SUBJECT CHOICE IN HUMANITIES AND ITS IMPLICATIONS ON KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION CANDIDATURE IN PUBLIC SCHOOLS: LAIKIPIA COUNTY, KENYA.

PETER MWANGI NDUNG'U

E55/CE/25312/2013

A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION (EDUCATIONAL RESEARCH, EVALUATION AND ASSESSMENT) IN THE SCHOOL OF EDUCATION AND LIFELONG LEARNING OF KENYATTA UNIVERSITY

APRIL, 2023

DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature……………………………… Date …… 20/04/2023 ………………

Peter Mwangi Ndung'u

E55/CE/25312/2013

This research thesis has been submitted with our approval as university supervisors.

Signature …………………………….. Date …20/04/2023…………

Dr. Samuel M. Njihia

Lecturer,

Department of Educational Management, Policy and Curriculum Studies,

Kenyatta University

Signature ………………………………….….. Date……20/4/2023…………

Dr. Charles M. Magoma

Senior Lecturer,

Department of Educational Management, Policy and Curriculum Studies,

Kenyatta University

DEDICATION

This work is dedicated to my entire family and friends for their moral support and inspiration in pursuance of this master's degree.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

ABREVIATIONS AND ACRONYMS

CRE	Christian Religious Education
FET	Further Education and Training
ICT	Information Communication Technology
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examination Council
NACOSTI	National Commission for Science, Technology and Innovation
SDGs	Sustainable Development Goals
SPSS	Statistical Package for the Social Sciences
SSP	Secondary School Principal
STEM	Science, Technology, Engineering and Mathematics

ABSTRACT

Humanities were group three subjects offered as optional at form three and four of secondary education in Kenya. Learners were obliged to choose at least one humanities subject for preparation of KCSE examination and future career path. Humanities subjects experienced inconsistencies in number and gender composition of KCSE examination candidature. Therefore, the purpose of the study was to assess subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia County. The study was guided by the following specific objectives: to determine teachers support of subject choice and its implications on KCSE examination candidature, to ascertain schools support of subject choice and its implications on KCSE examination candidature, to establish learners support of subject choice and its implications on KCSE examination candidature. Rational choice theory was used to guide the research. Descriptive survey research design was applied with a target population of 94 principals, 282 humanities subject teachers, and 6,800 form 4 humanities students. A representative sample was selected where simple random sampling method was used to sample 20 schools, purposive sampling method used to select 20 principals and 60 humanities subject teachers whereas stratified random sampling method was used to sample 120 humanities students where Slovin's formula was applied. Data was collected using questionnaires for teachers and learners, and interview guide questions for principals. Reliability of the instrument was measured using Spearman rank correlation coefficient where p was 0.91 while item content validity index was 0.62. Quantitative data was analyzed using descriptive and inferential statistics where Microsoft Excel and statistical package of social sciences (SPSS) program was employed then presented in form of graphs, charts, chi square tables, percentages, Z score and frequency distribution tables while qualitative data was analyzed thematically where verbatim were reported. The findings revealed that in teacher support of subject choice, preservice training was found to have qualified teachers in their professional practice, teachers enjoyed teaching humanities subjects and their application of activity based strategies was very good. In schools support of subject choice, schools were fairly enriched with right instructional resources, maintained better performance culture by setting future performance targets guided by past achievements, more professionally trained career teachers with few career guidance sessions and had CRE being compulsory, choice was between history and geography. In learners support of subject choice, learner' mostly adopted revision through past exam questions that quizzed their knowledge acquisition in studies and their attitudes toward humanities subjects was positive, although gender perception minimally supported their choice of humanities subjects. The study concluded that teachers support, schools support and learners support was found to have shaped learners decisions on choice of humanities subjects which had implications on KCSE exam candidature. The study recommended regular in-service training for teachers, formulation of a flexible policy framework on

subject choice, developing a workable support system that continues to foster positive attitude in humanities subjects.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter entailed the background of the study, statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, assumptions of the study, delimitation of the study, limitation of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background of the Study

Globally, humanities subjects in secondary education were either elective or compulsory depending with the country. In Japan, history and geography (social studies) were offered as mandatory subjects at junior and senior levels of secondary education. United States of America provided humanities subjects as core in junior and senior secondary education, but this differed from one state to another. Australia had humanities subjects being elective at senior level of high school education. In South Africa, life orientation that incorporated religious education was compulsory while history and geography were elective at further education and training (FET) level. Nigeria had history and geography being elective at senior secondary while Kenya offered humanities subjects as elective at form 3, where learners chose at least one subject.

Learners were persuaded to choose humanities subjects because according to Reiter (2017) they were essential, interesting and provided a wide range of career options just

like in science, technology, engineering and mathematics (STEM) subjects. Furthermore, Reiter noted that humanities strengthen our global view, broaden our intellectual foundation, helped to develop creative and critical thinking skills, created engaged citizens in the labor force, reinforced cultural and ethical responsibilities and values, helped to understand the impacts that science, technology, and medicine had on society. They were also important in achieving educational goals and other international goals like sustainable development goals (SDGs) which provided a policy framework if implemented solved constraints in the world today. Similarly, Davis (2012) acknowledged that humanities provided an education that offered skills that mitigated problems facing the world in 21st century.

