ATTITUDES OF STUDENTS TOWARD STUDYING HISTORY AND GOVERNMENT IN SOME SELECTED SECONDARY SCHOOLS OF MOSOCHO DIVISION, KISII CENTRAL DISTRICT, KENYA.

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION (EDUCATIONAL COMMUNICATION AND TECHNOLOGY) OF KENYATTA UNIVERSITY.

2006
DECLARATION

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

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DEDICATION

To my beloved father Mr James and mother Mrs Joyce Nyamwembe, for their unwavering perseverance in nurturing me to maturity and teaching me the essence of hard work all without whom I would not have been what I am today.
ACKNOWLEDGEMENTS

I wish to acknowledge and register my gratitude to many people who have helped me this far. Although it is not possible to mention all of them individually, some stand out.

I am deeply indebted to my supervisors Dr. M. Kiio and Dr. S. Ondigi, who offered their valuable time, support, patience, diligence and guidance throughout the study. Their patience and encouragement, and selflessness went beyond measure. All their experiences and wisdom provided me with valuable guidance and encouragement that propelled me throughout this study. I also extend my sincere thanks to Dr. E. Kigen and Prof. M.M. Patel for their constructive criticism of this work.

To my colleagues in pursuit of knowledge at the Department of Educational Communication and Technology, D. Maingi, A. Lina, M. Nderitu, J, Kilonzo and A. Janet together we made it and above all they were always ready to provide the necessary moral support. I sincerely thank my room-mates and friends, C. Ondieki, S. Abaya, B. Miranga, J. Mosioma and L. Ming’ate. Still my unreserved gratitude goes to my longtime close friend Clamson for granting me unlimited access to his computer during the thesis drafting. Mr. A.D. Bojana deserves special appreciation for editing the final work.

I am deeply indebted to my parents Mr. James and Mrs. Joyce Nyamwembe for sponsoring me in this M.E.d programme not forgetting my siblings Oliver, Diana, Jared, Moraa, Mogaka and cousin Bisase basically for their moral support. Finally, I would like to acknowledge Kenyatta University for admitting me to do the degree and the Department of Educational Communication and Technology for offering the course and guidance.
ABSTRACT

The purpose of this study was to investigate student attitudes towards studying History and Government in some selected secondary schools of Mosocho Division, Kisii Central District, Nyanza Province, Kenya.

The study was conducted in both purposively and simple randomly sampled private and public secondary schools in Mosocho division, Kisii Central District. Mosocho division was purposively chosen because it was the only division in the district that comprised categories chosen by the researcher. The target population was form two (2) students and their respective History and Government teachers.

Data were collected using teachers and students questionnaires. The teacher questionnaire comprised both open-ended and closed items. The student questionnaire used a 5 point-likert scale ranging from strongly agrees to strongly disagree. The data collected were analyzed using descriptive statistics. Data were presented with the aid of tables, percentages and, graphs. From the analyzed data major discussions were made and reported.

Most of the students were found to be having negative attitude towards studying History and Government. It was established that there were several factors like the teaching methods, teachers themselves, events and dates for memorization and availability of job opportunities that influenced the student attitudes towards studying History and Government. The findings of this study helped the investigator to give suggestions and recommendations. The teachers should take the initiative to sensitize the students that all the subjects in the school curriculum contribute to different training careers in the future. Teachers should avoid using methods like the lecture and note taking because it is contrary for the students to sit, passive and inactive during lessons for long. Finally the students should be offered an opportunity to become researchers of History.
LIST OF ABBREVIATIONS AND ACRONYMS

A.M.A: Assistant Master's Association.
B.Ed: Bachelor of Education.
H&G: History and Government.
KIE: Kenya Institute of Education.
M.Ed: Master of Education.
MoEST: Ministry of Education, Science and Technology.
RoK: Republic of Kenya
S.A.S: Student's Attitude Scale.
SPSS: Statistical Package for Social Sciences.
7-4-2-3: The system of education in Kenya between (1963-1985) with seven years of primary education, four years of secondary education, two years of high school education and three years of university education.
8-4-4: A system of education in Kenya with eight years of primary education, four years of secondary education and four years of university education.
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CHAPTER ONE

INTRODUCTION

1.0 Introduction

The main purpose of this study was to investigate the attitude of students toward studying History and Government in some selected secondary schools of Mosocho division, Kisii Central District, Kenya. This chapter describes the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, scope and limitations of the study, conceptual framework and definitions of significant terms used.

1.1 Background to the Study

Educational institutions serve as one of the media of promoting traditional values that can be salvaged and of introducing new ones. Yoloye, (1980) refers to education as a weapon for combating ignorance, poverty and disease; a bridge between confusion and comprehension or as a rocket for transporting man from a state of intellectual subservience to a state of intellectual sovereignty. Education is a compulsory treatment in which everyone is required to participate. Hence Fitz, (1996) observes that one can avoid the law in life, hardly goes to a doctor and never bothers with psychologists but one has to only reach the age of 5 or thereabouts to merit compulsory treatment by educators.

Secondary education is the tier of education at which learners are expected to acquire proficiency in both academic and other applied subjects. It is the tier that ushers them into higher education, various fields of training in their chosen careers or direct entry into

Cantor, (1966:5) points that, “Suppose we tried to know what are the boys and girls between the ages of twelve and sixteen really concerned with as they sit in our classes day after day dealing with the content we present, there could be no answer.” But if we had greater understanding of the inner lives of students, we would probably perceive many different kinds of problems much better.

History and Government (H&G) is an independent discipline that is offered side by side with Geography in the secondary school curriculum in Kenya. It is carved from the broad social studies in primary schools. H&G has its own syllabus and is compulsory in the first two levels of secondary education, that is, Forms 1 and 2. It is optional in the third and fourth levels of learning that is Forms 3 and 4 and examinable by the Kenya National Examinations Council (KNEC) at the end of the four-year secondary education course.

H&G is a distinct discipline in the school curriculum. It has been given a lot of prominence since the attainment of Kenya’s independence in 1963. According to the Kenya Commission of Education (1964:82):

History is not just an object of human curiosity, but a source of emotional security that gives maturity, stability and self confidence ... we in Kenya need to evolve and to teach an East African view of History’s part of our own effort of nation building.
The commission encouraged African scholars to engage in research and also author new history books. New books were to be authored because Africa in general was not accorded its rightful place.

H&G takes a major place in the curriculum. For instance, it covers one of the realms of meaning, which is synoptics Phenix (1964). This means uniting meanings from all the realms into a unified perspective that is providing a single vision or synopsis of meanings. Therefore, H&G achieves the integration of meanings by imaginatively recreating the past. H&G alone gives to time its integral meaning. It unites the abstract objectivity of parametric impersonal time in science, and rhythmic time in language and the arts, with the concrete subjectivity of time in personal relations and particular moral decisions, yielding a realization of whole time in which particular unique happenings actually occurred.

The Republic of Kenya (1964) Education Commission Report observes that under the colonial leadership system, specifically Christian missions, much that was good in our African indigenous cultures was lost or buried. Report of the National Committee on Educational Objectives and Policies (NCEOP), (1976) also observes that the value of African traditions had greatly guided the development of our society. It states that a society that cannot define, uphold and teach its values would inevitably be subject to invasion by other values that may have no real survival value in the long run. The Commission passed a recommendation commonly known as recommendation 142 which
emphasized the teaching of cultural subjects giving emphasis to local culture and history and exposing the pupil to the best of other traditions.

The Presidential Working Party on the establishment of a Second University in Kenya commonly known as the Mackay report, (1981) recommended for a practical and vocational approach of the curriculum. As a result of that, attention was now drawn towards vocational subjects in terms of choice, preference, provision of facilities and staff. This already meant that very little attention was being paid to the humanities and languages. Due to Mackay report, vocational education was now accorded more emphasis. This changed the minds of parents, teachers and students towards non-vocational subjects in the curriculum. A lot of investment was swayed towards practical subjects.

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, 1988) emphasized the teaching of mathematics and sciences in the primary school curriculum. It was felt necessary to establish a firm foundation at primary school level in sciences and mathematics for future training in science and technology. The report indoctrinated foreign ideas in the minds of teachers, students and other people involved in the subject. Both the teachers and students saw it comprising only science or technical oriented subjects. This has contributed to the development of different attitudes among teachers and learners. Blyth, (1988) supports this view by pointing out that the emphasis on technical and vocational training in secondary schools in Britain adversely influenced the popularity of History in secondary
schools. The author asks, “Are we better without knowledge of our own and other peoples’ past for us to look at the future with confidence. Learners need the past and teachers need to show them how it can be used and built upon by the future...”

The issue of vocational subjects has been emphasized for quite a long time in this country until students have focused their minds and energies in the vocational and science-oriented subjects. RoK Education Commission (1999) stresses that if Kenya is to move forward towards industrial and technological development, technical and vocational education has to be accepted as the tool that will enable Kenya to achieve accelerated economic development through industrialization. But on the other hand, H&G as social studies will help the students to understand where the country is coming from and where it is heading.

Ayot (1979) explains generally that, history is the memory of human experience. He further argues that if human experience is ignored and forgotten we would cease to realize our responsibility. Ayot (1979: X) states that without history of our past we would not be able to know who we are’ who our relatives are, where we came from and how we came to be what we are today. We would be in darkness about our own identity.

History and Government is for satisfying human curiosity, developing leisure interests and enthusiasms and offering pure enjoyment Slater, (1995). Normally, students come to school with spontaneous enthusiasms which they are to nurture. But what a responsibility, too often the association with enjoyment is snapped by unyielding
didacticism and the burden of examinations focused on the competitive acquisition of knowledge. Standards must be realized, certificates acquired, but enthusiasms and excitement wither away yet that function of H&G has the heaviest of all responsibilities and faces the greatest challenges (Slater, 1995).

According to Kiio, (1999) H&G is not a popular subject amongst the learners today in some secondary schools worldwide because it does not give the learners job security. Hence there may be a serious exodus of the learners from H&G to other school subjects because there is no guaranteed job security. This indicates that the students have already developed different attitudes towards the subject. The strong bias in science has pushed H&G to a corner. Hence, it is not given prominence by policy makers and employers. Therefore, many students are unlikely to be interested in studying the subject because it does not offer job security.

Ragan and Mcaulay, (1973) argue that when learners have been asked to indicate their preference among elementary subjects they have generally given the humanities a low rating. They further argue that the attitudes of these students towards humanities did not arise from lack of interest in some topics, but from the teachers’ teaching styles.

Lee (1991) and Strong, (1956) affirm that History is a difficult subject in the school curriculum, and it does not take place in a flash at 18 or 25 years. If this is true then obviously people hold different attitudes towards it. It is always the nature of human
beings to develop some orientations towards objects of nature that are within the psychological reach of an individual.

KNEC (2002) observes that the candidate overall enrolment for History and Government between the years 1997-2002 compared with Geography which is considered a science shows a big disparity. Students have always resorted to pursuing subjects that are considered to be scientific in nature as shown in Table 1.1.

Table 1.1: The candidates overall enrolment in History and Government and Geography over a period of six year.

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<tr>
<td>History</td>
<td>83,019</td>
<td>86,720</td>
<td>87,076</td>
<td>87,987</td>
<td>81,945</td>
<td>84,848</td>
</tr>
<tr>
<td>Geography</td>
<td>106,744</td>
<td>111,264</td>
<td>116,487</td>
<td>121,275</td>
<td>126,550</td>
<td>131,510</td>
</tr>
</tbody>
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*Source: KNEC Performance report 2000 and 2002*

The political, social and economic growth of a country entirely relies on the knowledge that is gained from the social sciences, social studies and the natural sciences. These three areas play rather different roles but it is important for the people to appreciate their importance. In the development of an all-round person, one area cannot be over-looked at the expense of the other.
1.2 Statement of the Problem

Incorporated Assistant Masters in Secondary Schools (I.A.M.S.S, 1965) observes that actually one wonders whether students are always interested in H&G. One would ask in a world of rapid change, has the teaching of History kept pace? Are the teachers of History thrown on the defensive in justifying their subject? Teachers can be interested solely in History. What about the pupils? This shows clearly that teachers need to justify the inclusion of their subject in the curriculum so as to develop student interest and positive attitude towards it.

Rooze and Foerster, (1972) and Slater, (1995) observe that History is a unique subject in the school curriculum. This is because it is a social science without stated boundaries and it is predominantly concerned with evidence of the behavior. It is also the only social science that uses chronology to a great extent. Lastly, its content is near at hand and can be illustrated by incidence in the child’s community and state. That uniqueness can influence teachers to complain about the scope of the syllabus and content. To a greater extent it influences or implants attitudes in both the teachers and the students minds.

In Kenya, there has been relatively little research into attitudes of students towards school subjects. There seems to be little interest in attitude research. One problem of this is the difficulty of constructing a reliable measure of attitudes (Ogula, 1994). The attitude of students towards H&G has hardly been looked into. Ormerod and Duckworth, (1975) point out that the attitudes of learners towards their subjects of study, their school and the
teaching they receive in them cannot be ignored in any worthwhile study of reasons why learners behave as they do. This has prompted the foundation of this study.

There are several situations that make H&G an unexciting subject Duschl, (1990). Kiio (1999) observes that with the problems of the syllabus, the H&G teacher fails to teach with enthusiasm, consistency and zeal. This in turn makes the learners lose interest in the subject hence the observed enrolment decline in KCSE examination 1997, 2001, and 2002 (K.N.E.C 2000 and 2002 Examination reports).

For a long period of time the History syllabus has been said to be overloaded, (Chumba, 1986; Thuo, 1987). However true this might be, still there are other factors like negative attitudes and stereotypes that might contribute to both teachers and students claiming the syllabus to be overloaded.

The fluctuations in H&G enrolment (KCSE 1997, 2001, 2002), the emphasis put on sciences and technical-oriented subjects in the current system of education (Kamunge, 1988); the overloaded and wide H&G syllabus (Kiio, 1999, Thuo 1987, Chumba, 1986); and lack of research in students attitudes towards school subjects in Kenya (Ogula, 1994) have combined to form the basis of this study. Therefore, this study investigated student attitudes toward studying H&G in selected secondary schools in Mosocho division, Kisii Central District.
1.3 Purpose of the Study

The main purpose of this study was to investigate the attitudes of students towards studying H&G in the selected secondary schools in Mosocho division of Central Kisii District. The study also sought to establish the type of resources used by students in learning H&G. The study also aimed at finding out the teaching methods that teachers used in teaching H&G and whether they had any impact on the student's attitudes.

