before and after the groupwork showed an improvement in attitude to history which persisted over the ensuing summer holiday.

Thomas and Snider (1969) investigated the effects of guided discovery versus didactic methods of teaching social studies upon student achievement, critical thinking ability and problem solving ability. They found that the guided discovery group was superior in critical thinking and problem solving abilities than the didactic group.

Sprague (1970) tested the effect of inquiry and expository social studies classes on achievement and attitudes toward the teacher. He found no significant difference in attitudes, while the students in inquiry classes achieved better than students in expository classes.

Belsky (1971) developed an expository – inquiry continuum to measure relationships between expository and inquiry teaching methods and critical thinking. The subjects were 222 students from secondary social studies classes. The findings were:

(a) Inquiry strategies enhanced while expository strategies retarded subsequent student divergent thinking achievement.
It was probable that critical thinking was enhanced by inquiry strategies, but failure of research to control school effect on this variable made the latter conclusion tentative.

Gander (1974) evaluated the effect of project method on students’ performance. In the final evaluation, the post-test was made by comparing the subjects of the control group with those of experimental group in regard to knowledge, attitudes and habits before and after the experiment. He found out that the mean achievement of pupils in the three areas of academic achievement, attitudes towards education was superior in the experimental group. More still, the method was found to be capable of breaking up the monotony which teachers exert over their pupils, as well as reducing the time used in drilling and thus allows time for creative work.

Anderson (1969) conducted a study into the comparative effectiveness of three methods of teaching history including the lecture method. It was found out after a post-test that the lecture group was significantly superior at (0.001) level of significance, but a similar test two months later showed no difference in the two groups. The experimenter concluded that the lecture method does not encourage permanent learning.

In another study, Mcleish (1968) using materials from a wide sampling of opinions, designed a questionnaire about the lecture method, tutorial and seminar methods. In his draft, students were invited to agree, disagree or strongly disagree with each statement about the method. The statements chosen were such that a
balance of favourable and unfavourable expressions of opinions on each of the three methods was assured. It was found out that the lecture method was strongly disfavoured by most students.

Some experiments have also been designed to test the matching principle which involves identifying high or low conceptual students who are assigned to one of the experimental learning conditions, which are designed to differ in terms of their degree of structure to determine whether the differential effects are as predicted. In one such experiment, Robertson (1973), investigated student reactions to a lecture versus a less structured approach (either discussion or discovery). As predicted, low conceptual level students judged the lecture more valuable for learning than did the high conceptual level students. However, when asked for preference for instructional modes, there was no difference in conceptual level groups. In a similar study Mclachlan and Hunt (1973) conducted an exploratory study which indicated that 14% of the low conceptual level students preferred the discovery approach, while 41% of the high conceptual level students preferred it.

### 2.4.2 Studies related to other subjects

Haigh and Schmidt (1956) compared what they called teacher-centred classes with others described as student-centred. Control groups were used and the amounts learnt were evaluated. The results were that those who pursued the
student-centred course had found it more interesting, believed they had learnt more and that it would be of more practical use to them (the subject was Psychology).

Keese (1972) tested the effect of discovery and expository methods of teaching mathematics on students' achievement and attitude toward mathematics. The results of the study showed that the achievement and the attitude toward mathematics of the eighth grade students taught by the discovery method were significantly better than the achievement and attitude of the students taught by expository method.

Fleckman (1966) conducted a study also in mathematics, to determine whether significant differences in achievement result between classes taught by guided discovery and classes taught by a more conventional procedure. The findings resulted in the superiority of the guided discovery method regarding achievement.

In another study, Scott (1962) attempted to assess the difference in teaching science concepts by inquiry and conventional methods. The population of subjects consisted of 300 students from fourth, fifth and sixth grades. Eight teachers taught fifteen science concepts during a period of three weeks. He reported that the inquiry group scored higher on achievement than the conventional group.
2.5 Summary of review of literature

From the review of the related literature, it is evident that most scholars think that active involvement of students in the teaching-learning process can bring about the desired change in terms of achievement, interest and attitudes towards history. Secondly, most studies in History and other subjects show superiority of student-centred approaches such as discovery or project, group discussion and other inquiry approaches over expository approaches such as the lecture method. Thirdly, the literature shows that the use of either discovery methods or expository methods is affected by factors such as the nature of the learners, nature of the task as well as the time available to the teacher.

In Kenya, few studies have been conducted in the area of teaching strategies and resources used in the teaching of history in Kenyan secondary schools. They include those of Were (1982), Kiigi (1983) and Mwaniki (1984). However, these researches were conducted before the introduction of the 8-4-4 syllabus and as it is well known, a lot of changes have taken place in terms of content coverage, and examination style, among others. The purpose of this study therefore was to investigate the methodologies and resources used in the teaching of history, with an aim of establishing their relative contribution to the incompetencies exhibited by candidates in the KCSE History and Government examinations and the declining mean performance in the subject as shown in the Background to the Study.
CHAPTER 3

METHODOLOGY

3.1 Introduction

The major purpose of this study was to investigate the instructional methods and resources currently in use in the teaching of History and Government in Kenyan secondary schools. The secondary purpose of the study was to investigate the factors which could have influenced history teachers' choice of their teaching methods, history teachers' involvement in activities of professional growth, frequency of instructional supervision and guidance from education inspectors, and finally to examine the usefulness of the Kenya National Examinations Council, KCSE reports as a feedback mechanism of helping history teachers improve on their use of instructional methods and resources. This chapter discusses the design of the study, the setting of the study, the target population, the study sample, sampling procedures, the study instruments, pilot testing, data collection procedures and methods used in data analysis.

3.2 Research design

Descriptive research design was used. According to Best (1992), descriptive research studies have the following characteristics:

1. They use the logical methods of inductive-deductive reasoning to arrive at generalisations.
2. They often employ methods of randomization so that error may be estimated when inferring population characteristics from observations of samples.

3. The variables and procedures are described as accurately and completely as possible so that the study can be replicated by other researchers.

4. They are non-experimental, for they deal with relationships between non-manipulated variables in a natural rather than artificial setting. Since the events or conditions have already occurred or exist, the researcher selects the relevant variables for an analysis of their relationships.

Hence, since the researcher visited the schools and studied the various research variables as they currently existed, the descriptive research design was deemed to be appropriate. The illustration of the design employed for the study is shown in figure 3.1.
Figure 3.1 Descriptive research design used in this study

**Research population**
History and Government teachers in public and private secondary schools of Thika District

Stratified random Sampling technique

Sample

**Subjects**
History and Government teachers

**Data collection**
Data on methods and Resources used in the Teaching of History & Government

**Research instruments for data collection**
- Questionnaire
- Observation schedule

**Data analysis**
- Frequencies
- Percentages

**Summary and Conclusion**

**Recommendations**

Source: Adapted from Wiersma (1980) model of descriptive research design.
3.3 **The setting for the study**

Data collection for this study was conducted in Thika District, Kenya, in the months of November 1998, and January – February 1999.

3.4 **The target population**

The district has about 90 (ninety) established public and private secondary schools, with an estimated average of two History and Government teachers per school. The target population for the study was History and Government teachers working in both public and private secondary schools across the district.

3.5.1 **The study sample**

From a stratified sample of 30 schools, a random sample of two teachers out of the total number of History and Government teachers in each school were selected for the study. The stratification of schools ensured representation from schools of different categories such as boys, girls, mixed, as well as national, provincial and district schools. It was also hoped that the randomization provided for a representative sample that included respondents from a wide variety of schools – small, medium, large and long established. The procedure also provided for the participation of respondents with a wide variety of the demographic information sought in Section 1 of the
questionnaire (Appendix 1). The sample for the study comprised 57 History and Government teachers who responded to the teachers' questionnaire. For the observation schedule, 6 female and 4 male teachers were observed while conducting a history lesson.

3.5.2 Sampling procedure

The researcher obtained a most recent list of the registered secondary schools in Thika District from the district education office. Since the researcher aimed at obtaining a representative sample of the three categories of schools of boys, girls and mixed, the schools had to be sampled to represent the three categories being sought. To get a sample of schools from each stratum, names of all the schools were assigned numbers, for example 1,2 \ldots 90. Then the table of random numbers was used to select the schools. The process continued until $n$ schools from each category were picked and recorded.

The category of school, as mentioned earlier, was the stratifying variable and proportional allocation was used. This process was guided by Wiersma (1980) who observes that stratified sampling guards against wild samples and ensures that no sub-population will be omitted from the sample and avoids overloading in certain sub-populations. The information for the above sampling procedure is presented in Table 3.1.
Table 3.1 Sampling grid for history teachers in Thika District

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Total in the District</th>
<th>Number of selected schools</th>
<th>Number of selected teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>11</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Girls</td>
<td>13</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Mixed</td>
<td>66</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Total</td>
<td>(N=90)</td>
<td>(n=30)</td>
<td>(n=60)</td>
</tr>
</tbody>
</table>

As shown in the grid, the researcher had anticipated to work with 60 (sixty) teachers in total. However in some small single streamed schools, there was only one history teacher teaching the subject in the whole school. In some cases, the other history teacher turned out to be the headteacher who rarely took part in the teaching of the subject. Hence the researcher ended up with 57 teachers instead of the expected number.