Schools were key institutions that supported subject choices of learners (Guatam, 2015) by provision of information pertaining subject choice through publications, subject selection talks, career talks and exhibitions (Whitely and Porter, 1998). Anders, et al (2018) opinionated that they implemented policies on qualification for subject take-up and provided required instructional resources depending on school composition. Merill and Gonser (2021) confirmed that school placed more responsibility to learners in their subject choice by offering scaffolding avenues that practiced decision making process, explored their academic identity and transformed their learning to interests and passions. Persuasion to selection of a subject was found to be shaped by the category of the school attended (Kekichi, Owano, Ayodo and Ejakait, 2013) where Hannan and Symth (2006) indicated that it facilitated or constrained choice of a particular subject. In the similar view, Guinan (2001) noted that different school offered different types of subjects that affected learners' decisions

on subject uptake which was found to cause inequalities in secondary education level participation and access along social classes. Learners subject choice was also constrained by school timetabling policies, imposed academic standards and short time span for subject selection (Whiteley and Porter, 1998). Furthermore, few teachers in humanities department, existing physical facilities and instructional resources in the schools affected learners subject uptake.

Teachers supported their learners by helping them perform, maintain a healthy relationship within a learning environment and provided advice on subject choice (Wambui, Tanui and Ngaruiya, 2016). During instructional process they motivated and transmitted right attitudes to their learners which raised learners' possibility to take up a subject. Furthermore, Wambui, Tanui and Ngaruiya (2016) noted that they were responsible of creating a positive learning environment that made learners feel cared for and confident while making decisions on the subjects they wished to further. Teachers were behind all the planning, management and evaluation of the classroom activities hence they were key figures in supporting learners' choice of subjects and future aspirations (Javed, 2018). Teachers feeling about learners capabilities to further a subject, their enthusiasm, care and knowhow in handling a subject were found to be more helpful in a learning situation and enabled them give necessary support of subject choice (Mogaka, Maobe and Basweti, 2019). Parker, Novak and Bartell (2017) indicated that teachers needed to understand how learners respond to provided subject selection options so as to structure subjects in a manner that is likely to support students' engagement and ensure that subject goals, activities and experiences are well achieved. Kaberia (2020) recommended that teachers should acquaint their learners

with various possible career paths in their specific humanities subjects, motivate and ensure learners understand the difficult concepts in the subjects.

Learners attributes, their study habits and attitudes portrayed in a learning environment patronized choice of subjects in humanities, where Hannan and Symth (2006) delineated that subject uptake is tended to focus on learners characteristics. Therefore, subject choice is thus a precedent process where learners chose conscientiously since it was a commencement towards their future career pathways (Kiiru, 2015). Davies and Ercolani (2018) suggested that subject choice was framed on learner's preferences and persuasion where inspiration from people who matter to them determined their subject uptake (Ndalichako and Komba, 2014). Subject choice at senior secondary was modelled by learners' factors such as self-perceived abilities, talents (Yu and Warren, 2019) and personal academic goals (Okumu, 2013). Similarly, Atweh, Taylor and Singh (2005) pinpointed that choices were made in construct with learners' academic strengths. Subject choice matched the interests and expectations of learners for future endeavors, where Elsworth, Harvey-Beavis, Ainley and Fabris (1999) confirmed that subject preferences were related to learners' interest, while Atweh, Taylor and Singh (2005) argued that learners' aspirations provided platform for future opportunities. Mendolia and Walker (2014) indicated that learners' personality traits such as self-esteem and their sphere of influence affected their decisions on subject choice. Subject choice was therefore an indispensable process which determined the field of study learners followed after school. Nevertheless, learners decisions on subject choice were still meted with imprecision, misinformation and misguidance where they sometimes regretted the choice they made, knew little

about their world of work and university requirements. Ramarumo, Sesale and Seeletse (2018) indicated that choice of school subjects challenged many learners due to dilemma they had during subject selection caused by conflict between their own aspirations and preference of their parents and peers. Choice of KCSE subjects was also constrained where learners were unable to identify the right subject to pick, lacked proper guidance during subject selection, met discouragement from friends and peers, and lower difficulty index of some subjects repelled them (Chege, 2015). Ramarumo, Sesale and Seeletse (2018) noted that subject selection decisions if ignored led to negative impacts on learners' future career plans and prospects. Thus, when learners were unsure of the subject to choose, Jourbert (2012) suggested that standardized psychometric test be applied to assess learner abilities, aptitudes, interests and personalities then recommended on the most appropriate subject to pick. Most institutions particularly in Laikipia County were dearth of such tests.