1.4 Objectives of the Study

The main objective of this study was investigating the students’ attitudes towards studying H&G in selected secondary schools.

The specific objectives underlying this study were to:

i. establish the attitudes held by secondary school students towards studying H&G.

ii. establish the readiness of secondary school students to learn H&G.

iii. determine the secondary school H&G teachers’ opinions in relation to the teaching and learning of H&G.

iv. establish the factors influencing secondary schools students’ attitudes towards studying H&G.
1.5 Research Questions

The study was guided by the following broad research questions:

i. What are the students’ attitudes towards studying H&G?

ii. How are the students prepared to learn H&G?

iii. What are the teachers’ opinions in relation to the teaching/learning of H&G?

iv. What are the factors that influence the students’ attitudes towards studying H&G?

1.6 Significance of the Study

Investigating the students’ attitudes towards H&G will be of high significance because the findings of the study may:

i. enable the H&G teachers to understand how the students feel about the subject.

ii. enable the H&G teachers to know whether what they teach is fully appreciated by their students.

iii. enable the H&G teachers to carefully choose the strategies they use in passing information to learners.

iv. enable teachers to guide and help the students with negative attitudes towards learning H&G.

v. bridge the gap in the literature as no study has been done in the area.
1.7 Assumptions of the Study

This research was based on the following assumptions:

i. information given by both teachers and students on the questionnaire would be correct and also a true reflection of the current situation in the secondary schools.

ii. respondents would respond to questions without bias.

iii. the sample population would be a fair representation of the whole population.

iv. the respondents have various attitudes towards studying H&G.

v. the H&G teachers have got various opinions regarding the H&G students.

1.8 Scope and Limitations of the Study

The study was limited to seven secondary schools sampled from Mosocho division, Central Kisii District. The sample of schools that was selected did not form a true sample of all public and private secondary schools in Kenya because Mosocho division is only one of the nine educational divisions in Kisii Central District. It is also only located in Nyanza Province, one of the eight provinces in Kenya, (See sampling grid table 3.1)

The study did not attempt to establish the relationship between attitudes of students towards H&G and their preparedness in relation to performance in national examinations in H&G. This is because performance in examinations is dependant on many other factors over and beyond the students’ attitudes.
The study was limited to 7 secondary schools out of the 14 secondary schools in Mosocho division. Therefore, this may have affected the generalization for the entire Mosocho division population. The researcher was financially constrained by the amount of money and time for conducting the survey.

The researcher’s professional interest to conduct research in the division was based on familiarity and easy accessibility of the schools. The place selected for research was one that allows for an immediate rapport with the respondents (Mwiria and Wamahiu 1995). There are no studies that have been done focusing on the students’ attitudes in Mosocho division. Ogula (1994) observes that in Kenya there has been relatively little research into attitudes of school students towards school subjects.
1.9 Conceptual Framework

Individuals' attitudes are not open to direct observation as one's height or color of the eyes. Instead, attitudes are established through the inferences made by an observer as he examines the individual's behavior that of course can be observed directly (Laycock and Munro, 1966). Macdonald, (1965) points out that most experiences that people have, create an attitude, which is associated with that experience. That means a teacher cannot look at a student who is expressionless and motionless and assess his/her attitude towards a subject in the school curriculum, the teacher himself/herself or the resources in use. But when a teacher observes students' inattention in class, failure to complete assignments, general disgust with problems, and then the teacher might justifiably infer a negative attitude towards academic pursuits.

For attitude formation, there is an object that exists for a student. The object can be referred to as the attitude object that may be a person like a teacher, school subject, peers, policies or a social issue. There is a limit to the number of attitude objects a person can have. He/she can only have attitudes about those objects that exist in his/her psychological world. The number of attitudes will be limited to the limitation of the student's psychological world. Rosenberg and Hovland (1960) formulate a schematic conception of attitudes which helps in clarifying their nature. There is the cognitive component of an attitude that is comprises the beliefs on individual has about the attitude object. It is a component that may be included in the evaluation of the object along some dimensions such as favourable or unfavourable, desired or undesirable and good or bad.
The affective attitude refers to emotions or feelings connected with the attitude object. For example, while discussing topics like democracy, political developments and religion students become emotionally aroused and involved. That means it is possible for the cognitive component to change and affective component to remain relatively stable. The reaction a person holds toward a psychological object has strong links with the perceived instrumental value of the object. Thus, a person who dislikes a school subject is most likely to regard it as useless (Ogula, 1994). The behavioral component of an attitude includes all the actions tendencies associated with that attitude. For instance, if a student has some positive attitude towards some object, s/he is likely to approach that by supporting, protecting or rewarding that object. If one has a negative attitude, s/he is likely to attack, oppose, avoid or destroy the object. The conceptual framework formulated for this study can, thus, be graphically depicted as follows, (See figure 1.1).
Figure 1.1: The conceptual framework on the conception of attitudes

Source: (Adapted and modified from Rosenberg and Hovland, 1960:3)
1.10 Definitions of Significant Terms

**Attitudes:** The relatively enduring orientations that individuals develop towards objects and issues they encounter.

**Attitude toward H&G:** Refers to an organized consistent manner of thinking, feelings or reaction with regard to H&G.

**History and Government:** A discipline that involves recording and interpreting past events and activities of man/woman and the system or form by which a community or any other political unit is governed.

**Learning:** The act of acquiring new dispositions such as knowledge, skills and values.

**Lottery Method:** A sampling technique whereby arrangement is made to choose or reward to holders of certain numbered tickets in a given reshuffling basket.

**Subject:** A term used in positivist research to describe those who participate in research and provide the data.

**Form:** It refers to the year of study in secondary schools for example form two means 2\(^{nd}\) year of study in a secondary school.

**Social studies:** Comprises an area of the curriculum that is concerned primarily with the nature, manifestations and development of various types of human relations for example History, Geography, Civics, Sociology and Economics.

**Social science:** It comprises the disciplines concerned with the orderly investigation of the behavior of man in society with the aim of accumulating a body of relevant theory.

**Favourableness:** Having a good opinion/positive attitude towards an object.

**Unfavourableness:** Having a bad opinion/negative attitude towards an object.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

According to Keya et al (1989), literature review enables the researcher to locate literature in a variety of sources, read it carefully and thoroughly evaluate the content before breaking it down and organizing it along the themes of study. For the purpose of this study the literature is reviewed under the sub-headings: the concept attitude, importance of H&G, the uniqueness of H&G and review of related studies on attitudes.

The literature reviewed formed a basis for the study. It established and made a case for the purpose and importance of the study that was filling in gaps left by the previous researches. It also guided in methodology and data analysis.

2.1 The Meaning of the Concept of Attitude.

The main objective of this study was to determine the attitudes of students towards H&G. It is, therefore, vital to discuss briefly the concept attitude. Wortman (1981) points out that the concept of attitude itself is rather difficult to define. Many psychologists have offered definitions and not all of them agree. They use different words but referring to the same idea. Hence attitude is a learned, relatively enduring predisposition to respond to a given object in a consistently favourable or unfavourable way (Wortman, 1981). Fontana, (1995:225) observes that, "Psychologists defined attitudes as the relatively enduring orientations that individuals develop towards the various objects and issues they encounter during their lives and which they express verbally as opinions."
An attitude is an orientation towards or tendency or predisposition to respond in a specific manner to particular stimuli (including people, objects and situation). Further, not all tendencies to respond or behave in certain ways are attitudes, (Laycock and Munro, 1966; Silverman, 1971). Dawes (1970:16) defines attitudes as:

The predisposition of the individual to evaluate some symbol or object or aspects of his world in favourable or unfavourable manner. They include the effective or feeling core of liking or disliking and the cognition of belief that describes the effects of the attitudes, its characteristics and its relation to the objects.

Bell (1980: 80) illustrates further that attitude is; “a state of mental or neural state of readiness organized through experience exerting a directive or dynamic influence upon individual response to all objects and situations with which it is related.”

Thurstone (1947) defines an attitude as the degree of positive or negative effect associated with some psychological objects. The concept ‘attitude’ according to him denotes the ‘sum total of a man’s inclinations and feelings, prejudice or bias, pre-conceived notions, ideas, fears, threats and convictions about any specific topic. The attitude is a personal disposition that impels an individual to react to an object, situation or predisposition in favourable or unfavourable ways. For any attitude, there is an attitude continuum extending from favourableness through neutral to unfavourableness (Koul, 1984).

These definitions indicate that attitudes play a great role in an individual’s tendency towards or away from an object, concept or situation if the individual is given a choice, hence the relevance to the problem of study. If a student has a positive attitude towards a subject, it will be made evident by his/her tendency to continue with a subject when s/he
has a choice to do so. This is because in each of the definitions above, there is an intellectual as well as an emotional component to attitudes, ideas of acceptance and rejection can be seen in each definition (Laycock and Munro, 1966).

2.2 The Role of History in the School Curriculum

Slater (1995) wonders whether History has a function, or should it only be studied for its own sake? He explains that History for its own sake is only a metaphor, and we should be better for abandoning it. This means that H&G has a major function that it plays in the human person. It is for reducing our misunderstanding and ignorance of the world in which we live by putting it in its historical context of change through time (Slater, 1995).

In explaining history, Lee, (1991:42) concurs that,

History for its own sake is one of those slogans that have managed both to acquire a bad name in schools and at the same time to remain obscure. Its obscurity is partly to blame for its bad name, because in one of its possible meanings it makes a great deal of sense.

So many teachers have regarded the assertion that History should be studied for its own sake as both elitist and absurd. On the same point, Lee (1991) says that the assumption was that studies in school must be useful in much the same way as technology is useful and that studying something for its own sake is an admission that it is not useful but merely academic. Hence H&G is as useful as technology is in society.

History helps in giving the identity and roots of things (Collingwood 1994). He confers that History is for human self-knowledge as it helps in knowing oneself. That means knowing first what it is to be a human, what it is to be the kind of human one is; and third, what it is to be the kind of person one is and nobody else is. Therefore, History
teaches us what man has done and thus what man is. It gives us our individual, cultural and national identities. Without historical context we cannot define or understand ourselves either as individuals or as members of a community, culture, faith or nation.

H&G is for satisfying curiosity, developing leisure interests, enthusiasm and offering pure enjoyment. Students do not come to school ignorant of the past, they bring with them spontaneous enthusiasms for the distant and the exotic, a bubbling curiosity about nurturing and developing these enthusiasms (Slater, 1995). This function of H&G is the one that bears the heaviest of responsibilities and faces the greatest of challenges.

In reference to the importance of History O’ Hara (2001) points out that failure to include History in the curriculum is likely to lead children to underachieving in other areas of the curriculum or result in pupils who lack key skills for employment in a modern industrial economy. He observes that some students regard History as of little practical use, but part of the worth is the fact that it directly involves inquiry and deals with uncertainty. To understand the use of H&G, Marwick (1970) suggests that one should try to imagine what everyday life would be like in a society in which none knew any History. Imagination boggles, because it is only through knowledge of its history that a society has knowledge of itself. Hence a man without memory and self-knowledge is a man adrift so a society without memory would be a society adrift.

The absence of History from school curriculum would result in the impoverishment of the learners’ experiences. By denying the learners History, one will be denying them a
body of knowledge and a set of practices not to be found in any other area of the curriculum. Her Majesty’s Inspector (1988) concludes that perhaps the best way to appreciate the value of including History in the curriculum is to imagine the curriculum without it. This means that there will be no any other subject that will accomplish what History does to the learners.

2.3 Importance of History and Government to the Society

History is important. It is thought that the past helps a child understand who he is. However, the modern society has turned its back on the past. We live in a time of rapid change and time of progress. Man prefers to define himself in terms of where he is going, not where he is coming from. Our ancestors hold no importance for us. They lived in times so different from our own that they are incapable of shedding light on our experience. Such light is only shed by H&G. Man is so much smarter now than he was even ten years ago that anything from the past is outdated and irrelevant to us. Therefore the past, even the relatively recent past, is, in the minds of people, enshrouded by mists and only very vaguely perceived. (http://www.mckenziestudycenter.org/history.html)

But History does matter. It is said that he who controls the past controls the future. Therefore, History shapes the way we view the present, and therefore it dictates what answers we offer for existing problems. It also helps us to understand the present. If one listens to what History has to say, he /she can come to a sound understanding of the past that will tell him/her much about the problem s/he faces. If one refuses to listen to History, s/he will find him/herself fabricating a past that reinforces his/her understanding
of current problems. According to Howard (1980), History teaches values to the society. If it is true History, it teaches true values; if it is pseudo-History, it teaches false values. The History taught to students in schools play a role in shaping their values and beliefs, a much greater role than one may suspect.

History is the basis on which civilization evolves. Society itself is constantly changing. History, the thesis, is combined with the modern day antithesis and produces the future, synthesis. Without knowledge of the past, humans would be forced to constantly relearn scientific discoveries and warfare tactics in a continuing recycle. Comprehending antecedent events allows the observer to rectify erratum, to develop and mature. Being cognizant of one's history allows them to understand where they are now, how they got there and where they can go in the future. History is the most relevant material for an individual (and a society) to analyze because it allows one to benefit from previous experiences and advance. (www.history\histimp.html).

According to Collingwood, (1994) History is a combination of thesis, antithesis and synthesis in constant motion connecting the past, present and future. It can also be understood as a widespread, intricate web that is interlocked through cause and effect as well as accident. Generally, understanding the past allows persons to learn from their mistakes. It also defines society and outlines culture. There is no more important subject than history to study, for it educates while improving on previous errors and adding to omissions. A people who know their history, know their future. The judicial system is an example of history being used in the present. Precedents are set in previous cases when the court makes a decision that can later be used in future trials. Quite often, the courts
refer to precedents to justify their decisions. Again, historic examples are used to settle disputes in the present. An understanding of history increases wisdom and enlightens those who study it (Howard 1980).

2.4 The Uniqueness of History and Government

History is a unique subject. Why? Because it is the only one in the school curriculum which is predominantly concerned with evidence of the behavior of human beings who have actually lived as it has changed through time. Slater (1995:107) states that;

But it is not merely an accumulative subject with historical facts stored like marbles in a row of jam jars, or categorized like stamps in albums. It is much more than just one damn thing after another. History is not written as a chronicle but organized as an explanatory narrative.