3.6 The study instruments

One questionnaire for history teachers (appendix 1) and an observation schedule (appendix 11) were used in the study. The questionnaire approach was chosen to survey a population sample of secondary school history teachers because through it, more information could be obtained from a large number of teachers within a short time. It was also convenient and within the financial means of the researcher (Borg and Hall 1989). In addition, the questionnaire approach enables the researcher to preserve respondent anonymity and thus it may elicit more candid responses. Mouly (1978) adds that questionnaires
allow greater uniformity in the way questions are asked and thus ensure greater compatibility in the responses.

Through the teacher's questionnaire the following areas were investigated:

(a) Contextual and personal data of history teachers.
(b) Teachers' involvement in professional growth activities.
(c) Frequency of instructional supervision and guidance.
(d) Teachers' use of different instructional methods in the teaching of the subject.
(e) Factors that influence teachers' choice of teaching methods.
(f) Resources used in the teaching of the subject.
(g) Availability and usefulness of Kenya National Examinations Council KCSE annual reports in improving teachers' approach to teaching different topics in the History and Government syllabus.

A classroom observation schedule was the other instrument used in the study (appendix 11). By observing history and government lessons, the researcher hoped that the data could be used to supplement and be compared with the data obtained through the questionnaire. Through the observation schedule, two major areas were looked into:

(a) The instructional methods used by the teacher.
(b) The instructional resources employed by the teacher.

Apart from the above two, the researcher also observed the general activities of the teacher and the students. By observing these activities, it was
hoped that the understanding of the particular topic by the students could be inferred.

3.7 Pilot-testing

Before the final collection of data, a pilot test of the questionnaire was conducted with a representative sample of 6 (six) teachers drawn from the target population, and representing the three categories of schools mentioned earlier. Minor amendments were made to the items to ensure consistency of responses. The final copies of the questionnaire were then made after taking into account all the comments and suggestions from the pilot-test.

3.8 Data collection procedures

Questionnaires were personally distributed to respondents in all of the sampled schools. This method was used to ensure a high percentage of usable responses and a high return rate. In every school sampled, the researcher visited that particular school and introduced himself to the headteacher who in turn introduced him to the History and Government teachers, through the head of department and in some cases did so personally.

The researcher then proceeded to issue out the questionnaires to the selected teachers who in majority of the schools were two or one. Only in large schools were there 3 to 4 teachers on average. In such cases random selection was used to select the respondents. In selected schools for observation, the teachers were requested to provide the researcher with their timetables such that the researcher could visit them at a time of his
convenience. During such dates, the researcher would report to the schools early enough and accompanied the teacher to a history lesson and sat in class for the whole lesson. The researcher recorded all the important information on the observation schedule (Appendix 11).

Enough time was given to the subjects to respond to all items as required by the questionnaire. All the information provided was treated in confidence in order to elicit honest and free responses from the subjects of the study. In this regard, the respondents were not required to provide their personal identities. The introductory remarks contained in the questionnaire also assured the respondents of strict confidentiality of the information provided (Appendix 11). To probe and check the questionnaire data, informal interviews were conducted with some of the respondents.

3.9 Data analysis

When a representative sample (33%) was reached through the stratified random sampling described earlier, the collected data were categorised, ordered and coded. Responses to the questionnaires and observations collected through the observation schedule were each coded separately and themes were identified and categorised according to:— methods and resources employed in the teaching of the subject, teachers' involvement in professional growth activities, instructional supervision and guidance and usefulness of KNEC KCSE reports as a feedback mechanism for teachers. The data were then analyzed using descriptive statistics mainly frequencies and percentages. The information was then interpreted according to the research questions and the
objectives of the study and where possible consistencies with other similar studies were shown in the discussion.

3.10 Chapter summary

This chapter focussed on research design, the setting of the study, the target population, the sample and sampling procedures, the study instruments, pilot-testing and data collection procedures, and methods used in data analysis. Chapter 4 will focus on analysis and interpretation of data collected.
CHAPTER 4
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The major purpose of this study was to investigate teaching methods and resources employed by history teachers in the teaching of History and Government in secondary schools of Thika District. Therefore, the purpose of this chapter is to present the data from the study. A description of the study sample precedes the presentation of data analysis.

4.2 Description of the sample

The sample for this study was drawn from a stratified sample of 30 (thirty) public and private secondary schools in Thika District. Questionnaires were distributed to two history teachers in each school and in cases where there were more than two history teachers, random selection was done. In total 60 (sixty) questionnaires were distributed. Fifty-seven completed questionnaires were received resulting in a return rate of about 95%. The lower return rate was due to the fact that in some single streamed schools one teacher taught History and Government in the whole school. In addition to the questionnaires, ten (18%) History and Government lessons in different schools were observed.

Table 4.1 contains a summary of the personal and contextual information of the fifty-seven teachers who participated in the study.
Table 4.1 Summary of contextual and personal data of History teachers N=57

<table>
<thead>
<tr>
<th>Factor</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>24</td>
<td>42.1</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>33</td>
<td>57.9</td>
</tr>
<tr>
<td>Academic Qualification</td>
<td>O-Level</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>A-level</td>
<td>14</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>B.Ed</td>
<td>40</td>
<td>70.2</td>
</tr>
<tr>
<td></td>
<td>M.Ed</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>B.A</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>Untrained</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td></td>
<td>S1</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>B.Ed</td>
<td>40</td>
<td>70.2</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>M.Ed/M.A</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Experience</td>
<td>7 months-4 years</td>
<td>22</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>5-9 years</td>
<td>25</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>10-14 years</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>14-19 years</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.1 shows that out of the 57 (fifty-seven) teachers who participated in the study, the majority (57.9%) were female, while 42.1% were male. Majority of the teachers (72%) had at least a Bachelor's degree as their academic qualification, 24.6% had achieved A-level education, 3.5% had achieved up to O-level education, while none had M.Ed level of education. A large number of
teachers (70.2%) are professionally trained with Bachelor of Education, 14% had S1 certificate, 14% had diploma in education and one (1.8%) was untrained.

On the other hand, teaching experience of the teachers was not very varied. Out of the total number of respondents, 25 (44%) had teaching experience of between five to nine years, this was followed by 22 (39%) teachers who had between seven months to four years of teaching experience. Eight (14%) teachers had ten to fourteen years of experience, while only 2 (3%) had teaching experience of fourteen to nineteen years. None of the teachers had teaching experience of over twenty years.

It can be said, therefore, that the sample of history teachers had the combination of both adequate education background and teaching experience. It was expected, then that these teachers would use a variety of instructional methods and resources during their teaching process.

4.3 Teaching methods

The data analysis in this section follows the sequence of the research questions addressed in the study. For each question, the results obtained from the teachers' questionnaires are given first followed by the results obtained from the classroom observation schedule, and will apply mostly to questions related to the use of teaching methods and resources for the subject. A brief discussion follows the results of each research question.
4.3.1 Frequency of instructional methods obtained through teachers' questionnaire

Question one of the research questions focussed on the teacher's use of the various methods of teaching History and Government. One of the items used in the teachers' questionnaire was a structured mode with a 4-point scale. The teacher was required to indicate his/her use of a particular teaching method by checking if he/she used it very regularly meaning very many times/every lesson, Regularly – many times/every lesson, less regularly – few times/few lessons, and Never – not using it at all in any lesson. Responses labelled “Others” were also analyzed in the same way (Appendix 1).

The teachers' responses to the item on their use of various methods of teaching the subject were used to answer this question. The results are summarized in Table 4.2.
Table 4.2 Frequency and percentage distributions of extent of use of teaching methods. N=57

<table>
<thead>
<tr>
<th>Method</th>
<th>Never F</th>
<th>%</th>
<th>Less Regularly F</th>
<th>%</th>
<th>Regularly F</th>
<th>%</th>
<th>Very Regularly F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>26</td>
<td>46</td>
<td>26</td>
<td>46</td>
</tr>
<tr>
<td>Assignment</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>30</td>
<td>30</td>
<td>53</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Project</td>
<td>28</td>
<td>49</td>
<td>23</td>
<td>40</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Field Trips</td>
<td>33</td>
<td>58</td>
<td>23</td>
<td>40</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>32</td>
<td>56</td>
<td>23</td>
<td>40</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>21</td>
<td>32</td>
<td>56</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Note Taking</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>19</td>
<td>45</td>
<td>79</td>
</tr>
<tr>
<td>Oral Questions and Answer</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Whole Class Discussion</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Brainstorming</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Demonstration</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Library Research</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Dramatization</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Symposium</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Radio Programmes</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Revision of Past Papers</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 4.2 shows that there are methods which are more extensively used than others in the teaching of the subject. Lecture method was used very regularly by 46% of the teachers, 46% employed it regularly, 3% used it less regularly while only 5% indicated that they never employ the method. Note-taking was also a popular method among many teachers with 79% indicating they used it very regularly, 19% regularly, 2% only a few times, while none indicated never using it.