Learners' decisions on subjects' choice had significant variations in individuals' subject selectivity and class gender composition (Anders et al, 2018). It was after subject choice that learners enrolled into KCSE subjects, acquired status of a candidate for KCSE examination upon fulfilling all other Kenya national examination council (KNEC) requirements and regulations for registration. KCSE examination candidature according to Wachiuri et al (2017) facilitated decision making in relation to placement to tertiary institutions. It was a gateway for certification and transition to the next level advancement. It also formed a basis that provided feedback on achievement of subject curriculum goals. After subject choice, the number of potential candidates in a class was often too small to support reliable conclusions on the achievements of the subject

curriculum goals where Shavelson et al (2010) affirmed that test scores of such a class with fluctuating small sample of learners in a subject were unstable to evaluate teachers. This was due to likelihood of the scores being skewed. Subject class with low learners' uptake lacked diversity of ideas, were boring and increased chance of biased academic feedback. Furthermore, Zayed (2016) argued that subject class with small sample of learners hindered implementation of some activities, sometimes the subject offered was rendered untenable, and absence of one or two learners impeded progress of planned lessons which consisted of a high percentage of learners. As compared to subject class with large learner capacity, test scores had smaller average errors because positive errors cancelled out negative errors making average test scores to be highly reliable (Shavelon et al, 2010) despite constraints experienced by a huge subject class in a school after subject choice. KNEC report (2016 to 2019) showed that the mean percent of KCSE examination candidature in humanities subjects in Laikipia County was 10% lower than national level. The data was presented in the table below.

Table 1.1: Mean Percent of KCSE Examination Candidature

Humanities subject (%)	Means of KCSE examination candidature (%)		Deviation
	County level	National level	
GEOGRAPHY	20		27
7			
HISTORY	58		72
14			
CRE	71		80
9			

	49.7			59.7
10				

The data showed that there were heightened inconsistencies across all humanities subjects where CRE had relatively high number of candidates, history had moderate number of candidates while Geography had low number of candidates in the four consecutive years in Laikipia County. Kaberia (2020) indicated that CRE had the highest number of KCSE candidates, followed by history and lastly geography in Nyeri County, which was an evidence that inconsistencies in humanities subject were a persistent problem even in other counties. Nevertheless, schools were allowed to register candidates for KCSE examination if they had not less than 15 learners in a class (KNEC) but no stipulated number of learners to choose an optional subject to be registered for KCSE examination as candidates. This escalated the perceived inconsistencies in exam candidature particularly in humanities subjects. Furthermore, comparison was done of the average percent against 100% of KCSE examination candidature in the four consecutive years and presented the data in the table below.

Table 1.2: Mean Percent of KCSE Examination Candidature (Against 100%)

Humanities subject	Means of KCSE humanities examination candidature (%)			
	County level	Against 100%	National level	Against 100%
GEOGRAPHY	20	80	27	73
HISTORY	58	42	72	28
CRE	71	29	80	20
Average Total	49.7	50.3	59.7	40.3

Source: KNEC (2016-2019)

The data showed that candidates that completely failed to participate in humanities subjects exams in Laikipia County and national level were (50.3%) and (40.3%) respectively this intensified inconsistencies in KCSE exam candidature in humanities subjects. Laikipia County was thus grossly affected by lower uptake of humanities subjects, bearing in mind that they were pre requisites for pursuance of specific professional courses at tertiary education level. Rodeiro (2019) confirmed that popularity of a subject at A-levels in English schools influenced its participation in higher education where humanities subjects were found to have lower proportions of learners than STEM subjects. Furthermore, significant gender disparity was noted in KCSE examination candidature where according to Francis (2000), there persisted heightened divergence in subject choice in respect to gender at senior secondary and beyond. Nani and Sibanda (2019) indicated that boys were encouraged to choose more vocational and science oriented subjects that seem to be masculine while girls encouraged to choose academic and more art oriented subjects. Therefore, the researcher intended to assess subject choice in humanities and its implications on Kenya certificate of secondary education examination candidature in public schools in Laikipia County.

1.3 Statement of the Problem

Humanities subjects in Laikipia County showed inconsistencies in number and gender composition of KCSE candidates. These discrepancies of candidates that participated in KCSE exams in different humanities subjects caused inequalities in career pathways and potential employment opportunities. Similarly, the differences expressed

unfairness across humanities subjects classes coupled with lack of diverse ideas, underutilization of school resources in smaller subject classes, while contrary to that overstretching school resources in very large subject classes. Furthermore, they were indications of cognitive dissonance, low quality of decision making process amongst learners during subject selection, tendency to decide inconsistently when making choices, unchanging circumstances that rarely affected learners' preferences and benefits attached to a subject which remained obscure.

1.4 Purpose of the Study

The purpose of this study was to assess subject choice in humanities and its implications on Kenya certificate of secondary education examination candidature in public school in Laikipia County which looked into teachers support, schools support and learners support in choice of KCSE subjects in humanities thus providing helpful information that mitigated heightened inconsistencies in numbers and gender composition amongst KCSE examination candidature.

1.5 Objectives of the Study

The following were the objectives of the study;

1. To determine teachers support of subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia County.

2. To ascertain schools support of subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia County.

3. To establish learners own support of subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia County.

1.6 Research Questions

The following were the study research questions;

1. What was the implications of teachers' support of subject choice in humanities on KCSE examination candidature in public secondary schools in Laikipia County?

2. What was the implications of schools support of subject choice in humanities on KCSE examination candidature in public secondary schools in Laikipia County?

3. What was the implications of learners own support of subject choice in humanities on KCSE examination candidature in public secondary schools in Laikipia County?

1.7 Significance of the Study

The study was significant in the following ways; firstly, the study provided information of school support, teachers support and learners support of subject choice and it implications on KCSE examination candidature. Secondly, the findings provided information that was helpful to learners to make informed decisions when choosing their KCSE subjects. Thirdly, the findings provided interventions that raised learners' uptake of KCSE subjects in humanities hence mitigated the existing inconsistencies in KCSE examination candidature in humanities subjects.