Rooze and Foerster, (1972) observe that it is unique because it is the only social science without stated boundaries, therefore, cutting across all of the social science disciplines. Second it is the only social science that uses chronology to any great extent. Chronology does not mean dates but the sequence of events. Third much of the content of H&G is near at hand and can be illustrated by incidents in the student’s community and state. Actually, this perspective makes History and Government the core around which concepts of other social sciences can be illustrated and developed.

Brown and Daniels, (1986) lament that Jonathan Steinberg wrote that History should be fun. If History is not fun, it is not for you. Find yourself another subject. How should the student historian attain this enjoyment? Interest and involvement may be developed and sustained by a variety of approaches, many of which take place outside the school or college. School History will and should frequently overlap the boundaries of knowledge
which are concerns of subjects such as science, divinity, geography, literature and art. History is the ideal link subject and has a strategic place in the curriculum. Here, the students may find a key to the deeper understanding of many arts and skills, the craft of navigation and mechanics of steam power. These can all be surveyed under the general heading of History [Assistant Master’s Association (A. M. A) (1975)]. Therefore, it is important that students are made aware of the rich potential in History for various leisure pursuits.

The question to answer is not whether History should be taught but what are the reasons for teaching it? Crookall, (1972). If one is asked what is the reason for teaching mathematics he/she will give a good answer without thinking for long. But it is easy to answer the question, why do you teach history? Some teachers of History and professors in universities affirm that History is the key subject able to integrate all the others just as the nucleus of the atom binds the particles, which revolve around it. Hence Crookall (1972) reckons that teachers are to make History more interesting and valuable to their students. If a teacher is to provide the place, which lights the fire, he/she must himself/herself be an enthusiast; he/she must believe in the value of teaching history, know why he/she is teaching it and indeed be himself/herself something of an historian. Lee (1991) points out that the reason for teaching H&G in schools is not so that pupils can use it for making something else or change or preserve a particular form of society or even to expand the economy. The reason for teaching H&G is not that it changes society, but it changes students; it changes what they see in the world, and how they see it.
H&G is a subject that is concerned with the formation of attitudes of mind. The teacher of History is concerned with a humane study; he must constantly and consciously train his pupils to assess values and form judgments. Therefore, the long-term consequence of what he/she does will not be the fact that lingers but the attitudes of mind that are formed. Here he/she is confronted with the ‘moral’ role of History and he/she has an important function to fulfil. According to A.M.A (1975:3),

Historical topics frequently have certain implicit moral issues and to exclude them from the classroom is impossible. The teacher is entitled to take a standpoint. If he considers the execution of Charles I to have been morally right, he should say so...

Lee (1991) also reckons that History is a difficult subject. He says that it does not take place at a flash at 18 or 25 years. It is a gradual process of developing ideas in which students need a great deal of help. A substantial part of what is learnt is to know how, not just knowing that. Due to its difficulty, students may perceive it in different and diversified ways. Ayot (1979:13) explains that the teaching of History is not only concerned with facts but also the training of pupils to understand, think and make judgments from what they have learnt. He points out that;

It would be absurd for the History teacher to waste time teaching his students names and dates without relevant meaning to make them understand and analyze them. Therefore, good teaching of History should allow the pupils to be impelled by their own interest rather than that of the teacher. Teaching History in a superficial manner will, therefore, not help a student in anyway.

Strong (1956:9) observes that History is a difficult subject but specifically difficult for learners. He reckons that;

In fact it is not too much to say that it is the most difficult subject in the school curriculum. It is difficult because, beside its political and social aspects, it has industrial and economic factors; it has psychological and spiritual implications. And all these things belong to the adult world.
2.5 Related Studies on Students’ Attitudes Toward Various Subjects in the Curriculum

Alkan (1970) in his study on students’ attitudes towards mathematics, established that attitudes can start early when the child enters lower primary school level. They either form a positive or negative attitude depending on the environment they have been exposed to.

Mwangi (1990) in a survey on the relationship between achievement and attitudes towards mathematics among standard seven pupils in Kabazi location of Nakuru District revealed that attitudes of students towards the subject are affected generally by the class teacher’s methods and challenges in the handling and operation of the subject.

Ormerod and Duckworth, (1975) quote Duckworth (1974 b) who points out that the attitudes of learners towards their subjects of study, their schools and the teaching they receive in them cannot be ignored in any worthwhile study of reasons why pupils behave as they do. This has prompted the foundation of this study. Ormerod (1975) in his study on the students’ attitudes towards science noted that some aspects of pupils’ attitudes to science are influenced very little by what happens in science lesson at school. This was because science had been given a traditional regard among students, which gave nagging doubts relating to the population explosion, pollution and escalation of horror.

Magiri, (1997) in a study on the relationship between attitude and achievement in top quartile and lower quartile in physics reveals that a subject can be performed well but
students have different attitudes towards it. He found out that achievement in lower quartile did not depend on attitude whereas achievement and attitude in the upper quartile was positively correlated.

Were (1982) in a study on the examination of the problems relating to the teaching of History in secondary schools in Kenya, found that majority (72%) of headteachers feel that their students are not interested in History meaning that they have already developed attitudes. She found that 58.1% considered History as a dull subject. The study revealed that History is unpopular because more emphasis is laid on science subjects.

Thuo (1987) in a study on the attitudes of Kenya secondary students towards History, a case study of six Nairobi schools, revealed that sex is not a determinant factor in shaping the students' attitudes. It also revealed that a good number of students like and enjoy the subject even if the performance was poor. But this study was conducted seventeen years ago when the 7-4-2-3 system of education had just been phased out. At this time also a lot of European History had dominated the school syllabus.

Agiro (1990) in his study on the factors affecting teaching History in senior secondary schools in Addis Ababa, Ethiopia, found that teachers over-emphasize the lecture method. He said that it should be discouraged and students should be given an opportunity to participate in classroom discussions, presenting reports and visiting historical sites. He concluded that his study was not exhaustive and a research must be carried out on the attitudes of senior secondary schools in learning History.
Ogula (1994) in his study on attitudes of parents, primary school teachers and pupils in Kenya towards the social studies curriculum in relation to pupils’ achievement, revealed that primary school pupils had positive attitudes towards social studies. Majority of the pupils (82.3%) reported that they liked social studies and 75.8% reported that social studies is an important subject.

Long (1971) argues that every teacher should find out the interest of students first before he teaches. He argues that even if many methods are just introduced without finding the viewpoint of the learners, the teaching is unlikely to be unsuccessful. Hence Kiio, (1999) in her study on the methods and materials used to teach History and Government in Kenya, recommended a further study into the students’ attitudes towards H&G; and Agiro (1990) in his study on the factors affecting the teaching of History in Senior Secondary Schools in Addis Ababa, also recommended for a study on students attitudes towards History.

As shown from the above reviewed studies, performance does not reflect the students’ attitudes towards a subject in the curriculum. They have also revealed that sex does not determine attitudes. The teachers’ teaching styles affect the students’ attitudes. A study carried out in 1987 revealed that the students liked H&G and enjoyed it. But from that time, there have been so many changes and, therefore, the attitudes may have changed. It could be that the students also develop attitudes due to parental influence, Government policies and other factors. There is no serious study that has been done in Kenya on secondary school students’ attitudes towards H&G especially after the amalgamation of
History and Government. This, therefore, motivated the institution of this study in order to assess the students’ attitudes towards studying H&G in selected secondary schools of Mosocho division, Central Kisii District.

2.6 Summary

The literature was reviewed in the following sub-headings: the meaning of the concept attitude, the uniqueness of H&G, the role of H&G in the school curriculum, importance of H&G to the society and related studies on student’s attitudes towards other subjects in the curriculum. H&G is for satisfying curiosity, developing leisure interests, enthusiasm and offering pure enjoyment. H&G is a subject that is concerned with the formation of attitudes of mind. There is no serious study that has been done in Kenya on secondary school students’ attitudes towards H&G especially after the amalgamation of History and Government. This, therefore, motivated the institution of this study. A study carried out in 1987 revealed that the students liked H&G and enjoyed it. But from that time, there have been so many changes in the school curriculum and therefore, the student attitude may have also changed.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

The main purpose of this study was to investigate the attitudes of students towards studying H&G in the selected secondary schools in Mosocho division of Central Kisii District. This chapter describes the study design, location of the study, target population, sampling procedures, instruments used in data collection, piloting, validity and reliability of the instruments, data collection and data analysis.

3.1 Research Design

This study was a descriptive survey. A descriptive survey attempts to describe characteristics of phenomena, opinions, subjects, preference, attitudes and perceptions of people of interest to the investigation (Borg and Gall, 1983). It was also a descriptive survey as it set out to describe and interpret a situation. According to Best and Kahn (1993), descriptive research is concerned with: conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held by people; processes that are going on; effects that are being felt; or trends that are developing. It is concerned with what exists and related to some preceding event that has influenced or affected a present condition or event. This view is supported by Gay (1992), who says that a survey study can be used to assess attitudes and opinions about events, individuals or procedures. To a greater extent, a descriptive survey aims at obtaining information from a representative selection of the population from which the investigator or researcher is able to generalize the findings a larger population as a whole (Bell, 1993).
The research used both qualitative and quantitative paradigms in collecting and analyzing data. Quantitative research design as a scientific method of evaluation yields numbers, charts and tables from a given population. According to Gall, Borg and Gall (1996), quantitative research designs are by their nature structural, predetermined and specific.

Qualitative research design, on the other hand, describes and develops an understanding for a particular social situation event or interaction (Bogdan & Biklen, 1982). The qualitative design was used because it is naturalistic and thus allows participants to express their feelings more freely to collecting and analyzing data. The human phenomena that cannot be investigated by direct observation such as attitudes and other emotions are best studied using the qualitative method. Both qualitative and quantitative methods complement each other (Mugenda and Mugenda, 1999). Figure 3.1 gives the research design that was used.
Figure 3.1: Research design for the study

Research population.
Mosocho division secondary schools

Purposive and random sampling of the secondary schools

Piloting and amending Research instrument for the students

Sample current form 2 H&G teachers and form two (2) students

Data collection

Data Analysis
- Percentages
- Means
- Frequencies

Data presentation
- Tables
- Graphs
- Notes
- Description

Summary, Conclusion and Recommendations

Source adapted and modified from Cohen and Manion, (1989:98)
3.2 Location of the Study

The study was conducted in Mosocho Division of Central Kisii District, Nyanza Province, Kenya. It focused on the secondary schools drawn from Mosocho Division. Central Kisii District is to the western part of Kenya about 368 kilometers South-West of Nairobi, the capital city of Kenya. It borders Bomet and Narok Districts to the East, Nyamira District to the North, Homa Bay District to the West and Gucha District to the southern border. It is divided into seven administrative divisions; Keumbu, Township, Marani, Mosocho, Kiamokama, Suneka and Masaba. The divisions are further divided into nine (9) educational divisions; Keumbu, Township, Marani, Mosocho, Kiamokama, Suneka Masaba, Getembe and Kiogoro.

The division was selected because of its accessibility and the researcher’s familiarity with the area, and hence, data collection could not be hindered by the participants’ hostility due to suspicion. Wamahiu and Karugu, (1995) point out that sometimes being familiar with the research locale helps in gaining acceptance. It is also worthwhile to note that familiarity with participants has also its own weaknesses. In the case of familiarity, the participants may refuse to co-operate with the researcher since they may feel the researcher already knows the situation in the area. All the same, the researcher is expected to work with either a familiar or an unfamiliar group but should be aware of how to handle participants carefully (Wamahiu and Karugu, 1995).
Mosocho was also the only division that had the categories of schools chosen by the researcher namely private girl’s secondary school, private mixed secondary school, public mixed secondary school, the public boys and girls secondary schools.

3.3 Target Population

A target population is the larger group to which one hopes to generalize or apply his findings, (Fraenkel and Wallen, 1993). This study targeted secondary schools of Mosocho division in Central Kisii District. This is because Mosocho division is the only division that comprises of the schools categories chosen by the researcher.

Mosocho division has a total of 14 secondary schools (appendix III). There are 2 private secondary schools and 12 public secondary schools. For the purpose of this study, the schools were divided into boy’s public secondary schools, girls public secondary schools, mixed public secondary schools, boys private secondary schools, girls secondary schools and private mixed secondary schools. The students were considered to be coming from similar local setting, taught by teachers who have trained in similar institutions. They also use similar syllabus and they have parents from similar setting.

For this study, both private and public secondary schools were used. This was because they are assumed to carry the student’s population that does not qualify to the limited public secondary school vacancies and those who do not prefer the public secondary schools. The public secondary schools have students of various socio-economic backgrounds. Since students’ attitudes were the key factors in this study, it was
important that the researcher investigated both categories of schools so as to come out with a non-bias data.

3.4 Sample Size

The respondents of this study comprised a total of 150 form two (2) students. This class was suitable because the students had not made a decision between H&G, Geography, and Religious Education. The form one students were not used in this study because it is at this time that they are being introduced to secondary school H&G as a subject in the curriculum and, therefore, not ideal for this study. They are also not in a position of making a choice between Geography and H&G. The students filled the student attitude scale. The H&G teachers drawn from the sample of secondary schools also constituted respondents of this study. For the purpose of this study, all current form two (2) H&G teachers were purposively selected from each sampled school.

3.5 Sampling Procedures

Sampling is the procedure of selecting individuals for a study while a sample refers to any group on which information is obtained (Fraenkel and Wallen, 1993). Mosocho division comprises 14 secondary schools, both public and private. To achieve sample representativeness, purposive sampling was used (Entwistle and Nisbet, 1973). The researcher purposively selected the private girl's secondary school, the public boys and girls secondary schools. This is because they were the only schools of such category that were found in Mosocho division as illustrated in Table 3.1. The mixed private secondary school was also selected through purposive sampling. According to Patton, (1990),
purposive sampling is used when there exist reasons to limit the sample to the cases that are likely to be "information rich" with respect to the purpose of the study.

In addition, the other three schools were selected using simple random sampling technique. Kerlinger (1973) points out that a sample that is drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than any other member. To randomly select the three schools, the researcher wrote the names of the 10 schools in that category of public mixed secondary schools on pieces of paper. The pieces of paper were folded, mixed and using lottery method, three pieces were randomly picked. The schools whose names appeared on the pieces picked automatically constituted the three other schools for the study. This sample is more than a third which is an acceptable representation of the target population to participate in a study (Bell, 1993).