Teachers also indicated that they initiated group discussions to a considerable extent. 23% indicated that they required their students to discuss in class very regularly, 56% indicated that they required them to discuss regularly, while 21% showed that they required their students to discuss only a few times. None of the teachers indicated that he/she has never asked the students to discuss during a class session.

Like group discussion, all the teachers indicated that they give class assignments at varying extents during their lessons. Only 17% gave assignments very regularly, 53% gave assignments as a regular method and 30% gave assignments only a few times.

Inviting resource persons as guest speakers, educational trips and assigning students projects to carry out, were the less extensively used methods for teaching History and Government in schools. None of the teachers very regularly used educational trips as a method of teaching. Only 2% used it regularly, 40% indicated they employed it only a few times, while the majority (58%) have never
taken their students to an educational trip. Majority of the teachers (56%) also indicated that they have never invited a resource person to their classes, 40% indicated that they have invited a guest speaker only a few times, 4% use it as a regular method of teaching, while none of the teachers invites a resource person as a very regular method of teaching.

A large number of teachers (49%) also indicated never assigning their students projects as a method of teaching different lessons. 40% indicated giving projects only a few times, 7% used projects as a regular method of teaching, while only 4% admitted giving out projects as a very regular method of teaching the subject.

Responses labelled “others” also revealed other methods used by history teachers at varying degrees. Missing data is indicated by the dashes as only a few teachers responded to the item. Among the methods labelled “others”, teacher’s questions which are orally asked in class was the most extensively used method, with 25% indicating they applied it very regularly and 2% indicating they used the method only a few times. Whole class discussion was used by 4% of the teachers very regularly as well as on a regular basis. Brainstorming and demonstration methods were used by 4% of the teachers very regularly and regularly respectively. Revision of past papers as a method of teaching was only used by 4% of the teachers very regularly and none of the other teachers showed using it to any extent. Library research, dramatization, symposium, and radio programmes methods were only used by 2% of the teachers either very regularly or regularly.
4.3.2 Frequency of instructional methods obtained through the classroom observation schedule

The results of the methods employed in the teaching of the subject obtained through the classroom observation schedule are summarized in Table 4.3. Ten different teachers were observed teaching different topics in different classes. This provided variation in terms of complexity of topics taught and student abilities.

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Assignment</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Note-taking</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Small Group Discussion</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Oral Questions</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.3 show that all the teachers observed used the lecture, note-taking and questioning methods of teaching. The assignment method was used by 30% of the teachers, while only 20% of the teachers assigned their students into groups to discuss some aspects of the topic.

In majority of the lessons observed, the lecture method was used together with note-taking method. In most of the cases, they were one-way lectures with
the teachers hardly instructing the students what they should be doing or motivating the students to participate in the discussion.

On the other hand, out of the three (30%) teachers who used the assignment method, only one assignment required analytical thinking by the students in the way of further reading and by way of elaborating their answers through discussion. The other two only required the students to name or fill in the blanks and hence they did not require analytical thinking by the students. Also informal interviews with teachers revealed that majority of them did not provide their students with any other materials apart from what they delivered during the lesson. The researcher hence concluded that assignments requiring elaborate answers from the students could have been much helpful in filling up the gaps created during the one way lectures and note-taking methods used during class sessions.

The results on the methods employed in the teaching of the subject obtained through the classroom observation schedule agree to a greater extent with the results obtained through the teachers' questionnaire. Differences in results however occur in the frequency of use of some methods such as small group discussions and assignments, wherein the teachers' questionnaire results indicated a moderately high percentage of use, while classroom observations show low percentage of use. Other methods employed, however, show balanced results from both instruments.
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The results showing high percentage of use of expository methods in the teaching of History and Government, are closely related to those of Mwaniki (1984) who equated history classes to "prayer meetings" or "meeting of sad bereaved people listening to the pastor or an elder who unsuccessfully fails to comfort them....". The high percentage of teachers indicating that their students sometimes seemed not to be interested in learning the subject (Table 4.4), are consistent with those of Mcleish (1968) who found out that expository methods such as the lecture method were strongly disfavoured by most students.

The results above, also confirm the literature (Ayot 1979, Jameison 1971, Crokall 1972) where methods used in the teaching of history have been criticized as being very traditional, pedestrian, uninspiring, and irrelevant as teachers hardly guide their students in acquiring, understanding and interpreting relevant information.

4.3.3 Students' interest in learning history

There were also items in the teachers' questionnaire that required the respondents to indicate whether there were times when their students seemed not to be interested in learning the subject during the teaching-learning process, and if that was the case, to indicate what they did to reverse the situation. The items aimed at soliciting the teacher's feeling on the general success of different History and Government lessons and to gauge how often they varied their teaching approaches. The items read: Are there times when your students seem not to be
interested in learning history during the teaching-learning process? If yes, what techniques do you use to motivate them to become more interested during History lessons? The results are summarized in Table 4.4 and 4.5 respectively.

Table 4.4 Frequency and percentage distributions of history teachers’ perceptions of general interest of their students in learning the subject

<table>
<thead>
<tr>
<th>Rating Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes seem not to be interested in learning</td>
<td>50</td>
<td>88</td>
</tr>
<tr>
<td>Never shown disinterest in learning</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table shows that majority of the teachers (88%) admitted that there were times when their students seemed not to be interested in learning the subject, while only (12%) indicated that there was no occasion their students had shown disinterest in learning the subject. There was however variation in responses of the strategies employed by the teachers to motivate their students to become more interested during the teaching-learning process. The results are summarized in table 4.5.
Table 4.5 Strategies used by history teachers to motivate their students during the teaching-learning process. N=57.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orally asked questions</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Debates</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Whole class discussions</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Small group discussions and assignments</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Giving notes on the blackboard</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Bringing in Current Affairs</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Giving interesting stories, jokes, and real life experiences</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Field trips</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 4.5 above shows that, majority of the teachers (40%) responded to lack of interest by their students during the teaching-learning process by telling them interesting stories, jokes or their own real life experiences which are not necessarily related to the topic being taught. Another 14 (28%) responded by asking their students oral questions. It is important to note here that some teachers indicated that oral questions were sometimes not successful as their students rarely read ahead of the teacher on the topics in question. Thirteen (26%) teachers
motivated their students to learn by initiating small group discussions and by giving them assignments.

Whole class discussion led by the teacher was used by 20% of the teachers to motivate their students' interest during the learning process, while only 4% indicated they asked their students to debate on the topic. Writing notes on the blackboard for students to copy, bringing in current affairs during the lesson, were used as motivating strategies by 6% of the teachers respectively, while only 4% of the teachers indicated they responded to lack of interest by their learners by taking them for educational trips.

The above results clearly indicate that most of the strategies employed by teachers to motivate their students to learn are teacher-centred, while very few of them are learner-centered. The above results are closely related to those of Mcleish (1968), who found out that most social studies students strongly disfavoured expository methods such as the lecture, when they were asked to compare it with other inquiry methods such as the tutorial and the seminar. These results also confirm the literature (Jameison 1971, Assistant Masters Association 1975, Ferguson 1970) that most of the criticism levelled against history teaching in schools does not so much lie with the content of the subject but with the methods by which it is taught.
4.4 Factors influencing choice of teaching methods of the subject

This research was interested in the factors, if any, that influenced history teachers’ choice of their teaching methods. Several items in the teachers’ questionnaire were designed and which were associated with factors that could have influenced choice of teaching methods of the subject, grouped into various categories (achievement of various general and specific objectives of teaching the subject, emphasis during teacher training, nature of students, availability of teaching resources, and the time available to cover the syllabus). Due to their variety, responses to the category labelled “other factors” were analyzed together with responses to the open-ended questions.

4.4.1 Achievement of general objectives of teaching history

One item in the teachers’ questionnaire (appendix 1) required the respondents to rate the importance of general objectives as they considered them when selecting strategies of teaching different lessons. Very important and Important have been combined to mean “Important” – meaning the teacher frequently considered a given objective when choosing a given strategy to teach a certain topic because he/she regards it highly. Less important and Not important have been combined to mean “Not important” – meaning the teacher rarely or never considered a given objective when choosing a given strategy of teaching a given topic because he/she does not regard it to be important.
Table 4.6 shows frequency and percentage distributions of the rating of general objectives by history teachers as they considered them when selecting a given method of teaching different lessons.

Table 4.6 General objectives that influence history teachers' choice of teaching strategies. N=57.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Important</th>
<th></th>
<th>Not Important</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>To enable the students pass KCSE History examinations</td>
<td>55</td>
<td>96</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>To enable the students to develop historical skills</td>
<td>48</td>
<td>84</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>To enable learners develop understanding of historical concepts and issues</td>
<td>53</td>
<td>93</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>To enable students solve contemporary problems</td>
<td>46</td>
<td>81</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Development of International awareness of the students</td>
<td>3</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Appreciate the past and cultural values</td>
<td>3</td>
<td>5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Enable the students plan for the future</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
The results in Table 4.6 show that a large number of teachers rated most of
the objectives important and worth considering when choosing their teaching
strategies. Majority of the teachers (96%) rated the need to help their students
pass KCSE history examination an important factor, while only 4% felt that the
objective was not an important factor worth considering when selecting teaching
strategies.