1.8 Assumptions of the Study

Majority of the respondents had time to respond to the questionnaires. Respondents provided credible data of the real situation in their schools. It was also assumed that respondents cooperated and provided data willingly without coercion.

1.9 Delimitations of the Study

The respondents in the study were principals, humanities teachers and students in public secondary schools in Laikipia County. The study assessed subject choice in

humanities and its implications on KCSE exam candidature in public secondary schools. The study focused on the teachers support, school support and learners own support of subject choice.

1.10 Limitations of the Study

Most respondents were busy and the researcher waited for long to conduct an interview or administer questionnaires. Nevertheless, some requested for additional time while in some cases they delegated to people they trusted. Some respondents were not willing to fill in the questionnaire thus the need to do so was clearly explained. There were some respondents that found it difficult to give truthful information for fear of exposing their institutions. To dispel fear the researcher assured anonymity and confidentiality of the information provided.

1.11 Theoretical Framework

The study was guided by rational choice theory (Lovett, 2006). The theory was premised on three assumptions which were discrete purposeful actor, utility theory and rationality. Firstly, discrete purposeful actor assumption held the view that people were distinct entities that were capable of choosing differently given options. They chose in consistent with their beliefs and interests bearing in mind long term utility, low risk options and possible consequences of ones choices. Secondly, utility theory assumed that, it's expected that people made choices or decisions that were in conformity with set regulations. They tended to make more preferences where their

utility was maximized. If a utility function was assigned it provided concise measure or degree of satisfaction derived from their choices, it was a framework to act and predicted how an individual chose to act given perceived opportunities and their circumstantial preferences. Thirdly, rationality assumptions held opinion that people optimized their utility function despite constraints that befell them. It assumed that individuals act rationally and decisions they made determined the reasons for choice and future desired outcomes. Rational actions weighed the possible benefits of their choice against expected performance. It analyzed how decision making process was rationally conducted considering implications of uncertainty and risk later involved in relation to actors' information and beliefs. In conclusion, this theory was relevant since it provided the foundation upon which learners' choice of humanities subjects could be understood and the need to derive a choice function that permitted learners to choose rationally and consistently.

1.12 Conceptual Frame Work

Figure 1.1 Conceptual Frame Work

Independent Variables

Dependent variable

SUBJECT CHOICE IN HUMANITIES

Teachers support of subject choice
-Building positive attitudes
- Activity based techniques
- Teachers qualification

Schools support of subject choice
-Provision of instructional resources
-Guidance on subject choice & career pathway
- Maintaining better

Learners support of subject choice
- Possession of positive attitudes
- Study habits adopted
- Gender perceptions

KCSE EXAMINATION CANDIDATURE
-Reduced inconsistencies in number & gender composition of candidates in humanities subjects.

Registration of learners as KCSE exam candidates.

Mediator variable

Source:

1.13 Operational Definition of Terms

Activity based technique – this is a method where learners actively participated in an instructional process by doing various tasks as assigned by the teacher.

Attitude - These are dispositions that teachers and learners had towards a learning environment.

Cognitive dissonance – this is a mental state of discomfort and feelings of being unsure with the choices made in humanities subjects.

Examination candidature – this is the status a learners acquired after registration into a KCSE subject to sit for an examination.

Humanities – this is a branch of learning where subjects such as geography, history and religious studies were taught.

Implications – these were conclusions drawn from learners' decisions on choice of KCSE humanities subjects.

Inconsistencies – this is lack of harmony in number of learners that participated in exams as candidates between different humanities subjects.

Instructional resources- these are materials or aids required in teaching and learning processes.

Learners support – this is what learners do and their personal attributes that anchored their decisions to choose humanities subjects rationally and correctly.

School policy – is a set of formulated expectations for a specific behavior or norm within a school.

Schools support- is the assistance that schools offered to ensure that learners have successfully made right choices of subjects.

Subject –is a discipline or a particular knowledge area of study.

Subject choice- is selection of a subject/s from options provided.

Subject count – is the maximum and minimum number of subjects that learners were required to have before allowed to sit for KCSE examination.

Subject criteria- is the categories in which all the secondary school subjects were placed.

Subject offering- is provision of subjects by the school for the learners to either select or do it as a compulsory subject.

Teacher qualification – is an attribute that an instructor met through professional training that made them perform effectively to achieve instructional objectives.

Teachers support – this is the assistance that teachers gave to their learners to aid them make informed decisions on choice of subjects.

Gender – is a property that distinguishes an individual on whether one is masculine or feminine.

Guidance – is provision of direction or advice on selection of optional subjects and future career.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter discussed relevant literature on teachers' support of subject choice in humanities, school support of subject choice in humanities and learners' support of

subject choice in humanities and their implications on KCSE examination candidature, summary of literature review and the research gap analysis.

2.2 Teachers Support of Subject Choice in Humanities and Its implications on KCSE Examination Candidature

Teachers support of subject choice in humanities discussed was on teachers application of activity based techniques, teachers qualification and positive attitudes they possessed and built in humanities subjects.