Table 3.1: The sampling grid of schools

<table>
<thead>
<tr>
<th>Category of Schools</th>
<th>Total Number of Schools</th>
<th>Number of Purposively and Randomly Sampled Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Girls school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Private Mixed school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Private Boys school</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Public Boys school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Public Girls school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Public Mixed school</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

After the sample schools had been identified and selected, a reconnaissance survey was conducted to establish the number of form two students in the schools. A list of these students per sampled school was then prepared and each assigned a random number (Mugenda and Mugenda, 1999). These random numbers were then placed in a shuffle
basket. The basket was then shuffled and each time a single number was drawn from the basket without replacement. The process continued until the sample size for students constituted a third of the total population (Bell, 1993).

The sample of H&G teachers was achieved through purposive selection. According to Mugenda and Mugenda (1999) purposive sampling involves the use of cases that have the required information and characteristics for the objectives of study. Therefore, all teachers teaching H&G currently in form two (2) classes were used in the study.

3.6 Research Instruments

All research begins with either a question or questions. Based on the nature of questions asked, the researcher decides on the best method or methods to use to answer the questions (Merriam, 1988; Yin, 1989). For the purpose of this study, data were collected using the students and teachers questionnaire. The two questionnaires were used to act as supporting pillars. This is because the only way of strengthening a research is through triangulation (Patton, 1990). The instruments were developed by the investigator and used to complement each other and bridge the gap that could be left using any one of them alone.

**Teacher Questionnaire**

Questionnaire is considered the most appropriate and possible instrument of the study because of distance of schools and number of subjects involved in the study. The questionnaire was divided into two parts; section ‘A’ had items on background information of the respondents while section ‘B’ has other items that were developed on
the basis of the research questions (see appendix I). They were administered to all current form two (2) H&G teachers.

**Student Questionnaire**

A questionnaire instrument was administered to the 30% randomly selected form two (2) students in the purposively and randomly selected secondary schools to determine the students’ attitude towards H&G. The study used a 5-point likert student’s attitude scale (S.A.S) ranging from strongly agree to strongly disagree. According to Oppenheim (1966) the likert scale provides more precise information about the respondent’s degree of agreement or disagreement. The student questionnaire used in the study was adopted from Ogula (1994) and modified to match with the present study. The likert scale was divided into three sections namely, items on H&G, items on the History and Government teacher and items on the self, peers and family members (see appendix II).

**3.7 Piloting**

The investigator conducted a pilot study before the final collection of data. This was mainly to verify whether the items generated by the researcher displayed stimulus homogeneity, hence being valid and reliable. According to Bell (1993) piloting helps in ascertaining the validity of research instruments. The researcher administered research instruments in two randomly selected schools that were not to be selected for the main study. The study enabled the investigator to make adjustments based on observation made and assess the time taken by the respondents to fill the questionnaires. This ensured that the instruments were valid before proceeding for the research.
3.8 Reliability and Validity

Kiddler and Judd (1985) confirm that reliability and validity are two different characteristics of measurement that shed light onto one another. They are two ends of a continuum and at points in the middle; it is difficult to distinguish between them. Reliability refers to the degree of internal consistency of a measuring instrument while validity refers to the degree to which an instrument measures exactly what it purports to measure and nothing else (Nkpa, 1997). The validity and reliability of qualitative data depend to a great extent on the methodological skill, sensitivity and integrity of the researcher (Patton, 1990). The technique of test–retest was used to check reliability. The questionnaires were administered twice at different times in close succession. Then the results were compared using the Pearson’s rank correlation between the two sets of scores. Responses from the pilot study were used to modify the research instruments in wording and format where necessary. A high reliability coefficient guaranteed that the instruments had high-test reliability hence reliable.

To assess validity, the researcher consulted his supervisors and some authorities in the area of H&G who looked at the instruments and offered their suggestions on content. The investigator also discussed them with masters degree students in the Department of Educational Communication and Technology. The researcher consulted psychology experts for measurement and evaluation of the instruments.
3.9 The Independent and Dependent Variables

The researcher had the student attitude as the dependent variable. The attitude depends on some other independent variables that affect it. These were the teaching methodologies, the student environment, career opportunities, the subject content, policies, and teachers themselves.

3.10 Data Collection Procedure

The researcher obtained a research permit from the Office of the President and the Ministry of Education office at Jogoo B, after which he proceeded to the field to collect data. In the first visit the researcher visited the sampled schools to seek permission from school heads, create rapport and set dates and time when the students and teachers were to fill the questionnaires.

In the second visit, the researcher issued the questionnaires to respective teachers for the purpose of data collection. The teachers were given enough time to respond to the items in the questionnaire and thereafter gave the filled instrument back to the researcher. Finally the researcher gave the questionnaires to the randomly selected form two (2) students. The students were given enough time to respond to the items. This was particularly to ensure that they answered all the questions and take the exercise seriously. Then the copies of questionnaire were collected immediately to avoid the possibility of the respondents discussing amongst themselves.
3.11 Data Analysis

Data were analyzed both qualitatively and quantitatively. Qualitative data were obtained from the open-ended items in both the student and teacher questionnaires. The data were grouped into different categories depending on the responses given by the respondents. Those categories assisted in establishing themes, which were further coded and entered in a computer. Through the use of the Statistical Package for Social Sciences (SPSS) programme the data were analyzed using descriptive statistics such as percentages, means and frequencies.

Quantitative data were obtained from both the pre-coded and open-ended items in the student and teacher instruments. It was also coded and entered in the computer by the use of SPSS program. The data were analyzed using simple descriptive statistics such as percentages, means and frequencies. The data were presented with the aid of tables, notes and graphs. Finally, the researcher gave suggestions and recommendations for further research based on the findings.
CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction
This study set out to investigate the students’ attitudes toward studying H&G in selected secondary schools of Mosocho division, Kisii Central District, Kenya. The study also sought to establish the readiness of students towards learning H&G, the opinions of secondary school teachers in relation to the teaching and learning of H&G and the factors that influenced the students’ attitudes towards studying H&G.

Data were collected by the use of a 5-point likert S.A.S ranging from SA to SD and a teacher questionnaire from the current form 2 teachers teaching H&G and the form 2 students taking H&G. Questionnaire for the teachers centred mainly on the teachers’ backgrounds and on how they perceived H&G and the methods they used when teaching H&G. The student questionnaire had items on H&G as a discipline, how various disciplines in the school curriculum are taught, the student disciplines of interest, on the H&G teacher and on the family members.

The data were analyzed based on the objectives of the study and involved the use of descriptive statistics including frequencies, means and percentages. The data were presented in tabular, graphic and percentage forms. This chapter reports the analyzed data and the findings that were obtained through the instruments employed in data collection. The sections of the report include; summary of the personal and contextual information
of the teachers and the sampled schools, students’ attitudes toward H&G, students’ preparedness, how important H&G was to students, teaching methodologies, suggestions to improve the teaching of H&G in secondary schools and factors influencing students’ attitudes towards H&G.

4.1 Contextual Information

Contextual information covered two factors about sampled schools for the research namely, the type and category of school. Under the types of schools there were public and private schools. This information is shown in Table 4.1.

Table 4.1: The type and category of schools used in the research

<table>
<thead>
<tr>
<th>Category of school</th>
<th>Private</th>
<th></th>
<th>Public</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Girls school</td>
<td>1</td>
<td>14.29</td>
<td>1</td>
<td>14.29</td>
</tr>
<tr>
<td>Mixed school</td>
<td>1</td>
<td>14.29</td>
<td>3</td>
<td>42.86</td>
</tr>
<tr>
<td>Boys school</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>14.29</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>28.58</td>
<td>5</td>
<td>71.44</td>
</tr>
</tbody>
</table>

*n = 7

*There was no private boys school in Mosocho division.

Table 4.1 shows the type of schools used in the research. Majority of the schools (42.7%) were mixed public schools. Mixed schools were those that had both boys and girls. The school missing in the category was a boy’s private school.

4.2 Summary of the Personal and Contextual Information of the Teachers.

The background information that was sought included gender, age, academic qualifications, professional qualifications and teaching experience. All the nine sampled teachers from the seven secondary schools responded as indicated in Table 4.2.
Table 4.2: Summary of contextual and personal data of H&G teachers

<table>
<thead>
<tr>
<th>Description</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>male</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td></td>
<td>female</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>Academic qualification</td>
<td>K.C.S.E</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>B.Ed Graduate</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>B.Ed</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>&lt;5 years</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td></td>
<td>6-10 years</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td></td>
<td>11-15 years</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

n = 9

Results in Table 4.2 reveal that majority (77.8%) of the teachers were female while only 22.2% were male. It also shows that all the teachers were both academically and professionally qualified since they were Bachelor of Education (B.Ed) graduates. Table 4.2 shows that 44.4% of the teachers had been teaching for 5 years or less, while 44.4% had taught for a period of between 6 to 10 years. One of the teachers had taught between eleven to fifteen years. Generally, all the teachers were academically and professionally qualified to teach.

4.3 Students' Attitudes Toward H&G

Items in section A on H&G in the S.A.S were set out to investigate the students' attitudes towards H&G. The students were to indicate whether they strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). Table 4.3 provides a summary of the results that were arrived at.
Table 4.3: The student’s responses on the negative items related to H&G as a subject.

<table>
<thead>
<tr>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1 I don’t like learning H&amp;G</td>
<td>78</td>
<td>52</td>
<td>30</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>2 H&amp;G lessons are not interesting</td>
<td>94</td>
<td>62.6</td>
<td>29</td>
<td>19.3</td>
<td>3</td>
</tr>
<tr>
<td>3 Learning H&amp;G is a waste of time</td>
<td>57</td>
<td>38</td>
<td>53</td>
<td>35.3</td>
<td>1</td>
</tr>
<tr>
<td>4 I find H&amp;G too difficult</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>0.7</td>
<td>0</td>
</tr>
<tr>
<td>5 Learning H&amp;G is just remembering what the teacher says</td>
<td>90</td>
<td>60</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6 H&amp;G lessons are very boring</td>
<td>118</td>
<td>78.6</td>
<td>0</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>7 H&amp;G will not help me in any way to secure a job in future</td>
<td>70</td>
<td>46.6</td>
<td>35</td>
<td>23.3</td>
<td>1</td>
</tr>
<tr>
<td>8 I have no interest in increasing my knowledge in H&amp;G</td>
<td>69</td>
<td>46</td>
<td>35</td>
<td>23.3</td>
<td>0</td>
</tr>
<tr>
<td>9 H&amp;G is a very useless subject to me</td>
<td>51</td>
<td>34</td>
<td>58</td>
<td>38.7</td>
<td>2</td>
</tr>
<tr>
<td>10 I have a negative attitude towards studying H&amp;G</td>
<td>110</td>
<td>73.3</td>
<td>20</td>
<td>13.3</td>
<td>0</td>
</tr>
<tr>
<td>11 I do H&amp;G for the sake of it</td>
<td>85</td>
<td>56.6</td>
<td>28</td>
<td>18.7</td>
<td>2</td>
</tr>
<tr>
<td>12 I rarely do my H&amp;G assignments</td>
<td>120</td>
<td>80</td>
<td>1</td>
<td>0.7</td>
<td>1</td>
</tr>
</tbody>
</table>

n = 150

The findings shown in Table 4.3 revealed that the general attitude towards H&G was quite negative as about 86.6% of the students indicated in item 10. From the total items in Table 4.3, majority (78.6%) of the students indicated that H&G lessons were boring. Majority (81.9%) of the students also indicated that the H&G lessons were not interesting. About 73.3% of the respondents also pointed out that they pursued H&G for the sake of it, while 72% of the respondents admitted that they never liked H&G as a discipline in schools.

Majority (95.3%) of the respondents indicated that H&G was not a difficult discipline for them to learn. Generally, 72% of the student-respondents said they didn’t like studying H&G. As majority of the respondents felt that the subject is not difficult to them
equally a large proportion of them 80.7% rarely did their H&G assignments. This is basically because many of them lack interest towards the subject. The teachers also may be soft on them hence not taking the initiative to check if the students’ assignments have been done. This explains the reason as to why 72.7% felt that the subject was useless to them.

Table 4.4: The student’s responses on positive items related to H&G as a subject

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like H&amp;G.</td>
<td>20 13.3</td>
<td>20 13.3</td>
<td>0 -</td>
<td>30 20</td>
<td>80 53.3</td>
</tr>
<tr>
<td>I think H&amp;G should be made compulsory.</td>
<td>28 18.7</td>
<td>28 18.7</td>
<td>1 0.6</td>
<td>64 42.7</td>
<td>29 19.3</td>
</tr>
<tr>
<td>I want to go on learning H&amp;G.</td>
<td>30 20</td>
<td>29 19.3</td>
<td>0 -</td>
<td>1 -</td>
<td>91 60.7</td>
</tr>
<tr>
<td>I understand most of the things in H&amp;G</td>
<td>117 78</td>
<td>28 18.7</td>
<td>4 2.7</td>
<td>1 0.7</td>
<td>0 -</td>
</tr>
<tr>
<td>I work hard in H&amp;G because it is a very important subject.</td>
<td>30 20</td>
<td>26 17.3</td>
<td>2 1.3</td>
<td>0 -</td>
<td>92 61.3</td>
</tr>
<tr>
<td>H&amp;G is useful as it helps me in everyday life.</td>
<td>30 20</td>
<td>1 0.7</td>
<td>0 -</td>
<td>53 35.3</td>
<td>66 44</td>
</tr>
<tr>
<td>H&amp;G is a very easy subject.</td>
<td>100 66.7</td>
<td>43 28.7</td>
<td>0 -</td>
<td>1 0.7</td>
<td>6 4</td>
</tr>
<tr>
<td>I have a positive attitude towards studying H&amp;G.</td>
<td>14 9.3</td>
<td>0 -</td>
<td>1 0.6</td>
<td>23 15.3</td>
<td>112 74.6</td>
</tr>
<tr>
<td>H&amp;G is an important subject.</td>
<td>32 21.3</td>
<td>26 17.3</td>
<td>0 -</td>
<td>0 -</td>
<td>92 61.3</td>
</tr>
<tr>
<td>H&amp;G is more important than Sciences.</td>
<td>20 13.3</td>
<td>0 -</td>
<td>3 2</td>
<td>7 4.7</td>
<td>120 80</td>
</tr>
</tbody>
</table>

n = 150

From Table 4.4 above the students’ attitudes can be as described to be unfavourable since they have expressed positive items negatively. Majority (73.3%) of the students said that they did not like H&G while 84.7% pointed out that H&G is not more important than sciences. This meant that they had a lot of value for the sciences than H&G. A high percentage of the respondents (60.7%) said that they are not ready to continue learning H&G as 62% of the respondents indicated that H&G should not be made compulsory in the school curriculum. About 61.3% of the respondents indicated that H&G was not an important discipline to them.
Majority (73.3%) of the respondents were having unfavourable responses a majority (95.4%) of them admitted that H&G was a very easy subject to them (item 7). This item ties with item 4 in Table 4.3 where 80% of the students indicated that H&G was not a difficult subject. Generally for all the items in Table 4.3 the attitude of the students were unfavourable as 89.9% of the students deprived to be having positive attitude toward studying H&G and only a small proportion of 9.3% agreed that they have a positive attitude towards studying H&G. The student-respondents (85.4%) admitted that H&G was a very easy subject to them while a minority (37.3%) felt that it is not an important subject to them.