To enable learners develop understanding of historical concepts and issues
was rated at 93% by teachers as being an important factor, while only 7% did not
consider it an important objective worth considering when selecting a teaching
strategy. To enable the students develop historical skills such as data collection
and analysis, was considered an important factor by 84% of the teachers, while
16% did not consider the objective important when selecting their teaching
strategies. On the other hand, the development of the ability to solve
contemporary problems by the students was considered an important factor by
81% of the teachers, while 19% did not consider the objective as they did not
regard it important.

Responses labelled “others” also revealed other general objectives
considered to be important by history teachers when selecting their methods of
teaching. Missing data are indicated by dashes as only a few teachers responded
to the item. Helping the student to achieve intellectual fulfillment and interest in
further learning was considered an important objective by 7% of the teachers.
Development of international awareness of the students, and ability to appreciate
the past and cultural values were considered to be important objectives by 5% of the teachers respectively. To enable the students to plan for the future was considered an important factor in the choice of teaching strategies by only 2% of the teachers.

4.4.2 Achievement of content and specific objectives

Teachers also responded to content and specific objectives that they considered when selecting a teaching strategy for teaching any particular lesson. Very regularly and Regularly have been combined to mean “Regularly” — meaning the teacher considered a given specific objective on many occasions when selecting a method of teaching a given lesson. Less regularly and Not regularly have been combined to mean “Not Regularly” — meaning the teacher did not find a given specific objective important to be considered when selecting a method of teaching on various occasions. Table 4.7 shows frequency and percentage distributions of the rating of content and specific objectives by history teachers as they considered them when selecting a given method of teaching different lessons.
Table 4.7 Content and specific objectives that influence history teachers’ choice of teaching strategies. N=57

<table>
<thead>
<tr>
<th>Objective</th>
<th>Regularly</th>
<th></th>
<th>Not Regularly</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>The nature of the topic</td>
<td>52</td>
<td>91</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Need to help learners memorize historical facts</td>
<td>27</td>
<td>47</td>
<td>30</td>
<td>53</td>
</tr>
<tr>
<td>To take care of learners individual differences</td>
<td>47</td>
<td>83</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Create learners’ interest in learning history</td>
<td>55</td>
<td>97</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The results show that majority of the teachers (97%) on many occasions considered the development of their students’ interest in the subject when selecting a method of teaching a particular lesson, while only 3% of the teachers felt that students’ interest was not important when selecting their teaching strategies. The nature of the topic also influenced a large number of teachers (91%) when selecting their methods of teaching, while on many occasions it had no effect on 9% of the teachers when selecting their teaching strategies. Forty-seven (83%) teachers on many occasions considered taking care of their learners’ individual differences, while 17% did not find differences within their pupils an important factor when selecting their teaching methods. Twenty-seven (47%) teachers on
the other hand, considered choosing methods which would help their students memorize historical facts on many occasions, while 53% of the teachers did not find it an important factor on many occasions.

4.4.3 Emphasis of method(s) during training

There was also an item in the teachers' questionnaire (Appendix 1), which required the respondent to indicate whether his/her regular method of teaching was also the most emphasized during training as a teacher. The aim of this item was to determine whether the nature of training of a teacher was a factor in determining the teacher's choice of a teaching method. The item read: Is the method you use most regularly also the most emphasized during your training as a teacher? Table 4.8 shows frequency and percentage distributions of influence of nature of training on history teachers' choice of teaching methods.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreed</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Disagreed</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

The results show that majority of the teachers (58%) admitted that emphasis of particular methods during training had an influence on their
subsequent selection of strategies of teaching different lessons. On the other hand however, a considerably large number of teachers (42%) showed that emphasis of particular methods during training did not have any influence on their selection of teaching strategies. This therefore meant that there could be other factors that influenced their selection of teaching methods.

4.4.4 Nature of the learners

The nature of the students was also measured to determine whether it was a factor influencing choice of teaching methods by history teachers. Several items in the teachers’ questionnaire were designed to achieve this purpose. Teachers were required to rate the majority of their students in terms of academic achievement, to indicate whether their students varied greatly in various dimensions and generally to indicate how the nature of their students influenced their choice of instructional strategies for teaching different lessons. Teachers’ responses to the items were used to determine whether the nature of students was a factor that determined selection of teaching methods or not. Table 4.9 shows frequencies and percentage distributions of history students in terms of academic achievement.
Table 4.9 History students in terms of academic achievement

<table>
<thead>
<tr>
<th>Rating Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above average</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Average</td>
<td>51</td>
<td>89</td>
</tr>
<tr>
<td>Below average</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

The results show that majority of the teachers (89%) rated majority of their students to be average in terms of academic achievement. Five teachers (9%) rated their students as below average, while only one (2%) teacher rated the students as being above average in terms of academic achievement.

Teachers were also required to indicate whether they considered their students to vary greatly in terms of various characteristics such as academic achievement and motivation level among others. The results of the teachers' responses on this item show that 48 (84%) teachers perceived their students to vary greatly, while 9 (16%) teachers indicated that their students do not vary greatly in terms of various characteristics such as academic achievement and motivation levels. On whether the nature of their students influenced their choice of teaching strategies 46 (81%) teachers indicated agreement, while 11 (19%) teachers indicated that the nature of their students did not influence in any way the choice of their teaching methods.
Teachers’ responses on how the nature of their students influenced their choice of teaching methods were varied and hence were categorized into various emerging themes. Table 4.10 shows frequency and percentage distributions of techniques employed by history teachers in response to the nature of their students during their choice of teaching strategies.

Table 4.10 Techniques employed by history teachers in response to the nature of their students during choice of teaching strategies.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low academic ability and hence do not like methods which involve them</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>Small group discussion to ensure participation of all groups and to encourage fast learners to help slow learners</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Variance of methodology to take care of special needs</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Weak students need a lot of motivation to read more</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Repetition of materials taught</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Most students are slow learners and hence should be slow in teaching</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>
Results in table 4.10 show that a large number of teachers (41%) employ mostly expository methods in most of their lessons because their students are of low academic ability and hence do not like methods which would involve them. This is however contradicting since majority of the teachers (table 4.9) rated majority of their students as average in terms of academic achievement and one would expect such students to be adaptable to a wide range of teaching strategies including the heuristic methods.

Ten (23%) teachers indicated that they vary their teaching methodologies in order to take care of special needs among their pupils. On the other hand, six (13%) teachers indicated that they consider the nature of their students when selecting teaching strategies by encouraging weak students to read more, as a way of motivating them. Repetition of materials taught was used by 9% of the teachers as a technique of taking care of the nature of their students during the teaching process. Small group discussion to ensure participation of all categories of students and to encourage fast learners to help slow learners was employed by 7% of the teachers as a technique of taking care of the general nature of their students during the teaching process, while the same number of teachers indicated they slow their speed of delivery as most of their students are also slow learners.

There was however no response from two teachers, on how the nature of their students influenced the choice of their teaching strategies, out of the total number who had indicated nature of the students to be a factor influencing choice of their teaching strategies. The above results show that majority of the teachers
rarely varied their teaching methodologies as a way of taking care of varied characteristics of their students, but instead relied heavily on expository strategies which are mostly teacher centred.

4.4.5 Availability of teaching resources

Availability of instructional resources in the subject, was also measured to determine whether it was a factor determining the choice of the method(s) by the teachers. Several items were designed to achieve this purpose. The first item required the teachers to indicate their general satisfaction with availability of instructional resources in their respective history departments. Secondly, to indicate whether availability or unavailability of instructional materials influenced the choice of their teaching strategies, and lastly, to indicate how availability or unavailability of teaching resources influenced the choice of their teaching strategies.

Teachers’ responses to the items were used to determine whether availability of resources in the subject was a factor that influenced choice of teaching strategies of the subject. Table 4.11 shows frequencies and percentage distributions of history teachers’ general satisfaction with availability of resources in their departments.
Table 4.11 General satisfaction of history teachers with availability of instructional resources in their departments.

<table>
<thead>
<tr>
<th>Rating Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Inadequate</td>
<td>43</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.11 show that a large number of teachers (75%) felt that their history department was not well equipped with instructional resources. On the other hand, fourteen (25%) teachers were satisfied with instructional materials in their department.

Teachers were also required to indicate whether availability or unavailability of teaching resources influenced the choice of their teaching strategies. The item read: ‘Does the availability or unavailability of teaching materials influence the choice of your teaching methods?’ Results on this item show that forty-three (75%) teachers indicated agreement while fourteen (25%) teachers indicated that availability or unavailability of teaching materials did not influence in any way their choice of teaching strategies.