2.2.1 Activity Based Techniques

Teachers employed techniques whose activities reinforced learning and that promoted knowledge application and reflection. Activity based teaching techniques imparted skills, knowledge and values where Ayako (2006) delineated that manner in which subject content was taught determined learners reception and retention. Therefore it was potent to present and deliver subject content in a manner that is orderly, interesting and simple for learners to understand easily which enhanced subject take up. Ayako (2006) noted that teaching techniques instilled facts for passing exams, stimulated interest in a subject or laid firm foundation for personal studies which increased possibility of learners to opt entry into a subject. Lower difficulty index permitted teachers to use appealing activity based techniques in content delivery in some topics which according to Obondo, Too and Nabwire (2013) learners were consistently performing poorly. Choice of appropriate teaching methods considered learners' preferences since according to Barrance and Elwood (2012) administration of the subject content by the instructors were ways that learners considered in their subject choice. Furthermore, Ongera (1987) posited that teachers used techniques that

considered learners needs, individual differences and those that captured their attention in a subject. Use of technology as a teaching approach improved learners' engagement and made them feel excited about an instructional process (Kampen, 2022). To raise uptake in a subject, Nagashibaevna (2019) acknowledged that subject activity based techniques captivated learners' critical thinking skills that provided opportunities for them to reflect and share learning experiences. Wodajo, Hailu and Tasente (2021) indicated that learning required learners to play active roles that made them acquire knowledge through regular participation in tasks and activities that boosted their enthusiasm in a subject. Obondo et al (2013) suggested that method adopted by teachers in an instructional processes determined how much learners achieved and the decisions that learners made in subject choice. Subject activity based techniques stimulated learners' potentialities and promoted active learning which enticed more learners into humanities subject which increased KCSE examination candidature.

2.2.2 Teachers Qualification

Teachers qualification improved their attitudes, skills and abilities to direct specific tasks in a subject. Eduwen (2016) indicated that teachers' level of qualification widened their scope of practice. It made them innovative and acquired skills that enhanced use of integrated methods of teaching like use of technology, hence learners highly benefitted from a subject instructional process. Piske, Guerios, Carmargo, Vestena, Freitas, Oliveira, Santirello (2017) recognized that to build creativity in learners and breed actions that enabled them express their wishes and interest in a subject, teachers played a pivotal role. Ng'eno (2015) recommended continuous

knowhow on use and improvisation of subjects instructional materials that made their classes invigorating and created a stimulating environment. Furthermore, qualified teachers were skilled, enthusiastic and motivated to teach which attracted learners to choose a subject. Teachers needed to be well trained where Alfred and Hess (1992) noted that it improved knowledge on instructional delivery which raised the likelihood of more learners to opt take up of a subject. Healey (2000) noted that teachers be familiarized with subjects' latest ideas in use of teaching techniques and evaluation, in addition to that Pillai (2012) argued that it made teachers update their knowledge of instruction which excited teaching. Healey (2000) also indicated that teachers should reflect and analyze the outcome of their teaching and investigate acquisition of skills that took place in their subjects thus guided learners accordingly. Boudersa (2016) postulated that teachers acquired attitudes, beliefs and practices improved learners' positive behavior towards learning a subject. Pillai (2012) purported that a knowledgeable teacher possessed an unflinching commitment and unwavering passion that made complicated concepts simple and palatable for learners, which made them develop affinity to a subject. When a teachers were well qualified to teach a subject, this promoted positive change in an instructional process hence lure more to decide to further a subject. Mtemeri (2017) recommended that teachers that were well qualified enhanced subject choice to high school students.

2.2.3 Building Positive Attitudes in a Subject

Sezer, Kara and Pinar (2011) noted that attitudes formed after various teaching and learning experiences promoted direct or dynamic effect on behavior towards a subject. A teacher created positive reactions towards a subject, where Osoro (2006)

acknowledged that this depends on the learning environment. When teachers built positive attitudes, it exemplified thoughts, feelings and tendency of learners towards uptake of a subject, where Chakroborty and Mondal (2014) postulated that healthy attitudes which a teacher promoted were antecedent for a healthy learning environment. Learners were easily lured into a subject where according to Chakroborty and Mondal (2014) noted that higher competency level in a subject resulted due to increased attitudes that teachers fostered. Ngeno (2015) retorted that if a teacher created negative attitudes towards use of certain technique, this reduced acquisition of knowledge and skills which repelled learners from taking up a subject. Learners' persuasion and brevity to decide to further a particular subject attributed to positive attitudes and quality instruction that teachers spurred (Sener, 2015). Araromi and Salman (2022) conceded that positive attitudes boosted understanding and shaped learning environment that increased learners motivation and interest in a subject. To increase propensity of learners opting to choose a subject, Standsluase, Maito and Ochiel (2013) adduced that teacher attitudes towards learners should be favorable and their disposition towards a subject predicted learners achievement and the kind of attitudes learners possessed. Ogembo, Otanga and Yaki (2015) acknowledged that attitudes that teachers possessed and elevated played a significant role in reinforcing learners' behaviors, feeling about learning and choice of a subject. Thus, attitudes fostered in an instructional process played an invariable part in supporting learners' uptake of humanities subject which increased KCSE examination candidature.

2.3 Schools Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

Schools support of subject choice in humanities discussed was on provision of instructional resources, career guidance, maintenance of better performance in a subject and policy on subject choice.