Item 42 of the student questionnaire sought to establish how students felt about attitudes of their colleagues in school towards H&G. The student responses are as indicated in Figure 4.1.

**Figure 4.1: Respondents thought about their colleagues' attitude towards H&G**
Figure 4.1 indicates that 65.3% of the respondents acknowledged that their colleagues had very negative attitudes towards H&G, while 13.3% of them admitted that they had positive attitudes. Close to 11.3% said that they had negative attitudes, while 6.67% said their colleagues had very positive attitudes and only 3.33% said that their colleagues had moderate attitudes. Generally these results compared to Table 4.3 in page 47 and 4.4 in page 48 indicate similar results. Hence the students' attitudes towards H&G can be described as negative.

Item C in Section I of the S.A.S sought the students to rank some listed school disciplines according to their interest in them. The students were to indicate whether it was first, second, third, fourth, fifth and sixth choices. The summary is shown in Table 4.5.

Table 4.5: Ranking of subjects in orders of preference

<table>
<thead>
<tr>
<th>Position</th>
<th>Biology</th>
<th>English</th>
<th>Kiswahili</th>
<th>H&amp;G</th>
<th>CRE</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>F 30</td>
<td>% 20</td>
<td>F 65</td>
<td>% 43.3</td>
<td>F 25</td>
<td>% 16.7</td>
</tr>
<tr>
<td>2nd</td>
<td>F 87</td>
<td>% 58</td>
<td>F 28</td>
<td>% 18.7</td>
<td>F 57</td>
<td>% 38.0</td>
</tr>
<tr>
<td>3rd</td>
<td>F 32</td>
<td>% 21.3</td>
<td>F 7</td>
<td>% 4.7</td>
<td>F 43</td>
<td>% 28.7</td>
</tr>
<tr>
<td>4th</td>
<td>F 0</td>
<td>% -</td>
<td>F 21</td>
<td>% 14.0</td>
<td>F 19</td>
<td>% 12.7</td>
</tr>
<tr>
<td>5th</td>
<td>F 1</td>
<td>% 0.7</td>
<td>F 29</td>
<td>% 19.3</td>
<td>F 29</td>
<td>% 19.3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>100</td>
<td>150</td>
<td>100</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

By using the first and the second positioning the students ranked subjects starting with Biology 78% as the most preferred, second, Geography 64%, third, English 62% fourth, CRE 44% fifth Kiswahili 39.3% and lastly sixth, H&G 18%. H&G was ranked by a majority (81.4%) of the student respondents in the fourth and fifth positions combined (see Table 4.5). That is a clear indication that the students never liked the subject irrespective of them admitting that it is not a difficult discipline.
4.4 The Importance of H&G to Individual Students

Item 40 was to establish on how important H&G was to the individual students. The respondents were to indicate whether the subject was very important, important, not important, useless and had no idea. Figure 4.2 gives a summary of the responses.

**Figure 4.2: Importance of H&G to the students**

![Pie chart showing the percentage of students' perceptions of H&G's importance]

Fifty four percent of the students said that H&G was not important, 20% indicated that H&G was an important subject to them. Fourteen percent of the students said that H&G was a very important subject, 9% said that it was useless and a minority of 3% didn’t know where to grade H&G. Therefore the majority of the students perceived History as a subject of no importance in their career development.

Item 41 wanted the students to indicate why they liked H&G. The student respondents were to indicate whether it is a very easy subject, it is interesting, because the teacher is good or because it will help them get a good mean score in the national examination. Table 4.6 gives the summary of the findings.
Table 4.6: Student’s reasons as to why they like H&G

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a very easy subject</td>
<td>140</td>
<td>93.3</td>
</tr>
<tr>
<td>It is interesting</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>Because the teacher is good</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>It will help me get a good mean score</td>
<td>136</td>
<td>90.7</td>
</tr>
<tr>
<td>It will help me get job</td>
<td>20</td>
<td>13.3</td>
</tr>
</tbody>
</table>

(Multiple responses)

About 93.3% of the respondents felt that they liked H&G because it was a very easy subject, while 90.7% agreed that they liked it because it will help them to secure a good mean score at the end of their 4 year secondary course leaving national examinations in the secondary school. About 33.3% of the students said that they liked H&G because it is an interesting subject while 20% of the students agreed that they liked H&G because the teacher is good. This meant that there are some H&G teachers who are good in making the students to like the subject. It was only 13.3% who said that they like H&G because it will help them in securing a job in future. This clearly showed that very few students were pursuing H&G in the hope that it would help them get good jobs in future.

4.5 Students’ Readiness to Learn H&G

Item 36 in the S.A.S sought the respondents to indicate whether they had historical study atlases. They were required to indicate a yes or no answer. It also sought to establish the reasons as to why some had no atlases. Table 4.7 shows information on the possession of atlases.
Table 4.7: Possession of historical study atlases

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50</td>
<td>33.3</td>
</tr>
<tr>
<td>No</td>
<td>100</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

About 66.7% of the respondents indicated that they had no historical study atlases while about 33.3% indicated that they had historical study atlases. The main reasons the students who had no atlases gave were that, there were no funds, it was of no help, and H&G was so easy.

Item 43 asked the students to indicate the number of times H&G appears in their personal time tables. The respondents were to indicate whether it appeared once, twice, thrice, four times, above five times and not at all. Table 4.8 summarizes the distribution of the results.

Table 4.8: The number of times H&G appears in the student’s personal study timetable.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>33</td>
<td>22.0</td>
</tr>
<tr>
<td>2 times</td>
<td>34</td>
<td>22.6</td>
</tr>
<tr>
<td>3 times</td>
<td>19</td>
<td>12.7</td>
</tr>
<tr>
<td>4 times</td>
<td>10</td>
<td>6.7</td>
</tr>
<tr>
<td>5+ times</td>
<td>8</td>
<td>5.3</td>
</tr>
<tr>
<td>Not at all</td>
<td>46</td>
<td>30.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

About 30.7% of the respondents indicated that H&G did not appear at all in their timetables, 22.6% showed that it appeared twice in timetable while 22% said that it only appeared once. Close to 12.7% indicated three times, 6.7% indicated four times while a minority (5.3%) of them said that it appeared over five times. This clearly indicated that
majority of the students did not like H&G. The main explanation the students gave was that H&G was a very simple subject, it would not help them to get a better paying job in future, and they were in a scientific era where they need to concentrate on sciences.

Item 39 wanted the students to indicate the total number of text-books they had for H&G. The students were to indicate whether it was one, two, three, above three or none at all as indicated in Figure 4.3.

**Figure 4.3: The total number of H&G text-books that students have**

A majority (66.7%) of the students admitted that they did not have any text-book for H&G while thirty percent (30%) pointed out that they had only one textbook for H&G. About 1.33% of the respondents said that they had a total of three H&G text-books while 1.33% also said that they had above three text-books. It was just a small proportion 0.67% of respondents who said that they had only two textbooks for H&G. Therefore from the above results it is established that majority of the students were lacking textbooks for H&G. Hence a sign of students' un-readiness towards studying H&G.
Teaching Methodologies

Item 2 in Section C on the teachers’ questionnaire wanted the teachers to indicate how they use different teaching learning methods. The teachers were to indicate the frequency of how they used different methods, very regularly, regularly, less regularly or not regularly. Table 4.9 shows the frequency of using the various methods.

Table 4.9: The use of the various teaching methods

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Very Regularly</th>
<th>Regularly</th>
<th>Less Regularly</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Lecture</td>
<td>5</td>
<td>55.6</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Note making</td>
<td>4</td>
<td>44.4</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Field trips</td>
<td>1</td>
<td>11.1</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Student Group discussions</td>
<td>3</td>
<td>33.3</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Debates</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Question and answer</td>
<td>0</td>
<td>-</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Resource people</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>Projects &amp;assignments</td>
<td>0</td>
<td>-</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>100</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

The information in Table 4.9 reveals that 55.6% of the respondent-teachers use lecture method very regularly while 44.4% said that they use it regularly. About 44.4% reported that they use note making very regularly, 33.3% said they use it less regularly while 22.2% made use of that method regularly. About 44.4% of the respondents use note making very regularly. For heuristic methods such as projects and assignments, 66.6% of the respondents never use them, resource people 66.7% of the respondents never use them while 55.6% never use field trips. Finally, a majority 55.6% of the respondent said
they less regularly use student discussions. These results revealed that most of the teachers (55.6%) used expository methods in teaching.

A similar item was included in the students’ questionnaire (Section I, B). They were required to indicate how subjects were taught either very well or poorly. They were required to indicate 5- for very well taught, 4- well taught, 3- fairly well taught, 2- poorly taught, 1-very poorly well (see Table 4.10).

Table 4.10: How various subjects are taught

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>Very well taught</th>
<th>Well taught</th>
<th>Fairly Well taught</th>
<th>Poorly taught</th>
<th>Very poorly taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>GEOG</td>
<td>2</td>
<td>1.3</td>
<td>94</td>
<td>62.7</td>
<td>24</td>
</tr>
<tr>
<td>H&amp;G</td>
<td>25</td>
<td>17</td>
<td>2</td>
<td>1.3</td>
<td>1</td>
</tr>
<tr>
<td>CHEM</td>
<td>20</td>
<td>13</td>
<td>50</td>
<td>33</td>
<td>40</td>
</tr>
<tr>
<td>MATH</td>
<td>10</td>
<td>7</td>
<td>20</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>PHY</td>
<td>12</td>
<td>8</td>
<td>30</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>KISW</td>
<td>2</td>
<td>1.3</td>
<td>57</td>
<td>38</td>
<td>43</td>
</tr>
<tr>
<td>ENG</td>
<td>65</td>
<td>43.3</td>
<td>28</td>
<td>18.7</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>150</td>
<td>100</td>
<td>150</td>
<td>100</td>
<td>150</td>
</tr>
</tbody>
</table>

Table 4.10 reveals that 43% of the respondents indicated that HG was poorly taught while 39% indicated that it was very poorly taught. Seventeen percent said that it was very well taught, 1.3% accepted that it was well taught while just 0.7% said that it was fairly taught. Concerning the teaching of geography, a twin subject of H&G, 63% indicated that it was well taught as 16% indicated that it was well taught. Twelve percent of the respondents said it was poorly taught and eight percent accepted that it was poorly taught. It was just a minority of 1.3% who indicated that it was very well taught. Therefore, this information is consistent with information provided in Table 4.9 which reveals that teachers opted for the ‘bad’ methods of teaching and learning of H&G.
Item 2 in Section C of the teachers’ questionnaire required the teachers to indicate whether they had any problem with the current H&G syllabus. The respondents were to indicate whether yes or no as shown in Table 4.11.

**Table 4.11: Teachers’ problems with H&G syllabus**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.11 about 66.7% of the teachers said that they had problems with the H&G syllabus while only 33.3% said that they had no problem with the current H&G syllabus. Therefore, majority had problems with it. Some of the problems pointed out were that H&G syllabus is wide hence forcing teachers result in using the lecture method. The teachers also said the numbers of lessons allocated for the subject were few. Those without problems with the syllabus said that it was balanced between African and European History. Therefore, they found it relevant and okay.

In item 5 of section B the teachers were asked to give their opinions on H&G as a subject. They had either to say whether it was very interesting, interesting, dull or tedious. Table 4.12 gives a summary of the findings.

**Table 4.12: Teachers’ opinions on H&G as a discipline**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Dull</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Tedious</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

\[ n = 9 \]
About 33.3% of the respondents said that teaching of H&G was tedious while 33.3% reported that it was dull and 22.2% said that it was generally an interesting subject. Only a small proportion (11.1%) of the respondents said that H&G was very interesting. This clearly shows that teachers also have very unfavourable attitudes towards the subject (H&G).

Item 1 in section C of the questionnaire sought the teachers to indicate about the relevance of the content of the current H&G syllabus. The respondents were supposed to rate their opinion as to indicate whether very relevant, relevant, somehow relevant or not relevant as shown in Figure 4.4.

**Figure 4.4: Teachers’ opinions on the relevance of H&G subject**

* no respondent indicated very relevant

Forty five percent of the teachers said that the current H&G syllabus was somehow relevant while 33% said that it was actually relevant. A small proportion of the respondents (22%) felt that the syllabus was actually not relevant. Therefore majority of
the teachers were confident that the syllabus they use is quite relevant thus the students need not complain about it.

Item 1 in Section D of the teachers’ questionnaire required the teachers to indicate what steps they took when they realized that their students were not interested in learning H&G. Table 4.13 gives a summary of the findings.

Table 4.13: Steps teachers took when students were not interested in learning H&G

<table>
<thead>
<tr>
<th>Frequency of Response</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell students importance of H&amp;G</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>Punish students</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Organise symposium with other schools</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Nothing</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
</tr>
</tbody>
</table>

Forty four percent of the teachers said that when they realized that their students had no interest in H&G they did nothing to encourage them develop interest. A total of 22.2% responded that they organized symposiums with other schools while 22.2% gave them punishment. Just 11.1% of the respondents indicated that they told their students the importance of H&G as a subject in the curriculum.

4.6 Suggestions to Improve the Teaching of H&G in Secondary Schools

The teachers were asked to give suggestions in Section D item 3 which they thought would improve the teaching and learning of H&G. The respondents came up with various suggestions namely: reduction of the H&G syllabus, introduction of more government topics, use of student centered methods in teaching, relating happenings in
H&G to the realistic world and justification of the subject in the curriculum. Table 4.14 shows the summary of the findings.