Teachers’ responses on how availability or unavailability of teaching resources influenced their choice of teaching strategies were varied and hence were categorized into various emerging themes. The results are summarized in Table 4.12.
Table 4.12 Influence of availability of teaching resources on the teachers' choice of teaching strategies

<table>
<thead>
<tr>
<th>Nature of the Influence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortage of textbooks compels the teacher to make all the notes for the students who copy as the teacher lectures</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Other methods not used due to lack of observable materials</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Methods of teaching vary due to availability of resources and lessens teacher’s work</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>No response</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>57</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results in Table 4.12 show that a large number of teachers (58%) were compelled to employ mostly the lecture and note-taking methods due to unavailability of teaching resources especially textbooks. Another 25% of the teachers indicated that they seldom employed other methods of teaching such as observation method due to lack of observable materials. On the other hand, only 7% of the teachers indicated that they varied their teaching strategies due to availability of resources and hence transferring some of the workload to the students. There was no response from six teachers on the item.
4.4.6 Time available for syllabus coverage

The time available to the teacher to cover the syllabus in the specified period was also measured to determine whether it was a factor which influenced the teachers' selection of teaching strategies. Three items in the teachers' questionnaire were designed to achieve this purpose. First, the teachers were required to indicate whether the number of lessons allocated for History per week were enough to enable them cover the history syllabus in the specified time. Secondly, in case of inadequate time, the teacher was required to indicate whether this influenced his/her choice of teaching strategies, and lastly, to indicate how this influenced his/her choice of teaching strategies for different lessons.

Teachers' responses to the items were used to determine whether the time available to the teacher to cover the syllabus in the specified period was a factor that determined choice of teaching strategies for the subject. Table 4.13 shows frequency and percentage distributions of teachers' responses on adequacy of time to cover the syllabus in the specified period.

Table 4.13 Teachers' responses on adequacy of time to cover the history syllabus in specified time

<table>
<thead>
<tr>
<th>Rating Value</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Inadequate</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>
The above results show that forty (70%) teachers indicated that the number of lessons allocated for history per week was not adequate to cover the history syllabus in the specified time, while seventeen (30%) showed that the number of lessons allocated for the subject was adequate to enable them cover the syllabus in the specified period. On the other hand, all the forty (100%) teachers who showed that the number of lessons was inadequate to enable them cover the syllabus on time, indicated that the situation influenced their choice of methods of teaching different lessons.

Table 4.14 shows frequency and percentage distributions of different strategies employed by history teachers to enable them cover the syllabus in the specified period.

### Table 4.14 Strategies Employed by History Teachers to Enable Them Cover the Syllabus on Time

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method creates extra time unlike other methods which require a lot of time hence hard to cover the syllabus</td>
<td>33</td>
<td>83</td>
</tr>
<tr>
<td>Students are required to cover simple topics through assignments</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Students are given notes to copy which are elaborated if time allows</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Results in table 4.14 show that, majority (83%) of the teachers employed lecture method in most of their lessons in order to create extra time and enable them cover the history syllabus on time. Most teachers were also of the opinion that other methods, which would actively involve their learners, would hinder the achievement of the objective of covering the syllabus on time. Another 12% of the teachers showed that they overcame the limitation of limited time by requiring their students to cover topics which they (teachers) perceived to be simple through assignments. Only two (5%) teachers indicated that they overcame the limitation of time by issuing out notes to their students to copy which were elaborated later if time allowed.

The results showing high percentage of teachers who indicated that they considered various general and specific objectives as a factor when selecting strategies of teaching different lessons, are not consistent with actual methods employed by the teachers as they rated them in the first part of the teachers’ questionnaire and as observed through the classroom observation schedule. The results are also not consistent with the literature where a blend of certain strategies have been shown to result in specific outcomes. The literature shows that development of different skills, positive attitudes and interest towards learning, can easily be achieved through the use of students-centred or inquiry approaches. Inquiry approaches have also been shown to be effective in helping students develop concepts, and have the advantage of heightened motivation, long-term retention and transfer (Bruner 1966, Andler 1965, Suchman 1961, Eshiwani 1973).
Findings of various studies by Nsanze (1987), Brown (1965), Sprague (1970), Belsky (1971), and Gander (1974), also agree that inquiry approaches of teaching such as the project and group discussions were superior in terms of students' achievement, attitudes towards learning, development of problem solving abilities and were capable of breaking the monotony which teachers exert over their pupils, as well as reducing the time used in drilling and thus allowing time for creative work. Hence achievement of such objectives as helping learners develop historical skills, development of historical concepts by learners, ability to solve contemporary problems and creating learners' interest in history are unlikely to be achieved through the use of mostly expository strategies such as the lecture and note-taking methods employed by majority of the teachers.

Two possible reasons may be given for the high percentage of respondents indicating considering various objectives before selecting a teaching strategy. First, majority of the teachers may have considered the said objectives important in the teaching process, but were not conversant through which strategies they could be achieved. Secondly, majority of the teachers could have been conversant with the strategies through which the objectives could be achieved, but other factors hindered their use.

The high percentage of teachers indicating being influenced by the nature of their students when selecting their teaching strategies is also not reflected in their use of the methods in the actual practice. Studies conducted by Robertson (1973) and Mclanchlan and Hunt (1973) showed that: (a) low conceptual level
students prefer teaching models which are high in structure and include expository methods such as the lecture method (b) high conceptual level students preferred teaching models low in structure which involve inquiry such as the project method or showed less variation in their response to models varying in structure. Hence, since majority of the teachers rated majority of their students as being average in terms of academic achievement, and also indicated that their students varied greatly in terms of various characteristics, a good blend of both expository and inquiry methods could have reflected the nature of the students as being an important factor determining the teachers' choice of teaching strategies. However, since majority of the teachers seemed to employ similar methods regardless of the category or type of school, the nature of the students emerged as not an important factor in the choice of teaching methods of the subject.

Availability of teaching resources however emerged as a valid factor that determined teachers' choice of teaching strategies as the results are consistent with literature as well as studies conducted in other subjects. Results show that majority of the teachers employed expository methods such as the lecture and note-taking methods due to unavailability of teaching resources. This is consistent with literature, which also shows that use of inquiry methods requires the teacher to expose the students to a variety of materials in order to be successful. Kiviu (1985) also found out that availability of teaching resources was the most important criterion considered by home science teachers when selecting a given teaching strategy.
Consideration of the available time to cover the syllabus in the specified period as a factor influencing teachers' selection of teaching strategies is also consistent with the literature. The literature shows inquiry approaches require a considerable amount of time compared to expository methods, and since majority of the teachers indicated they employed mostly expository methods due to limitation of time, this factor seems to be viable.

The fact that very few studies have examined the relationship between the nature of training and teachers' use of different techniques of teaching, led to a limited choice of findings for cross comparison on this factor. However, it is important to note that majority of the teachers (58%) showed that their most regular method of teaching was also the most emphasized during teacher training, while relatively large number of teachers (42%) indicated that the nature of training had no effect on their selection of teaching strategies. The nature of training therefore could not have been an overriding factor determining selection of teaching strategies by the teachers due to the closeness of the results.

4.5 Teachers' involvement in professional growth activities

The other aspect that the research focussed on was history teachers' involvement in professional growth activities. Teachers' responses to the items on overall participation in different professional growth activities were used to answer the research question on teachers' involvement in various activities. The results are summarized in Table 4.15.
Table 4.15 Teachers’ involvement in professional growth activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Participated</th>
<th>Not participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Seminar/Workshops</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>History Panel at K.I.E</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Marking of KCSE History and Government Exams</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

The results show that none of the teachers has ever been a member of the history panel at the K.I.E. Majority of the teachers (95%) also indicated that they have not participated in any history seminar or workshop, while only three (5%) teachers showed that they have participated. However, out of the three teachers admitting having participated in history seminars/workshops, two indicated it was concerned with the history syllabus, while only one indicated the seminar/workshop was concerned with methods and resources employed in the subject. A large number of teachers (86%) also showed never having been involved in the marking of KCSE History and Government examinations, while only 14% indicated having participated with majority showing having done so for between two and three years. The above results show that majority of history teachers in the study are hardly involved in various activities of professional
growth even though majority of them have a teaching experience of two years and over.

Even though very few studies have examined the relationship between teacher’s involvement in professional growth activities and the teacher’s choice of methods of teaching, and which has led to limited choice of findings for cross examination in this section, two possible reasons may be given for the respondents’ lack of participation in various activities. Marking of KCSE History and Government examinations, for example, is open to all history teachers who meet certain criteria, such as more than two years of teaching experience, and which majority of the respondents in the study possess. Hence, one explanation could be that majority of the teachers in the study seem not to be interested in participating in such an activity.

The above findings could also be consistent with those of Mwaniki (1984) who found that teachers and learners concluded that history was a useless subject because it was underlooked by both the ministry and school administrators. Hence, agents of the Ministry of Education such as the K.I.E and school administrators might not have found it necessary or important to organize such activities for history teachers.
4.6 Usefulness of KNEC, KCSE reports as a feedback mechanism for history teachers

This research was interested in determining the usefulness of KNEC (KCSE) annual reports as a feedback mechanism for history teachers, to help improve their approach to teaching different topics in the history syllabus. Teachers were required to indicate whether the different editions of the reports were available in their schools and then proceed to show whether the reports contained useful information or not, and to indicate if there has been any useful information that has been missing in the different editions of the reports.