2.3.1 Provision of Instructional Resources

Provision of relevant resources determined success and effectiveness of an instructional processes in a subject. Orina (2001) recommended that school prioritized enriching their learning environment with adequate resources. Subject choice undoubtedly was determined by adequacy of instructional resources in a subject which Adelodun and Asiru (2015) indicated that they aroused and sustained interest in learners in an instructional process. For learners to fully achieve the objectives of a lesson in a subject, resources aided in designing, planning and structuring a lesson (Ngeno, 2015) which made an instructional process enchanting. Ayako (2006) asserted that resources determined teaching and learning methods and influenced involvement of learners in an instructional process. Obondo, Too and Nabwire (2013) commented that teaching and learning highly engaged and motivated learners if new resources encouraged integration of information communication technology (ICT) were available in the schools. Munurung and Mashuri (2017) asserted that interest based instructional materials improved learners abilities, motivated and encouraged learners to actively participate in an instructional process. Furthermore, interest based instructional materials helped in achieving increased learners uptake in a subject since provided avenue to build and express learners' feelings, ideas and thoughts, they also activated prior knowledge in a subject. Adelodun and Asiru (2015) asserted that instructional materials promoted an in-depth understanding, made lessons became

attractive, arrested learners' attention and excited them to learn which grounded their thoughts and feelings. In addition, some materials served effectively in an active imaginative activities. Learners' decision to choose a subject was best articulated by ability of learning materials making lessons interesting and teachers were able to express their ideas easily. Learners were also provided with new insights and opportunities to practice new skills that were gained. Learning materials e.g. electronic instructional materials when used captured learners attention, activated their potentialities, created learners desire to participate and take up humanities subject which raised KCSE examination candidature.

2.3.2 Maintenance of Better Performance Culture

Stegers-Jagers et al (2015) confirmed that past achievement and learners backgrounds are important predictors of future performance and this is crucial in selection of humanities subjects. National academics of science, engineering and medicine (2018) indicated that prolonged learners motivation and persistence in subject instructional process is a precursor for long term learning and achievement. Motivation was further strengthened when learners got a connection between current and future performance. Displaying the names and accomplishment of past successful learners, helped current learners to see the connection and aspired the same achievements in a subject. Timmermans and Werf (2018) concluded that students' growth of achievement compared to achievement of a particular point in time influenced by taking into account prior achievement at an earlier moment. If there was variation in performance index which showed significant change overtime, coupled with a relatively small value addition to the initial performance was found potent to qualify learners to enroll

into a subject. Timmermans and Werf (2018) further noted that growth of learner achievement overtime is less consistent across subject domains and unravelling age of the school led to more reliable and valid higher subject performance explained by higher expectations and aspirations of learners. Khattal (2015) found out that comparing learners with low expectation having higher aspiration improved subject achievement even if the expectation was low. He further concluded that complete alignment of higher aspiration, expectation and achievement was the most important predictor for future behaviors among learners. In addition, expectation and aspiration alone in isolation couldn't be a predictor of future subject performance but school past achievement contributed greatly. Njogu (2012) noted that school culture of achievement and goals orientation supported higher attainment through adaptability and readiness that improved on performance. More emphasis on the role the school played in maintaining and promoting better subject performance is an important precursor of shaping future performance. This increased the likelihood of learners to choose humanities subjects since past performance culture had been appealing and the culture was transmitted to learners joining the school later. Finally, tradition of higher achievement which the school strived to maintain in a subject enticed more learners into humanities subjects which raised KCSE examination candidature.

2.3.3 Guidance on Subject Choice and Career Pathways

Guidance is crucial pertaining learners' subject choices and future career pathways. According to Guinan (2001) entry of learners into courses at tertiary education level was determined by subject choices made at secondary level. Guidance assisted learners to reflect on the right subject choices where Kewalramani and Phillipson

(2020) also found out that it directed learners to make informed decisions on future career ambitions. Davies and Ercolani (2018) acknowledged that subject choice is underpinned to new information and available opportunities, hence learners planned and made decisions about work and learning. KNEC course book for secondary schools' subject selection indicated that guidance and advisorial support from teachers, parents and even professionals was required when learners were choosing their KCSE subjects. This helped learners have clarity of desired career paths, understood the gravity of subject selection exercise, chose subject that gave them a wide scope of career options, weighed up the possible subject options that matched their possible career prospects and finally learners received information about tertiary education requirements for potential career paths. They afterwards worked back to ensure that the subjects selected enabled them to enter desired courses. Mckay (2019) ascertained that getting assistance from guidance and counselling professionals helped learners examine the difference between ending up in a satisfying career or one that made them miserable. Therefore, career guidance is a self-assessment tool for learners to identify career endeavors thus improved on career preparation and management. Exploration of career options helped learners get rid of careers that do not befit them (Mckay, 2019). Every school with extensive career guidance sessions assisted learners set career goals that directed them towards desired career ends. Mbithe (2008) affirmed that professional career guidance in schools aided learners to choose subjects based on their academic abilities, interests and relevance to their future career goals. Similarly, education training inspectorate (2009) confirmed that successful career guidance assisted learners to identify specific training opportunities through proper

review that ensured that career options available matched their passions and skills. Furthermore, learners had broad and accurate knowledge of the employment opportunities in the labor market. Therefore, career guidance sessions helped learners to make informed decisions in furtherance of humanities subject that determined KCSE examination candidature.