**Table 4.14: Suggestions made to improve the teaching and learning of H&G**

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduction of topics in the syllabus.</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Introduction of many Government topics.</td>
<td>25</td>
<td>16.7</td>
</tr>
<tr>
<td>Use of student centered methods</td>
<td>100</td>
<td>66.7</td>
</tr>
<tr>
<td>Students be made aware of the importance of H&amp;G</td>
<td>20</td>
<td>13.3</td>
</tr>
<tr>
<td>Relating the happenings in H&amp;G to the realistic world.</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Justification of the inclusion of the subject in the curriculum.</td>
<td>4</td>
<td>2.7</td>
</tr>
</tbody>
</table>

(Multiple responses)

The results from Table 4.14 show that 66.7% of the students felt that the teachers should employ student-centered methods in the teaching and learning process. Twenty percent of the students suggested that the H&G syllabus is wide and as a result it should be reduced. About 16.7% students suggested that the curriculum designers should increase the number of Government topics in the H&G syllabus.

About 13.3% suggested that the students should always be informed of the importance of H&G as a subject in the curriculum, a proof that many of them had missed to clearly get to know the importance of H&G in the syllabus. Four percent of the student respondents suggested that the H&G teachers should always try to relate the teachings in H&G to the current realistic world while only 2.7% of the students said that the teachers should justify the inclusion of the subject in the school curriculum.
4.7 Factors Influencing Students' Attitudes Towards H&G

In item 6 of Section 3 of the student questionnaire, the respondents were asked whether their parents insist that they only concentrate on the science subjects. They were to indicate whether they strongly agree, agree, undecided, disagree, or strongly disagree as shown in Figure 4.5.

Figure 4.5: The insistence of parents’ for concentration on sciences

About 79.3% and 16% of the respondents strongly agreed and agreed respectively that their parents insisted that they concentrate on the sciences. It is only 2.7% of the respondents who disagreed that their parents insisted that they concentrate on the sciences and a minority of 2% strongly agreed with the statement. This showed that many of the students developed attitudes due to the parental influence. Figure 4.5 gives the summary of their suggestions.
Figure 4.6: Friends discourage me from continuing with H&G

From Figure 4.6 above 61% of the respondents strongly agreed that their friends discouraged from them to continue with H&G while 16% just agreed. About 21.3% of the respondents strongly disagreed that their friends discouraged them from continuing with H&G and a minority of 2% disagreed. Hence the majority (77%) of the respondents agreed that they were normally discouraged by their friends from continuing studying H&G.

Item 4 in Section C of the teachers’ questionnaire wanted the teachers to indicate what students didn’t like in H&G as a subject. Table 4.15 gives a summary of the responses.

Table 4.15: What students don’t like about H&G

<table>
<thead>
<tr>
<th>Frequency of responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching itself</td>
<td>6</td>
<td>66.7</td>
</tr>
<tr>
<td>The subject content</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Lots of notes/ Bulkiness</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Dates and events</td>
<td>7</td>
<td>77.8</td>
</tr>
<tr>
<td>Difficult words</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Names of personalities</td>
<td>1</td>
<td>11.1</td>
</tr>
</tbody>
</table>

(Multiple responses)
According to Table 4.15 all the teachers said that their students never liked the subject because of many notes and bulkiness of the subject. About 77.8% of the respondents said that they did not like H&G due to the dates and events that are always taught in the subject while 66.7% stated that they did not like the manner in which H&G was taught. This clearly showed that the teachers are one of the causes of students’ negative attitudes towards toward H&G. About 55.6% of the respondents said that they never liked the subject content itself meaning that they never liked part of the content presented in H&G lessons, 22.2% of the respondents said that their students do not like the subject due to the difficult words used. A small proportion (11.1%) of the teacher respondents said that their students never liked the names of personalities that were normally taught in the subject.

Items of section II in the S.A.S were specifically on the H&G teacher. The students were to indicate as to whether they strongly agreed, agreed, undecided, disagreed, or strongly disagreed as shown in Table 4.16.

Table 4.16: The student’s responses on the negative items on the H&G teacher

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1 The H&amp;O teacher dictates notes for us</td>
<td>64</td>
<td>42.7</td>
<td>51</td>
<td>34.3</td>
<td>0</td>
</tr>
<tr>
<td>2 The H&amp;G teacher does not talk of the importance of studying H&amp;G.</td>
<td>84</td>
<td>56</td>
<td>29</td>
<td>19.3</td>
<td>9</td>
</tr>
<tr>
<td>3 The H&amp;G teacher is very boring</td>
<td>84</td>
<td>56</td>
<td>29</td>
<td>19.3</td>
<td>0</td>
</tr>
<tr>
<td>4 The H&amp;G teacher rarely uses debates, group discussions in teaching H&amp;G</td>
<td>96</td>
<td>64</td>
<td>50</td>
<td>33.3</td>
<td>0</td>
</tr>
<tr>
<td>5 The H&amp;G teacher discourages me from continuing with H&amp;G</td>
<td>0</td>
<td>-</td>
<td>0</td>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>

n = 150
Majority of the students responded negatively to the items in Table 4.16. Seventy six percent of the respondents said that H&G teachers dictated notes to them. This meant that the teachers rarely engaged students in class discussions during their lessons. About 75.3% of the respondents said that their H&G teachers were very boring. This might be the reason why they expressed negative sentiments towards H&G while 97.3% of the students indicated that they had never used debates and group discussions in their lessons.

This response is further supported by results in Table 4.9 which indicated that most of the teachers use expository methods in teaching. However all the respondents indicated that their H&G teachers never discouraged them from continuing with H&G. The attitudes were generally negative since majority of the respondents agreed with the negative items.

Table 4.17: The student’s response on positive items on the H&G teacher

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>1 The H&amp;G teacher often takes us for field trips</td>
<td>0</td>
<td>30</td>
<td>20</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2 The H&amp;G teacher is humorous</td>
<td>0</td>
<td>2</td>
<td>1.3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>3 The H&amp;G teacher gives us lots of assignments</td>
<td>63</td>
<td>41.3</td>
<td>1</td>
<td>0.6</td>
<td>0</td>
</tr>
<tr>
<td>4 I like my H&amp;G teacher</td>
<td>11</td>
<td>7.3</td>
<td>30</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>5 The H&amp;G teacher tells us that H&amp;G is easy</td>
<td>4</td>
<td>2.67</td>
<td>54</td>
<td>36</td>
<td>0</td>
</tr>
</tbody>
</table>

n= 150

In Table 4.17 majority of the respondents disagreed with the given positive items for instance, 61.3% indicated that their H&G teachers rarely took them for field trips. This is the reason as to why many students suggested that they should often be taken for field
trips. Another 61.3% strongly disagreed with the item that their H&G teachers were very humorous, meaning that if they weren’t humorous then their lessons must be boring as indicated in item 6 Table 4.3 while 66.7% admitted that in point they never liked their H&G teachers. This is one of the methodologies that they used in classes. Majority of the respondents scored below three the mid score hence a conclusion that they had unfavourable attitudes.

Items of Section C were on the student self and family members. The student respondents were to indicate as to whether they strongly agreed, agreed undecided, disagreed, or strongly disagreed with the statements given as shown in Table 4.18.

**Table 4.18: The student’s responses on the negative items on the student self and family members**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brothers, sisters or relatives discourage me to continue with H&amp;G</td>
<td>60</td>
<td>40</td>
<td>65</td>
<td>43.3</td>
<td>3</td>
</tr>
<tr>
<td>My parents or guardians only buy me science subjects textbooks</td>
<td>92</td>
<td>61.3</td>
<td>0</td>
<td>0</td>
<td>-</td>
</tr>
<tr>
<td>My parents or guardians always discourage me from continuing with H&amp;G in forms 3 and 4</td>
<td>92</td>
<td>61.3</td>
<td>23</td>
<td>15.3</td>
<td>0</td>
</tr>
<tr>
<td>My parents or guardians mostly supervise my languages, mathematics and science assignments</td>
<td>118</td>
<td>78.7</td>
<td>1</td>
<td>0.7</td>
<td>1</td>
</tr>
<tr>
<td>My friends or peers discourage me from attending the H&amp;G lessons</td>
<td>91</td>
<td>60.7</td>
<td>24</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>My parents or guardians insist that I concentrate on the science subjects</td>
<td>119</td>
<td>79.3</td>
<td>24</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

*n = 150*  

In Table 4.18 the majority of the respondents agreed with the given negative items. For instance 83.3% of the respondents indicated that their brothers and sisters discouraged them from ongoing with pursuing H&G. Another 61.3% strongly agreed with the item
that their parents only bought them science textbooks. Similar results were evidenced in Figure 4.3. While 78.7% admitted that their parents mostly supervised their sciences and language assignments and 79.3% pointed out that their respective parents insisted that they concentrate mostly on sciences. Majority of the respondents agreed with the positive items hence their attitude were unfavourable.

4.8 Discussion of the Findings
This section presents the interpretation and discussion of the findings of the study. The interpretation and discussion are based on the objectives of the study.

The students' Attitudes Towards Studying H&G
The first objective of this study was to establish the students' attitudes toward studying H&G in Mosocho division, Kisii Central District. Upon investigation, it was found that indeed the students had unfavourable attitudes towards H&G as was revealed by the data collected from one hundred and fifty students and nine teachers as indicated in Tables 4.3 and 4.4. The positive items geared towards H&G got coupled with negative responses which without much ado form the basis of the students' attitudes. Item 1 which required the students to indicate whether they liked H&G, about 53.3% strongly disagreed that they liked H&G, 20% just disagreed while 13.3% strongly agreed and another 13.3% agreed that they liked the subject. Generally majority (52.3%) dislike H&G while only a minority (26.6%) likes studying H&G.

A similar item was also set to counter the positive item and the results got revealed some form of consistency. It sought the students to indicate whether they didn’t like learning H&G. Fifty two percent (52%) strongly agreed that they didn’t like learning H&G, while
just agreed. In another item students were asked to indicate whether they pursued H&G for the sake of it, and majority of the respondents (74.7%) strongly agreed while a minority 23.3% disagreed. It meant that they pursued the subject not because of its importance but due to some forcing circumstances. The students having unfavourable attitudes towards the discipline can be supported by their teachers’ response in Table 4.12 where 33.3% said that H&G was a dull subject and 33.3% said it was tedious. The findings of this study agree with those of Thuo, (1987) who found that students disliked the discipline because their teachers never made it interesting, there were many dates and events to be memorized, a lots of personalities to be studied, the subject content itself and difficult words learnt.

In other research studies it has been shown that teachers can have unfavourable attitudes hence affecting even the learners. For instance, Ondoro (2003) established that teachers held unfavourable attitudes towards teaching integrated English which later on affected the students. Were (1982) and Thuo, (1987) conducted their research in Nairobi schools and they found that the students had favourable attitudes towards studying H&G. The results may differ with the findings of this study due to the time difference and the sample from which respondents were chosen and also History was compulsory in the Forms 3 and 4 used at the time. The authors used forms 3 and 4 students as their respondents while the current study used the form 2 students.

According to Long (1971) and Farrant (1972) knowing the students’ attitudes enables teachers to be successful. They further stress that teachers are able to improve on the
methods of teaching only when they know the interests and values of students. Generally, the findings of this study corroborated findings from past studies that showed that students found H&G dull, boring and uninteresting meaning that they had already developed un attitudes. Were (1982) found that majority of the students considered History as a dull discipline in school curriculum.

**How were the Students Prepared to Learn H&G**

The second objective was to establish how the students were prepared to learn H&G. Actually majority of the students did not have personal atlases for learning. There was need to know the resources like atlases and text-books that the students had in order to establish what is to be done to make the learning vibrant and fulfilling to the learner.

Questionnaire too was given to the students. Their responses were analyzed in Tables 4.7 and 4.8 in the subsequent pages. About 33.3% of the respondents agreed that they had personal historical atlases while 66.7% admitted that they did not have. Many of the students cited reasons such as there was no money, the subject was of no importance to them, the subject will not help them secure jobs in future and the subject was useless to them. More than any other type of book, historical atlases permit a quick understanding of the movements of peoples, the size and expansion of states, the spread of religions, the courses of military campaigns and the trajectory of trade routes, the relative historical importance of particular towns, rivers, or mountain ranges. It is this ease of reference which makes historical atlases indispensable tools to the study of history. (http://www.iias.nl/iiasn/newlet.html)
It was also necessary to ask the students on the allocation of time for H&G in their personal timetables. About 30.7% of the respondents indicated that H&G did not appear at all in their study timetables, 22% said that it only appeared once. This clearly indicated that majority of the students never liked H&G. The main reason the students gave was that H&G is a very simple subject and it will not help them to get better paying jobs in future so they need not waste a lot of time to it. This reveals that a significant number of students are still ignorant about the importance of the subject. The more they are informed about the subject, the more they are likely interested in the discipline and the more they are able to give good reasons for liking the subject.

A majority (66.7%) of the students admitted that they did not have any text-book for H&G while thirty percent 30% pointed out that they had only one text-book for H&G. About 1.33% of the respondents said that they had a total of three H&G text-books while another 1.33% said that they had more than three text-books. It was just a small proportion (0.67%) of respondents who said that they had only two text-books for H&G. Therefore from the above results it is established that the majority (66.9%) of the students were lacking text-books for H&G which is one sign of students' unpreparedness towards studying H&G. Availability of print resources for the teaching and learning of H&G is very important. It is from these print resources that teachers get to teach students with ease and learners learn without difficulty. Print materials act as reference materials and guide to the students. They enrich the learners' vocabulary, language skills reading speech and oratory skills and the general understanding of H&G.
The findings of this study concur with many past researches that most of the Kenyan schools continue to wallop in the want of instructional resources. Oure (1985) and Okoko (1991) established that most of the schools were having an acute shortage of text-books. Even if this study sought to establish the students' preparedness still it verified that students lacked text-books due to reasons such as their parents having no funds, the subject being considered as not important, the subject cannot help students secure employment in future and the discipline was useless to them. Hence students end up concentrating on sciences.