Teachers’ responses to the items on availability and usefulness of KNEC (KCSE) reports were used to answer research question three. Table 4.16 shows frequency and percentage distributions of teachers’ responses on availability of KNEC (KSCE) reports.

Table 4.16 Availability of KNEC (KCSE) reports in schools

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Not Available</td>
<td>39</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>

The above results show that majority (68%) of the teachers do not have access to the reports as they have not/never been available in their schools. Eighteen (32%) teachers, however indicated that the different editions of the
reports are available in their schools. This therefore means that majority of the teachers were not in a position to show whether the reports were a useful feedback mechanism for improving their approach to teaching different topics in the syllabus. On the other hand, all the eighteen (32%) teachers who indicated availability of the reports in their schools found the reports to be a useful resource for improving their approach to teaching different topics in the history syllabus.

There were varied responses on whether there was any useful information they felt was missing in the different editions of the reports. Four (7%) teachers felt that the Kenya National Examinations Council (KNEC) should make the reports more specific as they tended to be vague especially on how to handle the different topics in the syllabus. Three (5%) teachers felt that the council should include in the reports its standard of expectations especially in essay writing. The same number of teachers indicated that the Council should show reasons for lack of testing of some topics at all for long, while some were repetitively tested. There was however no response from three (5%) teachers on this item.

The fact that majority of the teachers indicated unavailability of the KNEC (KSCE) reports in their schools, the general usefulness of the reports as a feedback mechanism from the history teachers perspective cannot be ascertained with confidence. However, since all the teachers who admitted availability rated them as useful, apart from some information which they felt has been missing in the different editions of the reports, they could be said to be providing some useful information on the general teaching-learning situation of the subject. The results
are however not consistent with the literature, where an efficient feedback mechanism is shown to be necessary for success of any process (or system) of which teaching-learning is one.

4.7 Instructional supervision and guidance

Supervision and guidance to teachers especially by inspectorate is useful. One item in the teachers’ questionnaire (Appendix 1) was used to answer research question five, where the respondents were required to indicate the number of times in the past one year they have been visited by education inspectors during a class session. The item read: ‘How many times in the last one year have you been visited by education inspectors during a class session?’ The results of teachers’ response on the item are summarized in Table 4.17.

Table 4.17 Frequency of instructional supervision and guidance of history teachers by education inspectors

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>42</td>
<td>74</td>
</tr>
<tr>
<td>1</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>100</td>
</tr>
</tbody>
</table>
Results in Table 4.17 show that majority of the teachers (74%) have not been visited at any time by educational inspectors in the last one year. Eleven (19%) teachers indicated they have been visited once, while only 3.5% of the teachers indicated they have been visited two times and three times respectively.

Results on this section show that history teachers are hardly supervised and neither do they get any guidance or assistance from education inspectors during the teaching process. These results may be consistent with those of Kiviu (1985) who attributed improper teaching strategies in the teaching of Home Science to lack of instructional supervision and advisory services to assist teachers overcome some of the instructional problems.

4.8 Availability of teaching resources

Question six of the research questions focussed on the resources available for teaching History and Government in secondary schools. In the teachers’ questionnaire (Appendix 1), there were several items grouped mainly into two major categories (print and non-print media). Teachers were asked to indicate whether the given resources were available for the teaching of the subject. Teachers’ responses to the items were used to determine the available resources for history teaching in schools. The results on the available print materials for history teaching are given first, followed by non-print materials.

The results show that fifty-two (91%) teachers indicated that there is a main textbook(s) recommended for use by the K.I.E for History and Government.
teaching, while only five (9%) teachers indicated that there was no recommended book(s). Out of the total number of teachers who indicated that there is a recommended book(s) for teaching history, thirty-two (62%) teachers indicated they did not have enough books for every student in the individual classes they taught, while twenty (38%) teachers showed that they had enough textbooks for every student in the individual classes they taught.

On whether there was a variety of other textbooks by recommended authors enough for every student in the individual classes they taught, thirty-one (53%) teachers indicated they did not have enough for every student, while twenty-six (47%) teachers showed they had enough for every student in the individual classes they taught.

There was also another item which required the respondents to indicate whether other printed materials such as newspapers, magazines, and journals were available for reading by their students. The item read: 'Are other reading materials such as newspapers, magazines, journals etc, available for reading by your students?' Thirty-two (56%) teachers showed that other reading materials such as newspapers, magazines and journals were available for reading by their students, while twenty-five (44%) indicated that they were not available.

Teachers were also required to indicate other resources available for history teaching apart from printed materials. Table 4.18 shows frequency and percentage distributions of availability of other teaching resources apart from the printed media.
Table 4.18 Availability of teaching resources for history teaching

<table>
<thead>
<tr>
<th>Materials</th>
<th>Available</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Radio</td>
<td>21</td>
<td>37</td>
</tr>
<tr>
<td>Radio Cassette</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Charts</td>
<td>35</td>
<td>61</td>
</tr>
<tr>
<td>Maps</td>
<td>48</td>
<td>84</td>
</tr>
<tr>
<td>Pictures</td>
<td>33</td>
<td>58</td>
</tr>
<tr>
<td>Projector/Films</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Television</td>
<td>22</td>
<td>39</td>
</tr>
</tbody>
</table>

Results on Table 4.18 show that graphic materials such as charts, wall maps, and pictures were the most available materials for history teaching with more than half (50%) of the teachers admitting availability. On the other hand, electronic materials such as the radio, radio cassette, television and projector/films were the most unavailable, with less than half (50%) of the teachers reporting availability. However, considering the expense involved in acquiring some of these resources, 37% indicating availability of the radio and 39% for the television could be said to be fairly available.

The results that show majority of the teachers indicating that they did not have enough of the recommended textbooks for each student in the individual classes they teach, means therefore that history textbooks are in short supply in most of the schools. These results are closely related to those of Okoko (1991)
who found out that: (a) 88% of history teachers who took part in the study felt that they did not have enough classroom textbooks, while only 12% admitted having enough classroom textbooks (b) 88% of the teachers felt that since they did not have enough class textbooks, students had to share a text-book, (c) that there was quite a good range of resources that can be used for teaching History and Government in schools in the study.

4.8.1 Utilization of resources in teaching

Related to the availability of resources for the teaching of History and Government, the researcher focussed on the utilization of the available resources by teachers in their teaching process. Data obtained through the classroom observation schedule (Appendix 11) were used to answer research question seven, which focussed on utilization of available instructional resources, by history teachers in the teaching process.

The results show that out of the ten teachers observed, all of them (100%) used the chalkboard as the major resource for writing short notes, explanations and for illustrations. Only one (10%) teacher referred her students to the text for clarification and illustrations on various issues. No wall maps or charts were used in all the lessons observed although many of the topics lend themselves to the use of a variety of resources.

The results showing very limited utilization of instructional resources in the teaching process are closely related to those of Okoko (1991) who found out
that in 100% of the cases, no charts or wall maps were used, and in all the cases as well, the chalkboard was the major resource utilized by the teachers. The results are however not consistent with the literature where use of resources is shown to add reality to abstract issues and helps in concept formation by the students, apart from making learning meaningful and interesting.
CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This Chapter presents summary of the study, an overview of the study findings, conclusions and recommendations. It also includes suggestions for further research.

5.1 Summary of the study

History is one of the subjects in the secondary school curriculum that has been attracting a lot of criticism from various circles for a considerable period of time. Even after being made a compulsory subject under the new 8-4-4 system of education, the situation did not change much. The subject was later declared an elective in 1993, and there occurred a major decline in the number of students who took the subject as well as a decline in the performance of the subject in the KCSE examinations. The manner of teaching the subject has also continued to be criticised as being pedestrian and uninspiring, while history students continue to exhibit inability to perform certain important tasks even after going through the teaching-learning process.

The purpose of this study was therefore to investigate the methods and resources used in the teaching of History and Government in secondary schools in Thika District, Kenya. To accomplish this objective, seven research questions were formulated:
1. What methods are currently in use in the teaching of History and Government?

2. What factors, if any, influence the choice of teaching methods of the subject?

3. Do history teachers find the information contained in the annual KNEC (KCSE) examination reports useful in improving their teaching strategies?

4. How often are history teachers involved in professional growth activities e.g. seminars, workshops, curriculum development and marking of history KCSE examinations?

5. Are most history teachers frequently visited by education inspectors during their teaching process?

6. What learning resources are available for history teaching and learning in schools?

7. Do history teachers utilise the available resources in their teaching process?

The data for this study were collected from 57 (fifty-seven) history teachers from Thika District using questionnaires, while 10 (ten) history teachers were observed during history lessons, using a classroom observation schedule. Both the instruments were constructed to answer specific research questions and were pilot-tested and discussed with experts before being used. Descriptive statistics, mainly frequencies and percentage distributions were used to analyse the data.
In summarising the results of this study, the findings pertaining to questions 6 and 7 are combined into one heading, and since the findings of the study are reported and discussed in Chapter 4, this section will only present the main findings in a summarised form.