2.3.4 Policies on Subject Choice

School policies are expectations of specific behaviors and norms, which Danielson (2002) asserted that they organized students experiences within set procedures and the decisions that a school made on established policies affected learners grossly. Actions taken by learners on subject choice were determined by algorithms set in place by the school, guided by KNEC requirements that ensured compliance. Barrance and Elwood (2012) noted that subject provision according to the school policy determined the unique way learners chose their subjects. A large divergence in school subject offering was identified where Anders et al (2018) noted that some schools offered subjects that leads to both academic and vocational courses while others offered subjects that led to academic courses only. School subject offering policy hindered taking up of certain subject combinations that Anders et al (2018) found out that it shattered the dreams and aspirations of learners towards assuming certain career paths. Therefore, Yamin (2014) advocated for a just and open subject selection process. That notwithstanding, Anders et al (2018) in their research confirmed that 19% of the learners liked certain subject combinations but some subjects weren't offered in their schools which affected choice of humanities subjects. Thus, school policy on subject selection was informed by learners' individual needs, school capacity to offer certain subjects and school

category. Furthermore, policies on subject choices differed from one school to another in respect to; subject count, time of subject selection and minimum requirements for entry into a subject. Sometimes learners expressed dissatisfaction with the subject picked earlier hence sought for subject change which affected learners' subject uptake. They considered subject change since they disliked the teacher teaching the subject, a felt that the subject was difficult (Poskitt and Bonney, 2016), when subject content clashed with their expectations (Whiteley and Porter, 1998), switch in career goals or faced emotional stress (Githaiga, 2012), when uncertainty and anxiety resulted from unguided and rushed decision making (Yamin, 2014). School policy on subject choice was intended to shape decisions that learners made regarding subjects choice which had important consequences on KCSE examination candidature, future academic and career outcomes. Finally, it was crucial to indicate that a schools might have multiplicity of policies but school policy on subject choice was equally potent.

2.4 Learners Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

Learners support of subject choice in humanities discussed was on their possession of positive attitudes, study habits adopted and gender perceptions created by themselves and the society towards uptake of humanities subjects.

2.4.1 Possession of Positive Attitudes

The attitudes student demonstrated determined their choice of subjects as they got into senior secondary, where according to Okumu (2013) students' attitudes influenced

subject choice. Similarly, Osoro (2006) affirmed that attitudes played a greater role in an individual tendency towards a subject. If students possessed positive attitude towards a subject and the methods the teacher used to deliver its content, they easily considered it as their preferable choice. Learners' attitudes towards an instructional process determined subject uptake and outlook to further a subject after secondary education (Osoro, 2006). Krathwohl's taxonomy theory showed that attitudes portrayed towards something at the preliminary stages molded ones' future decisions. Langat (2015) concluded that attitudes influenced perceptions and beliefs about excelling in a subject. Learning of a school subject was enhanced when learners managed it themselves, established goals and monitored their own progress which could only be possible when they possessed positive attitudes towards a learning process. Furthermore, Langat (2015) indicated that attitudes determined efforts and the behavior they possessed towards a subject in terms of learners motivation, completion of assignments and learners cooperation during classwork activities. To strengthen subject learners' engagement, enjoyment and afterwards uptake, positive dispositions were developed and maintained. Berkova, Krejcova and Novak (2020) indicated that learners' attitudes stimulated them to study the subject matter more profoundly, thus teachers paid attention to learners attitude with view to influence them make choices of their own learning outcomes. Thus, attitudes influenced the confidence level of learners in terms of feeling about getting good grades, tackling tasks and desired to pursue a course related to a subject in the future. Therefore, students' positive attitudes grossly supported learners' decisions in choice of humanities subjects which raised KCSE examination candidature.

2.4.2 Study Habits Adopted

Inadequate study skills and lack of study purpose affected learners' ability to make right choices of subjects (Siahi and Maiyo, 2015). Good study habits aroused learners' interests in a subject which increased the likelihood of making correct choice of a subject, where Siahi and Maiyo (2015) concluded that better standards, germane values and enriched learning environments coupled with high reflective intellectual capacity improved study habits. Secret of subject selection was tied to understanding learning process of a subject which was acquired through developing good study habits, which built stronger academic foundation thus determined subject take up. Ajai, Shiaki and Bulus (2020) stated that possession of good study habits was a recipe for active learning that shaped memorizing and remembering abilities. Proficiency in studying made learners achieve more in a subject, where Ebele and Olofu (2017) noted that passionate study in a subject increased interest, dedication and commitment to achieve future career goals and objectives. Rabia et al (2017) found out that exam unpreparedness caused stress and anxiety leading to poor grades. The level of learner subject achievement depended on study methods applied (Abenga and Mutsotso, 2010). When a varieties of study methods were applied, self-awareness was needed which identified methods that work best in their case. Humanities subjects were in the same cluster and virtually had almost similar difficulty index but study methods applied differed. Hora and Amanda (2017) confirmed that different subjects required different approaches to studying and learners' determination to study was to satisfy certain subject requirement such as achieving a minimum grade to choose a subject. Good mastery of study skills enabled learners to enjoy their studies more.