The Teachers' Opinions in Relation to the Teaching / Learning of H&G

The third research objective was to establish the teacher's opinions towards the teaching/learning of H&G. As analyzed in Tables 4.12, 4.13 and 4.14 in the foregoing pages the teachers on the other hand have different opinions regarding H&G. The majority (66.7%) of the teachers agreed that they had problems with the H&G syllabus while only 33.3% said that they had no problem with the current H&G syllabus. Therefore, a large proportion had problems with it. Some of the problems pointed out were that H&G syllabus is wide hence forcing teachers to resort to using the lecture method. It is due to the use of expository methods such as lecture that influence student attitude towards studying H&G. The teachers also said the numbers of lessons allocated for the subject were few and it limited itself to the government topics. Those without problems with the syllabus said that it was balanced between the African and European History. Therefore, they found it relevant and suitable. Were (1982) also established similar results that the H&G syllabus was very wide and the number of lessons allocated were not enough.
A somehow similar item to the one discussed above was administered and 45% of the teachers said that the current H&G syllabus is somehow relevant while 33% said that it was relevant. A small proportion 22% of teacher-respondents thought that the syllabus was actually not relevant. Therefore the majority of the teachers are confident that the syllabus they use is quite relevant hence students need not complain about it. About 33.3% of the teachers said that teaching of H&G was tedious while 33.3% reported that it was dull as 33.3% of them felt the subject was actually/ generally interesting. This clearly shows that teachers also have very unfavourable attitudes towards the discipline (H&G). It can be deduced that teachers do not also enjoy teaching H&G because of the negative remarks expressed above.

The findings of this study corroborate with those of Were, (1982) on the examination of problems relating to the teaching of History in secondary schools in Kenya. She found that majority of the teachers felt that the syllabus they used at that time was relevant to the country's needs. Actually this reason can be attributed to the fact that now many topics are African, hence majority of the teachers admitted that the syllabus they use is relevant.

The factors that Influence Students' Attitudes towards Studying H&G

The last objective of the study aimed at investigating the factors that influence the students' attitudes toward studying H&G. The teacher and student-respondents were identified to respond to the set questions. According to Laycock and Munro (1966) attitudes are not open to direct observation as one's height or color of the eyes. Instead they are established through the inferences made by the observer on an individual. Hence
the investigator had to look for relatively well framed items so as to establish the factors that influence the attitudes.

The findings in Table 4.9 show that all the teacher-respondents said that they used lecture method either regularly or very regularly. About 44.4% reported that they used note making very regularly, 33.3% said they used it less regularly while 22.2% made use of that method regularly. For the field trips a majority (55.6%) agreed that they never used field trips and only 11.1% use it very regularly. The findings reveal that majority of the teachers rarely used student discussions, debates, projects and assignments and question and answer methods in disseminating the content of H&G. Hence to conclude that students are taught through the use of expository methods instead of the heuristic methods (See Table 4.9). Therefore, the teaching methodologies is a factor that influences students' attitudes as many expressed dissatisfaction with the H&G lessons terming them as being boring, H&G teachers being very boring and not being humorous in their teaching (See Item 5 in Table 4.3 and items 2 and 3 in Table 4.16). Although Lin (1992) did a research in Taiwan outside Kenya he came out with similar findings that the students' attitude towards science was one of the most important outcomes of science teaching. Hence the methodologies have initially been found be a major cause of students' attitudes towards H&G. Were (1982) in her study established similar results indicating that 80% of the teachers made use of lecture method and only 20% used class discussions in their H&G teaching.
Table 4.10 shows that H&G was poorly taught in schools by 82% of the respondents while a discipline like Geography was the best taught 64%. These findings tether with results in Table 4.9 which revealed that majority of the teachers used expository methods hence the students found these teachers not interesting. The point is that if the students find the teaching interesting their interest will also be captured. Most of the information gathered also expressed a general dissatisfaction with the methods teachers used to teach the H&G. This further supports Ayot’s (1979) view that most of the methods of teaching History are responsible of creating negative image about the subject. This is evidenced by responses such as the subject is boring, it is done for the sake of it, it involves making/taking a lot of notes, and it is buried deep in dates events and difficult/new words to be mastered. This also proves Kiio’s (1999) view that note-giving should always be discouraged as it leads to passiveness and unproductivity, hence students’ creativity and innovativeness is hampered.

The findings revealed that the majority (85.3%) of the students agreed that their parents insisted that they concentrate on the sciences. It was only a small proportion 4.7% of the student-respondents who disagreed that their parents insisted that they concentrate on the sciences. This showed that many of the students developed attitudes due to the parental influence (See Figure 4.5).

The findings shown in Figure 4.6 reveal that 77% of the students agreed that their friends discouraged them from continuing with H&G as opposed to 23.3% who felt they were not influenced by their colleagues to pursue H&G. These Findings concur with those of
Moulay (1960) who asserts that people tend to develop attitudes through identification with some significant persons and also from the influence they get from people who are close to them. They arise as by-products of one’s day to day experiences. The findings support Bright and McGregor (1975) who pointed out that the environment and the teacher are likely to have a dominating influence and can create positive or favourable attitudes amongst the learners. These findings also corroborate views of Kagodo (1987), Thuo (1987) and Obunga (1988) who found out that the subject content, the teacher, the methods used to teach and the occupation of parents as some of the factors that can bring about unfavourable attitudes amongst the learners. Therefore, the cause of students’ attitudes generally can be termed to be both internal and external depending on one’s classification of the factors.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
Having stated the problem, reviewed the relevant literature, collected and analyzed data it is logical to summarize, conclude and make recommendations related to the students’ attitudes toward studying H&G. The main focus of this study was to establish the students’ attitudes towards studying H&G. Data was both qualitatively and quantitatively analyzed using descriptive statistics. The data was collected by the use of two research instruments namely the teachers’ questionnaire and the students’ attitude scale.

5.1 Summary of the Study
The main purpose of this study was to establish the students’ attitudes towards studying H&G. To accomplish this, four research objectives were formulated.

The first objective was to find out the students’ attitudes towards studying H&G. The findings of the research showed that most of the students had negative attitudes towards H&G. For statements such as: I don’t like H&G, learning H&G is a waste of time, I do H&G for the sake of it, H&G will not help me secure a job in future and H&G is a useless subject to me were all agreed with by majority of the students (see Table 4.3, 4.4, 4.16, 4.17 and 4.18). Majority (54%) of the respondents said that H&G was not important, 20% indicated that H&G was an important subject to them. Fourteen percent of the students said that H&G was a very important subject. Therefore the majority of the students perceived H&G to be a subject without importance.
The second research objective was to establish how the students were prepared to learn H&G. Actually majority of the students did not have study atlases for learning. Many of the students cited reasons such as their parents did not have funds, the subject was of no importance to them, the subject cannot help them secure a job in future and the subject was useless to them hence they concentrate on sciences. Therefore as a result they were not interested in acquiring atlases for the sake of learning H&G.

When it came to the number of times the discipline was allocated in the students' study timetables, majority (30.7%) of the respondents indicated that H&G did not appear at all in their school timetables, 22.7% showed that it appeared twice in timetable while 22% said that it only appeared once while 5.3% said that it appeared over five times. This clearly indicated that majority of the students never liked H&G and if they liked it they gave it a low deal as they attached no value to it. The main reason the students gave was that H&G is a very simple subject and it will not help them secure a better paying job in future (See Table 4.7).

Concerning the possession of H&G text-books a majority (66.7%) of the students admitted that they did not have any textbook for H&G at all while thirty percent pointed out that they had only one text-book for H&G. Therefore from the above information, it is established that majority of the students were lacking text-books for H&G which acts as one sign of students preparedness towards studying H&G (See Figure 4.3).
The third research question was to establish the teachers' opinions towards the teaching/learning of H&G. Majority of the respondents said that teaching of H&G was tedious and dull and 22.2% said that it was generally an interesting subject. Only a small proportion 11.1% said that H&G was very interesting. This clearly shows that teachers also had very unfavourable attitudes towards the subject (H&G). Hence majority of the teachers viewed the subject as being dull and tedious for the students (See Table 4.15).

Forty five percent of the teachers said that the current H&G syllabus is somehow relevant while 33% said that it was actually relevant. A small proportion 22% of respondents felt that the syllabus was actually not relevant. Therefore, majority of the teachers were confident that the syllabus they use is quite relevant hence students need not complain about it (See Figure 6). Majority (66.7%) of the teachers said that they had problems with the H&G syllabus while only a minority said that they had no problem with the current H&G syllabus. Therefore majority had problems with it. Some of the problems pointed out were that H&G syllabus is too wide hence forcing them to result in using the lecture method or the chalk talk method. They also said the numbers of lessons allocated for the subject were few and it limited itself to the government topics (See Table 4.14).

The fourth research objective sought to find out the factors that influenced the students' attitudes towards studying H&G. All the student-respondents said that they didn't like the subject due to the bulkiness of its content. Students said that they never liked the way the H&G teachers taught them, the subject content itself, dates and events taught in the discipline, difficult words and names of personalities. Therefore, from the above given
reasons the subject content stands out to influence the students' attitudes. From the findings on the teaching methodologies, teachers become a factor that also influences students' attitudes towards H&G (See Table 4.14). Although the students indicated that the H&G teachers do not discourage them from continuing with H&G in Table 4.16 item 5. From Table 4.8 and 4.9 shows that the 'bad' teaching methods are the mostly used in teaching H&G and the student-respondents ranked H&G, as a poorly taught discipline. The students were asked to indicate whether their friends, brothers and sisters influenced their attitude towards studying H&G and all the given responses were unfavourable, meaning that teachers in one way influenced their attitude. (See Table 4.18). Finally the stereotype that history did not guarantee job opportunities in future largely contributes to attitude formation (see Table 4.5). It was also established that the H&G teachers never discourage students from continuing with H&G.

5.2 Conclusion

This study was investigating the students' attitudes towards studying H&G in selected secondary schools of Mosocho Division. Based on the above findings, the following were the conclusions of the study:

First, the students' attitude towards the subject is unfavourable. This was very clearly expressed by responses given by the respondents to questions such as how they liked the subject, how they valued the subject. The students' negative attitudes are evidenced in Tables 4.3, 4.4, 4.5 and Figure 4.1. Many of the teachers also said that the students did not value the subject so much. They also indicated that they didn't enjoy teaching the
subject, itself. Therefore to conclude that students look at the subject unfavorably as shown in Tables 4.3, 4.4, 4.5, 4.17 and 4.18.

There is need for the students to be active members in the classroom rather than being passive participants. That way the H&G will be very interesting and motivating for the learners and the teachers. According to Crookall (1972) students learn well when they are interested. They learn best when they are active. Though interest is very essential, it is not enough they must be active in the process of learning. According to Obunga (1988) in his study most respondents agreed that H&G would be more interesting if there were provisions for project methods and field excursions. The training of teachers should emphasize teaching techniques as an important factor in motivating learners in learning.

There is also need to relate H&G to the present life experiences. History and Government becomes a very dull subject which is neither related to the present or the future. Hence teachers should be at the forefront in relating the present to the future. Such a relationship helps to make the students see the importance of H&G. The teaching strategies used in the teaching of H&G should be heuristic or student centered and not expository or teacher centered. This will help to develop some interest in the students towards H&G. Such methods will help in the development of inquisitive and criticism skills. Thus teaching strategies such as project method question and answer, assignments, role-play, debates and dramatization are advocated.
According to Stearns (2000) the key to developing historical habits of mind is through having a repeated experience in historical inquiry. Inquiry approaches have been shown by various students to have a distinct advantage from the suggestions they gave. Brown (1965) and Burston (1972) hold common views that the discovery methods of teaching such as group discussions and debates are superior in students’ achievement, development of problem solving skills and they help in breaking the monotony that is exhibited by teachers in the classrooms.

The students were also lacking enough resources for studying H&G. A majority (66.7%) said that they did not have a personal historical study atlas. It was only a small proportion 33.3% who happened to be having the study atlases. About 66.7% of the student-respondents were also lacking study text-books for H&G. Therefore, many of the learners were unprepared to learn H&G. Ornstein and Levine (1997) say that various observations have been made that some learners do not learn well when instructions begin with abstractions.

The teachers also have their own problems with the H&G syllabus as shown in Table 4.11. The syllabus has been said to be wide and therefore, majority of the teachers are forced to resort to lecture method and note taking/making so that they are able to complete the required syllabus in good time. H&G is poorly taught as majority (82%) of the student-respondents indicated that it is poorly taught in their schools. Subjects like English were indicated to be well taught by 93%. At this point it can be concluded that
the teachers are also an independent factor in developing the student's attitudes. This is because the way they teach determines a lot on the student's side.

The teacher also can be said to be making use of one common approach in disseminating their information in class. According to Table 4.9 the lecture method remains to be the most frequently used in teaching. This is also evidenced in Table 4.18 hence methods like debates, resource people, projects and assignments question and answer and student group discussions are rarely made use of. The teaching of humanities is as demanding as sciences. It calls for the use of an array of resources. According to Ornstein and Levine, (1997) resources help decorate and add variety to a lesson. The use of resource people makes the humanities-learning rooms better while doubling as material for learning. This adds life to the class and the lesson in general. These resource people must however, be relevant to the lesson.

5.3 Recommendations

Based on the conclusions of this study, the following recommendations are made:

a) The teachers should take the initiative to sensitize the students that all the subjects in one way or the other contribute to different training careers in the future. Therefore, they should all be given a fair and equal treatment. Such sensitization will be out to capture the students' interest towards the school disciplines. It is the obligation of the respective teachers to always justify the inclusion of their respective subjects in the school curriculum. Such justification will at some point
serve as a source of motivation and interest to the students in the respective subjects. The same sentiments are expressed by (Nichol, 1984 and A.M.A 1975).

b) Teachers need to take time and interpret the historical words and concepts that they use. The schools play a key role in developing the students’ English language skills, new words illustrate the sophistication of vocabulary which History fosters, and which is an integral element in developing historical understanding. The teaching of H&G should be based on one axiom so that all students can think. In order to develop the thinking skills in students the teachers need to use a variety of carefully prepared resources and to give students tasks appropriate to their abilities. Teachers should always strive to stimulate interest and thinking about a topic which the students have some knowledge.

c) The students should always be well prepared in learning all the school disciplines they pursue. They should have the required resources like text-books. They should avoid biasness. Let them know that all the disciplines they do in school contribute quite a lot to their future careers hence they should allocate enough time for each discipline in their personal timetables. The students should be told that the schools disciplines are not the lee ways to giving them jobs. They should know that the subjects in the school curriculum are trying to mould them so that they develop into all-round people in life (Phenix, 1964).
d) Teachers should always avoid using expository methods of teaching H&G. They should avoid the use methods like the lecture and note taking because it is contrary for the students to sit, passive and inactive in lessons. (Crookall 1972). The students should be offered an opportunity to become researchers of history. Teachers should allow more physical movement, present concrete material before abstractions, provide opportunities for students to learn in pairs or cooperative groups, and take other steps that accommodate different behavioral patterns and learning styles. There is a wide range of resources to opt for. Dale (1969), therefore, recommends that teachers should learn how to use new resources not merely because of enriching or supplementing the present media and methods, but also as a part of a modern learning system.

e) The student’s historical understanding should be enriched by providing multiple perspectives and contextualized environment. History is not a static-descriptive subject because students do not only know learn of past happenings, but also take the initiative to comprehend how to make inquiries and search for answers. The project engages students in an authentic historical inquiry.

f) The parents should be the right people to advise their children concerning school subjects. They should be very neutral in the kind of advice they give as it can sometimes make the student make wrong decisions. Parents should buy their children text-books needed in at least all school subjects without discrimination. Above all, in case of parental supervision they should avoid biasness and,
therefore accord all disciplines equality. The course and job advertisements should also stress for persons with qualifications in H&G or generally humanities. Such a step will act as a source of motivation to students to like and develop positive attitudes towards the subject.