5.1.1 Teaching methods employed in the subject

History teachers in this study were generally inclined to the use of expository methods of teaching. This is shown by a higher percentage of teachers indicating regular use of lecture and note-taking methods. In the majority of the classes observed, the two methods were used together, where the teacher's talk through one-way lecture dominated most part of the lesson, while the learners wrote short notes as the teacher dictated and explained some of the facts. Oral questions asked mostly by the teacher, were also used by a high percentage of teachers. Inquiry approaches such as the project, fieldtrips and use of resource persons were hardly used by majority of the teachers as shown by the low percentage of teachers indicating using them on a regular basis. Other student-centred approaches such as the assignment and small group discussion were moderately used by majority of the teachers on a regular basis.

5.1.2 Factors that influence history teachers' choice of teaching methods

The achievement of various general and specific objectives of teaching the subject emerged not to be a significant criteria for selecting different approaches of
teaching the subject. Although a higher percentage of teachers indicated that they considered the achievement of various general and specific objectives when selecting their methods, this was not reflected in the actual use of the methods during the teaching-learning process.

The nature of the students also emerged not to be a significant criteria for teachers’ selection of approaches of teaching the subject. A high percentage of teachers rating majority of their students as average in terms of academic achievement and also varying greatly in terms of various characteristics, meant that they could respond well to a variety of both expository and inquiry methods of teaching. Therefore, the nature of the learner as a factor was not consistent with the actual methods employed by the teachers.

A high percentage of history teachers also indicated that emphasis of particular methods during training had an influence on their subsequent choice of teaching methods. On the other hand, however, a moderately high percentage of teachers indicated that nature of training was not significant on their subsequent choice of teaching methods. Hence nature of training emerged as a moderate factor on the teachers’ choice of teaching methods.

Availability of teaching resources in the subject, on the other hand, emerged as an important factor determining choice of teaching methods of the subject. This is shown by a high percentage of teachers who indicated that inadequate resources influenced their choice of teaching methods. This was
consistent with the methods employed by the teachers as they rated them in the teachers' questionnaire and as observed using the classroom observation schedule.

 Majority of the teachers also indicated that the number of lessons allocated for history per week was not enough to enable them cover the history syllabus on the stipulated time. They also showed that this influenced their choice of teaching strategies for different lessons. Responses from open-ended questions indicated that teachers employed certain instructional strategies so that they could be able to cover the syllabus in the specified period. The time available to the teacher therefore emerged as an important factor determining history teachers' choice of instructional strategies.

5.1.3 Instructional supervision and guidance

 Majority of the teachers (74%) indicated that they have not been visited at any time by educational inspectors in the last one year. Eleven (19%) indicated that they have been visited once, while only 3.5% of the teachers showed they have been visited two times and three times respectively. Hence history teachers under study were hardly supervised and neither did they get any guidance or assistance from education inspectors, and more so from history inspectors, during the teaching process.
5.1.4 Availability and utilisation of teaching resources in the teaching process

Among the printed materials, the textbook was the most in short supply in many schools. Majority of the teachers (62%) indicated they did not have enough of the main recommended book. A high percentage of teachers (53%) also indicated that they did not have a variety of other recommended textbooks for teaching the subject. On the other hand, a high percentage of teachers (56%) indicated availability of other reading materials such as newspapers, magazines and journals while 44% indicated that these materials were not available for reading by their students.

Results on other instructional resources, showed that graphic materials such as charts, wall maps and pictures were the most available for history teaching with more than half (50%) of the teachers reporting availability. On the other hand, projected and electronic media such as projector/films, radio, radio cassette and television were the most unavailable with less than half of the teachers reporting availability.

Results on utilisation of instructional resources during the teaching process showed that the chalkboard was the most extensively used resource with all (100%) the teachers observed using it. Only one (10%) teacher referred her students to the class text for clarification and illustrations on various issues. No wall maps or charts were used in all the lessons observed although many of the topics lend themselves to the use of a variety of resources.
5.2 Conclusions

Based on the findings, the following were the conclusions of the study:

- Majority of the history teachers are greatly inclined to the use of mostly expository approaches of teaching. This is against the common belief by many educators that inquiry approaches achieve better results, as well as the existing education policies in the country, which advocate for the use of discovery methods in the secondary school curriculum.

The implication of the above conclusion therefore means that History teachers need to reconsider the balance between their use of expository and discovery methods of teaching. Inquiry approaches have been shown by various studies to have a distinct advantage in terms of various characteristics. Findings of various studies by Nsanze (1987), Brown (1965), Sprague (1970), Belsky (1971), and Gander (1974) all agree that inquiry approaches of teaching such as the project and group discussions were superior in terms of students' achievement, attitudes towards learning, development of problem solving abilities and were capable of breaking up the monotony which teachers exert over their pupils, as well as reducing the time used in drilling and thus allowing time for creative work. Other literature concerning the teaching methodologies of the subject also attests to this (Ferguson 1970, Ballard (1971), Crokall (1972), Burston (1962), Ayot (1979).
• Factors that influenced history teacher's choice of their teaching strategies were mostly external to the teaching-learning process, such as availability of instructional resources and consideration of available time to cover the syllabus in the specified period. Achievement of the stated objectives of teaching the subject and the nature of their learners, though important during the teaching process seemed not to be significant in the teachers' choice of strategies for teaching different lessons. Literature shows that consideration of objectives of teaching a particular subject (topic) and learners entry behaviour (Figure 1.1), are very important elements in the teaching process as they are necessary for the achievement of the desired educational outcomes.

• The fact that most of the teachers were hardly involved in professional growth activities, means that there are no forums through which teachers can update their teaching strategies or discuss the instructional problems they encountered during the teaching-learning process. This conclusion suggests that no deliberate efforts are made to improve on the teaching and learning of the subject, and may be closely related to those of Mwaniki (1984) who found out that learners concluded that history was a useless subject because it was not valued by both the ministry and school administrators. Most of the professional growth activities such as seminars/workshops are mostly organised and funded by school administrators and other agencies of the Ministry of Education. Hence, an
almost absolute absence of such activities unlike in other subjects in the curriculum, though majority of the teachers under study had considerable many years of experience, makes the latter observations by Mwaniki (1984) a plausible explanation.

- Lack of instructional supervision and guidance over a long period of time, could be a cause of poor instructional practices in the teaching of the subject. As observed elsewhere by Kiviu (1985), instructional supervision and advisory services are vital components of improving the quality of teaching of any subject in the curriculum.

- Though there seemed to be a shortage of instructional resources in many schools, especially classroom textbooks, there was also a range of other resources which teachers could utilise. Resource utilisation in the teaching of the subject needed an improvement. Literature shows that instructional resources are the most important tools at the teacher’s disposal in the process of achieving the set out objectives of teaching any subject in the curriculum (Figure 1.1). It also shows that instructional resources make learning meaningful, interesting and easily successful.

- The Kenya National Examinations Council KCSE reports as a feedback mechanism for teachers, on their handling of different topics in the syllabus was ineffective, as most of the teachers indicated the reports not being available in their schools. This is against the literature which shows that
accomplishment of a desired goal is dependent on an efficient feedback mechanism which allows for adjustments required to improve the product (Figure 1.1).

5.3 Recommendations for action

Arising from the findings and conclusions of this study, the following recommendations were made:

- This study revealed that most history teachers preferred to employ mostly expository strategies as opposed to inquiry approaches. There is therefore a need to make the teaching of the subject more student-centred in order to achieve many of the stated objectives of teaching the subject at the secondary school level. Since emphasis of some methods during training seemed to have a considerable influence on the subsequent choice of the method(s) by teachers, teacher trainers should therefore help the teacher find the methods best suited to him, to his purposes, and the peculiar populations and problems he encounters during the teaching process.

- School administrators and other agencies of the Ministry of Education should place more importance in the development of the subject, by organising frequent professional growth activities for history teachers,
as well as by increasing the frequency of supervision and guidance of teachers, with the aim of improving the manner of teaching of the subject.

- Majority of the teachers showed that time was a major factor that determined the choice of their teaching strategies. There is therefore a need for curriculum planners to review the history syllabus in an effort to making it manageable within the given time limits. This could eradicate some of the external factors that determined the manner of teaching the subject. For example, informal interviews with some of the teachers during the process of collecting data, showed that teachers experienced problems in teaching some topics which went into so much scientific theories. A case in point is the topic "Transport and Communication" where the recommended textbooks by the Kenya Institute of Education (KIE) go into great depths of the working of some of the modes of transport and communication, and their inventors. Hence, curriculum developers at the K.I.E should review such topics with a view to avoiding unnecessary overloading of the syllabus, as well as to alleviate problems faced by teachers when teaching topics which go too much into scientific principles.

- Most schools lacked appropriate adequate learning resources, especially textbooks, for the teaching and learning of the subject. School administrators should therefore make efforts to supply their
respective history departments with required resources in order to improve the teaching of the subject. Teachers should also be encouraged to make maximum use of the available resources during the teaching process, as well as to be more innovative by improvising some resources such as charts and other objects, which could not be readily available but which also can make teaching and learning more meaningful, interesting and easily successful.