5.4 Suggestions for Further Research

Research is one of the central areas in the development and sustainability of knowledge. Without it, the role of that knowledge will be rendered obsolete due to the ever-emerging challenges resulting from socio-political changes and modernization processes.

Given the study objectives, constraints in terms of time, funds and the nature of the problem under study, it was not possible to explore certain related areas. Therefore, the following areas are suggested for further research.

i) The study was limited in scope as it was confined to 7 secondary schools from Mosocho Division, Kisii Central District, Nyanza Province. Related studies are recommended in other districts with a view of establishing the extent to which the present findings can be generalized.

ii) A similar study could be carried out in other disciplines offered in the current Kenyan secondary school curriculum for comparative purpose.

iii) A study could be carried out to establish the girls’ and boys’ attitudes towards studying H&G separately.
REFERENCES


Dear Respondent,

I am carrying out a study on the students' attitudes towards studying History and Government as a subject in the school curriculum. Please read the questions below carefully before answering them. Kindly give the appropriate response by either ticking in the bracket \[ \checkmark \] or by giving further information in the spaces provided. This study is purely for academic purposes and all information given shall be used for the purpose for which it is intended. All information given shall be treated with confidentiality. Your cooperation in filling the items presented in this questionnaire shall be highly appreciated.

School: .................................................................

A. Personal Background information

1. Gender: a) Male [ ] b) Female [ ]

2. Age (in years): a) 20-25 years [ ]
   b) 26-30 years [ ]
   c) 31-35 years [ ]
   d) 36-40 years [ ]
   e) Over 40 years [ ]

3. What is your highest academic qualification?
   a) KCSE [ ]
   b) KACE (A Level) [ ]
   c) B.Ed graduate [ ]
   d) Any other (specify) ..............................................
4. What is your highest professional qualification?

a) S1 [ ]

b) Diploma [ ]

c) P.G.D.E [ ]

d) B.Ed [ ]

e) Any other (specify)---------------------------------------------------------

5. How do you like your profession?

a) Not at all [ ]

b) Very little [ ]

c) Moderately [ ]

d) Very much [ ]

6. For how long have you taught History and Government?

a) Less than 12 months [ ]

b) 1-5 years [ ]

c) 6-10 years [ ]

d) 11-15 years [ ]

e) over 15 years and more [ ]

B) Information on History and Government

1a. Do you think your students attach a lot of value to History and Government as a subject?

a) Yes [ ] b) No [ ]

b) If your answer to 1(a) above is no, why? ------------------------------------------

c) If your answer to 1(a) above is yes, explain ---------------------------------------

2a) Do you think the teaching of History and Government is interesting?

a) Yes [ ] b) No [ ]

b) If the answer to (2a) above is no, why? ------------------------------------------
3. a) Do you enjoy or like teaching History and Government?
   a) Yes [ ]
   b) No [ ]

b) If the answer to 3a above is no, why?

   [ ]

3. a) If the answer to (2a) above is yes, explain

   [ ]

3. a) Do you enjoy or like teaching History and Government?
   a) Yes [ ]
   b) No [ ]

b) If the answer to 3a above is no, why?

   [ ]

3. a) If the answer to 3a above is yes, explain

   [ ]

4. How would you describe the general attitude of your students towards History and Government?
   a) Very interested [ ]
   b) Interested [ ]
   c) Some how interested [ ]
   d) Not interested [ ]

5. What is your opinion on History and Government as a subject?
   a) Dull [ ]
   b) Tedious [ ]
   c) Interesting [ ]
   d) Very interesting [ ]
C) Syllabus and Content

1. What can you say about the relevance of the content of the current History and Government syllabus?
   a) Very relevant [ ]
   b) Relevant [ ]
   c) Somehow relevant [ ]
   d) Not relevant [ ]

2a). Do you have any problem with the syllabus of History and Government?
   a) Yes [ ]
   b) No [ ]

2b). If the answer to (2a) above is no, why?

2c). If the answer to (2a) above is yes, explain

3) What do students like about History and Government?
   a) The teaching
   b) The subject content itself
   c) The teacher.
   d) Any other (specify)

4) What don't they like in H&G as a subject?

5) What reasons could you attribute to 4 above?

6) How can the students be encouraged to like the subject?
D) Teaching and Learning of History and Government

1. When you realize that your students are not interested in learning History and Government, what steps do you take?
   a) Tell them the importance of History and Government. [ ]
   b) Bring them resource persons [ ]
   c) Take them on excursions [ ]
   d) Organize symposiums with other schools [ ]
   e) Give them punishment [ ]
   f) Nothing [ ]

2. The following table lists different teaching-learning methods. Tick in the appropriate box on how regularly you use them in teaching History and Government.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>Very Regularly</th>
<th>Regularly</th>
<th>Less Regularly</th>
<th>Never</th>
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<tbody>
<tr>
<td>Lecturing</td>
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<tr>
<td>Note Making</td>
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<td>Field Trips</td>
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<td>Students Discussions</td>
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<td>Debates</td>
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<td>Question Answer</td>
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<tr>
<td>Use of Resource Persons</td>
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<tr>
<td>Projects and assignments</td>
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</table>

Any other specify _____________________________________________________________
____________________________________________________________________________

3. Give suggestions that you think would improve the teaching and learning of History and Government. ________________________________________________________________
____________________________________________________________________________
Dear Respondent,

I am carrying out a study on the students’ attitudes towards studying History and Government as a subject in the school curriculum. This study is purely for academic purposes and all information given shall be used for the purpose for which it is intended. Please note that all information given shall be treated with confidentiality. Your honesty and co-operation in filling the items presented in this questionnaire shall be highly appreciated. Put a tick in the right box to indicate whether you strongly agree (SA), agree (A), undecided U, disagree (D), and strongly disagree (SD).

A Items on History and Government as a Subject in the School Curriculum.

<table>
<thead>
<tr>
<th>NO</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1</td>
<td>I like learning History and Government</td>
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<td>2</td>
<td>I don’t like learning History and Government</td>
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<td>3</td>
<td>I think every one should learn History and Government</td>
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<td>4</td>
<td>History and Government classes/ lessons are not interesting</td>
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<td>5</td>
<td>I want to go on learning History and Government</td>
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<td>6</td>
<td>Knowing History and Government is not useful at all</td>
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<td>7</td>
<td>I find History and Government too difficult</td>
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<tr>
<td>8</td>
<td>Learning History and Government is a waste of time</td>
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<td>9</td>
<td>I understand most of the things in History and Government</td>
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<tr>
<td>10</td>
<td>The best way to learn History and Government is to find out for oneself</td>
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<tr>
<td>11</td>
<td>Learning History and Government is really just remembering what the teachers says</td>
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<td>12</td>
<td>History and Government Lessons are very boring.</td>
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<td>13</td>
<td>I work hard in History and Government because it is an important subject</td>
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<td>14</td>
<td>History and Government is useful because it helps me in everyday life</td>
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<td>15</td>
<td>History and Government helps me understand things in sciences</td>
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<td>16</td>
<td>History and Government is necessary up to forms 2 and 3</td>
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<td>17</td>
<td>History and Government is a very easy subject</td>
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<td>18</td>
<td>History and Government will not help me in any way to secure a job in future</td>
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<td>19</td>
<td>History and Government should be taught as two separate subjects</td>
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<td>20</td>
<td>I have no interest in increasing my knowledge in History and Government</td>
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<td>21</td>
<td>I have positive attitudes towards History and Government</td>
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<tr>
<td>22</td>
<td>I have negative attitude towards History and Government</td>
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<tr>
<td>23</td>
<td>History and Government is a useless subject</td>
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</table>
History and Government is an important subject
History and Government is more important than sciences
History and Government is more important than languages
I do History and Government for the sake of it
I rarely do my History and Government assignments

B) Below are some subjects taught in this school? Read carefully through the list and indicate by writing any of the figures 1, 2, 3, 4 and 5 how well they are taught in the spaces at the right hand side of each item.

5- Very well taught.
4 - Well taught.
3- Fairly well taught.
2- Poorly taught
1- Very poorly taught.

29. Geography.
30. History and Government.
31. Chemistry.
32. Mathematics.
33. Physics.
34. Kiswahili.
35. English.

C. Below are some subjects you learn in this school. Read carefully through the list and decide the subject you like best. Put 1 against the subject you like first. 2 against the subject you like second, 3 against the subject you like third, 4 against the subject you like fourth, 5 against the subject you like fifth and 6 against the subject you like sixth.

- Biology
- English
- Kiswahili
- History and Government
- C.R.E
- Geography

36. Do you have a historical study atlas for learning H&G?
a) Yes     [  ]  b) No     [  ]

A) If the answer to the above question is no give reasons

37. What things do you like most about History and Government?
38. What have been your difficulties in learning History and Government?

39. Indicate the number of textbooks that you have for H&G subject
   a) Once
   b) Two
   c) Three
   d) Above three
   e) None at all

40. How important do you think is History and Government to you as a student?
   a) Very important
   b) Important
   c) Not important
   d) Useless
   e) I don’t know

41. Why do you like History?
   a) It is a very easy subject
   b) It is interesting
   c) Because the teacher is good
   d) It will help me get a good mean score
   e) Any other

42. How can you generally describe the opinions of your current classmates towards studying History and Government?
   a) Very positive
   b) Positive
   c) Moderately
   d) Negative
   e) Very negative

43. How many times does History and Government appear in your personal timetable?
   a) Once
   b) 2 times
   c) 3 times
   d) 4 times
   e) 5 > times
   f) Not at all
II) The History and Government Teacher.

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<tr>
<th>NO</th>
<th>ITEM</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1</td>
<td>My History and Government teacher only dictates notes for us</td>
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<td>2</td>
<td>My History and Government teacher often takes us for field trips</td>
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<td>My History and Government teacher never tells us the importance of studying History and Government</td>
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<td>4</td>
<td>My History and Government teacher is boring</td>
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<td>5</td>
<td>My History and Government teacher is very humorous</td>
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<td>My H&amp;G teacher gives us lot of History and Government assignments.</td>
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<td>7</td>
<td>I like my History and Government teacher</td>
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<td>8</td>
<td>My History and Government teacher rarely uses debates, group discussions during the teaching of History and Government</td>
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<td>9</td>
<td>My History and Government teacher discourages me from continuing with History</td>
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<td>10</td>
<td>My History and Government teacher tells us History and Government is an easy subject</td>
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III) The Family Members and the Student

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<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1</td>
<td>My brothers and sisters / peers discourage me to continue with History and Government</td>
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<td>2</td>
<td>My parents / guardians always buy me only science subjects’ textbooks</td>
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<td>3</td>
<td>My parents / guardians always discourage me from continuing with History and Government in forms 3 and 4</td>
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<td>4</td>
<td>My parents / guardians mostly supervise my languages, mathematics and science assignments</td>
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<td>5</td>
<td>My friends / peers discourage me from attending History and Government classes</td>
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<td>6</td>
<td>My parents always insist that I concentrate on science subjects</td>
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APPENDIX III

List of Private and Public Secondary Schools in Mosocho Division.

1. Cardinal Otunga High School Mosocho
2. Kioge Girls’ Secondary School
4. 'Raganga Mixed Day Secondary School
5. Nyatieko Mixed Day Secondary School
6. ST. Ambrose Nyaore Secondary School
7. ST. Patrick’s Mosocho Mixed Secondary School
8. Matieko Mixed Day Secondary School
10. Nyakeogiro Mixed Day Secondary School
11. Mosocho Academy Private Mixed Secondary School
12. Kiogo SDA Mixed Secondary School
13. Mosocho Girls’ Private School

Source: Ministry of Education Offices Kisii Central District
APPENDIX IV

List of the Sample Schools

1. Cardinal Otunga High School Mosocho
2. Mosocho Academy Private School
5. Nyatieko Mixed Secondary School
6. Raganga Mixed Day Secondary School
7. Mosocho Girls’ Private School
APPENDIX V

Map of Kisii Central District Showing Study Area (Mosocho Division)

Source: ICRAF Resource Centre
APPENDIX VI

Research Clearance Permit

This is to certify that:
Prof./Dr./Mr./Mrs./Miss OBORO ERIC NYAMWE

of (Address) KENYA INSTITUTE OF TECHNOLOGY
F.O. BOX 43847, NAIROBI

has been permitted to conduct research in

KISII CENTRAL
NYANZA

on the topic STUDENTS' ATTITUDES TOWARDS STUDYING HISTORY & GOVERNMENT IN SELECTED SECONDARY SCHOOLS OF MOSOCHO DIVISION, CENTRAL KISII DISTRICT

for a period ending 31st December 1995

Research permit No. MOEST 18/001/550 493

He of issue 23rd September, 2003

Fee received S/hs. 500

M. D. Ondieki
Applicant's Signature

Permauent Secretary, Office of the President

Authenticated
23rd September, 2005

Osoro Eric Nyamwembe
Kenyatta University
P.O. BOX 43844
NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

Please refer to your application for authority to carry out research on “Students attitudes towards studying History and Government selected Secondary Schools of Mosocho Division, Central Kisii District”.

This is to inform you that you have been authorized to carry out research in Kisii Central District for a period ending 31st December, 2005.

You are advised to report to the District Commissioner, the District Education Officer and the Principals of the Secondary Schools you will visit before embarking on your research project.

On completion of your research project you are expected to submit two copies of your research report to this Office.

Yours faithfully

M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Cc
The District Commissioner
Kisii Central District

The District Education Officer
Kisii Central District

The Principals
Secondary Schools
Kisii Central District