- The feedback in the form of annual KCSE reports, which is provided by the Kenya National Examinations Council (KNEC), need to be improved upon in terms of presentation and availability in schools, in order for them to serve the intended purpose of providing teachers with the knowledge of performance of their handling of various topics in the syllabus and the possible remedial measures.

5.4 Recommendations for further research

- This study was of descriptive type in that by and large it was exploratory by nature. It could therefore be replicated probably using a different design such as a comparative study of teaching strategies in high performing and low performing schools.

- The findings of this study indicate that majority of the teachers rarely utilised the available resources during their teaching. A study could therefore be carried out to establish the reasons behind this tendency.
This study centred on teachers only and therefore a study could be carried out to determine student preferences of different strategies of teaching the subject.
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APPENDIX I

LETTER OF INTRODUCTION

QUESTIONNAIRE FOR HISTORY TEACHERS

Paul Mburu Kimani
Department of Educ. Comm. & Tech
P.O. Box 43844,
Nairobi.

Dear Sir/Madam,

This questionnaire seeks for information on your use of the different strategies of teaching History and Government in addition to other related issues in the teaching of the subject. Please respond to all the questions as honestly and accurately as possible since the information you provide will be kept very confidential and will not be used for any other purpose other than research. Thank you for your cooperation.

Yours faithfully,

PAUL MBURU KIMANI.
QUESTIONNAIRE FOR HISTORY TEACHERS

SECTION 1: General Information

Part A: School

Kindly put a tick ( ) or fill in the required information in the spaces provided:

1. (a) Name of school: ........................................
   (b) Type of school: Public ( )
       Private ( )

(c) If your school is public, kindly indicate which category it falls:
   National ( )
   Provincial ( )
   District ( )

(d) The school is a Boys ( )
    Girls ( )
    Mixed ( )

PART B: Personal Information

2. Sex Male ( )
   Female ( )

3. What is your academic qualification?
   'O' level ( ) 'A' level ( ) B.Ed ( ) M.Ed ( ) Others (specify)

4. What is your professional qualification?
   Untrained ( ) SI ( ) B.Ed ( ) Diploma ( ) M.Ed/MA ( ) others (specify)

Your teaching experience in years: ______ years.
6. Have you been involved in professional growth activities such as historical seminars, workshops, etc. in the last two years? **Yes** ( ) **No** ( )
   If yes, what was covered?

7. Have you been a member of the History Panel at the K.I.E.? **Yes** ( ) **No** ( )
   If yes, for how long?

8. Have you been involved in the marking of the KCSE History and Government examinations? **Yes** ( ) **No** ( )
   If yes, for how long?

9. How many times in the last one year have you been visited by education inspectors during a class session?

10. Rate the following methods as you usually use them in your teaching of History and Government subject. (Kindly, put a tick ( ) in the appropriate box against each method)

<table>
<thead>
<tr>
<th>Method</th>
<th>Very Regularly</th>
<th>Regularly</th>
<th>Less Regularly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Field Trips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Resource Persons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Small group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Note taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) Others specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. Is the method you use most regularly also the most emphasized during your training as a teacher? Yes ( ) No ( )

12. Kindly, indicate any other reason(s) for the use of your most regular method of teaching.

13. Are there times when your students seem not to be interested in learning history during the teaching-learning process? Yes ( ) No ( )

14. If yes, what techniques do you use to motivate them to become more interested during history lessons? (Kindly specify)

SECTION II:
FACTORS YOU CONSIDER WHEN CHOOSING YOUR METHOD OF TEACHING

15. From your own past experiences, does the KCSE History and Government Examinations encourage the development in the students historical skills and understanding in the teaching – learning process? Yes ( ) No ( )

16. Rate the following objectives as you consider them when selecting your method of teaching (Kindly indicate with a tick ( ) in the appropriate box)
<table>
<thead>
<tr>
<th>Objective</th>
<th>Very important</th>
<th>Important</th>
<th>Less Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) To enable the students pass KCSE History examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) To enable students to develop Historical skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Enable students develop understanding of Historical concepts and issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) To enable learners solve contemporaly problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Others (kindly specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Which of the following factors do you consider when choosing your method of teaching (Kindly, rate them by putting a tick ( ) where appropriate).

<table>
<thead>
<tr>
<th>Factors</th>
<th>Very Regularly</th>
<th>Regularly</th>
<th>Less Regularly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) The Nature of the topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Need to help learners to memorize historical facts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) To take care of learners individual differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Create learners interest in History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Others (kindly specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. How would you rate majority of your students in terms of their academic achievements? Above average ( ) Average ( ) Below average ( )

19. Do you consider your students to vary greatly in terms of various characteristics e.g. academic achievement, motivation levels, etc. Yes ( ) No ( ).

20. In relation to the above two questions, does the nature of your students influence your choice of teaching methods? Yes ( ) No ( ).

21. If your answer is ‘Yes’ above, kindly explain

22. Are the number of lessons allocated for history per week enough to enable cover the History syllabus in the specified time? Yes ( ) No ( ).

23. If your answer is No, does this influence your choice of method(s) of teaching different lessons? Yes ( ) No ( ).

24. If your answer is Yes above kindly, explain.

SECTION III: RESOURCES

25. Is there a main text book(s) recommended for use by the K.I.E. in History and Government teaching? Yes ( ) No ( ).

26. If Yes do you have enough for every student in the individual class(es) you teach? Yes ( ) No ( ).
27. Does your department have a variety of other textbooks by recommended authors enough for all the students in individual class(es) you teach?  
Yes ( ) No ( )

28. Are other reading materials such as Newspapers, magazines, Journals, etc available for reading by your students? Yes ( ) No ( )

29. Which of the following instructional materials are available for use in History teaching? (Kindly tick ( ) where appropriate)

<table>
<thead>
<tr>
<th>Material</th>
<th>Available</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio cassette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maps</td>
<td></td>
<td></td>
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<tr>
<td>Projector/Films</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (kindly specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30. Do you feel that your department is well equipped with instructional materials? Yes ( ) No ( )

31. Does the availability or unavailability of teaching materials influence the choice of your teaching methods? Yes ( ) No ( )

32. If your answer is Yes, kindly explain..........................................................
SECTION IV: FEEDBACK

33. Are the Kenya National Examinations Council KCSE annual reports available in your school? Yes ( ) No ( )

34. If yes, do members of history department meet to discuss the information contained in the History and Government section of the report? Yes ( ) No ( )

35. Do you find the information contained in the reports useful in improving your approach of teaching different topics in history and Government syllabuses? Yes ( ) No ( )

36. Is there any useful information which you feel has been missing in the different editions of the reports? Yes ( ) No ( )

37. If yes, did you write to the Kenya National Examinations Council informing it on the changes you would want included in the succeeding editions Yes ( ) No ( )

38. In relation to the above question, kindly indicate in the space provided any useful information you feel has been missing.................................

39. Which of the following in your opinion would do to improve performance and enrolments of students in History and Government in the secondary school level in Kenya (Kindly, rate them according to importance by putting a tick ( ) appropriately)
<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Less Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Regular seminars and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>workshops for History teachers</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>(b) Frequent use of more</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>student centered approaches in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching of History</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>(e) Involving History teachers</td>
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<tr>
<td>in the making of the syllabus</td>
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<tr>
<td>(f) Revision of present</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Others (kindly specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you very much for your co-operation. May God bless you.
APPENDIX II

CLASSROOM OBSERVATION SCHEDULE

1. (a) Name of school.................................

(b) Category of School.................................

2. Form....................................................

3. Topic....................................................

4. During the lesson the teacher used the following methods of teaching:

   Method:

   Teachers activities:

   Learners activities:
5. During the lesson the teacher used the following resources:

6. Evaluation:

   (a). Did the teacher give any assignment?

   (b) Did the assignment require analytical thinking by the students?
Dear Sir,

RESEARCH AUTHORIZATION

On the basis of your application for authority to conduct research on "An analysis of the methods and Government in Selected Schools", I am pleased to let you know that your application has been considered and approved. Accordingly you are authorised to conduct research in Thika District as from 29th October 1998 to 30th November 1999. You are advised to pay a courtesy call on the District Commissioner Thika before embarking on your research project.

This office expects to receive two bound copies of your final research findings upon completion of your research project.

Yours faithfully,

[Signature]

A. G. KAARIA
for: PERMANENT SECRETARY/
PROVINCIAL ADMINISTRATION

cc.

District Commissioner
THIKA
MINISTRY OF EDUCATION

DISTRICT EDUCATION OFFICE, THIKA
P.O. BOX 262
THIKA

I.O.TH NOVEMBER 19...

FROM IT MAY CONCERN:
PRINCIPALS SECONDARY SCHOOLS
THIKA DISTRICT.

RE: MR. PAUL MBUGU KIMANI
RESEARCH AUTHORISATION

The above-named is a postgraduate student at Kenyatta Institute University and is carrying out research on
"Analysis of the methods and resources used in the teaching of History and Government in schools."
Duration of the research is:
29TH OCTOBER 1998 — 30TH NOVEMBER 1999

The purpose of this letter is to request you to accord him the necessary support and cooperation.

Nur J. Gamalud