Nevertheless, some learners exhibited negative personal traits while studying which include; lack of concentration, feeling bored, tired and sleepy. These were detrimental in achieving the desired ends of a study time. Learners engaging in a fruitful and productive studies increased their possibility to choose a subject but contrary to that propensity to select a subject was affected negatively by their non-committal to study. Finally, good study habits exhibited at the preliminary stages of secondary education allowed learners to utilize their full potential in a subject which enabled them make informed decision in choice of a subject which had significance on KCSE examination candidature in humanities.

2.4.3 Gender Perceptions

Construct approach showed that boys liked doing Geography alongside subjects like physics than girls. Kiiru (2015) noted that gender difference affected subject choice since its stereotypes influenced judgment on subject selection. Boys showed an affirmative approach towards Geography compared to girls but if girls were highly motivated they developed positive perception towards a particular subject. Gender perceptions permitted boys and girls to choose completely different educational paths (Vleuten et al, 2016). Hubbard (2006) found out that a combination of factors like school tradition, community and family notion formed gendered attitudes and beliefs which determined learner perceptions and behaviors towards choice of a particular subject. Vleuten et al (2016) concluded that more traditional gendered ideologies influenced learners' subject preference which made them make more gendered stereotypical educational choices. Dom and Yi (2018) found out that some societies considered some subjects masculine and this made girls to be reluctant to choose and

pursue them but those that chose and pursued, overrode gendered social and cultural perceptions. Gautum (2015) found out that in patriarchal societies fathers had power to instruct and guide their daughter's subject choices and gender mediated the entire decision making process. Therefore, gender played a role in learners' choice of a subject which have implications on KCSE examination candidature in humanities.

2.5 Summary of Literature Review and Research Gaps Analysis

The chapter discussed teachers, schools and learners support of subject choice and their implications on KCSE examination candidature. Firstly, teachers support is premised on activity based techniques where learners acquired skills and knowledge to achieve the objectives of the subject content in a manner that engaged the imaginations of learners. However, time constrains affected developing and implementing organized activities within the lesson timeframe. Ivanova, Asparuhova and Pener (2014) found out that there exists a dichotomy between meeting the expected learning outcomes in a subject and learners' individual needs. Teachers qualification enabled them apply instructions in an interesting manner which captured learners attention. Thus, most secondary schools lacked funding for regular teachers training that have made them less professional in their teaching (Teacher development trust report, 2017). Teachers were charged with responsibility of fostering positive attitudes that shaped learners thoughts, feelings and behaviors to accomplish tasks and liked the subject but in cases where teachers were unable to uphold or promote right attitudes learners motivation and achievements were hurt (Marroquin, 2018). Secondly, on schools support, school instructional resources should be adequate, available and utilized to make instructional process captivating and exciting hence

made learners to like a subject, Mwangagi, Okemasisi and Odhiambo (2022) noted that school principals were still struggling in provision of required resources and Kapur (2019) revealed that utilization of the available resources were still faced with drawbacks. School maintained a better performance which encouraged learners to work zealously towards higher academic achievement which qualified them to take–up humanities subjects. Onderi, Kiplangat and Awino (2014) found out that low learner motivation, parents low level of literacy and peer influence contributed to poor performance in national examinations. Thus, if these concerns were addressed it maintained better academic performance. School career guidance is needed to direct learners to make informed decisions on subject choice but neglect in enhancing quality career guidance services in schools resulted from the following; career guidance teachers lacked right skills, inadequate career guidance and counselling resources and facilities, career guidance teachers were overloaded with high academic workloads and had insufficient information hence low implementation of career guidance services (Orenge, 2011). School policy shaped learners decisions in choice of subjects was in terms of subject provision, qualifications for entry, subject count, timeframe for change and other vital aspects of subject choice which was integrated in a school subject selection policy. Although most schools lacked an extensive policy framework that guided on subject selection. Thirdly, on learners support, students' attitudes molded the decisions that learners took in subject selection process but schools played a crucial role in improving learners attitudes which had contributed to low learners achievement (Baidoo-Anu, 2018). Learners healthy study habits adopted impacts on the level of content mastery, reflection and remembrance hence determined learners'

choice of humanities subjects. Nevertheless, learners experienced cognitive challenges, inadequate study skills and burdens of assignments (Chan and Sidhu, 2015). Learners' gender which was a construct of societal perception that males and females assume varying educational paths that dictated learners' subject choice. Global gender gap report (2022) indicated that gender disparity was still prevailing in educational institutions and subsequently in the labor market. The controversies identified includes; is time to examine the subject curriculum goals enough as compared with the time taken in curriculum implementation considering that summative exams were for grading and certification? Is subject choices due to initial decision at the beginning of secondary education or subsequent decisions during the curricula implementation process?

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter encompassed research design, target population, sample size and sampling technique, research instruments, data collection procedures and methods of data analysis.

3.2 Research Design

Descriptive survey research design was used in this study. The design was used to determine and report the actual conditions and made descriptions of the behaviors, attitudes, values and characteristics of the phenomena (Mugenda and Mugenda, 2003). It systematically investigated the study variables although it proved deficient in establishing the main causes of the problem experimentally. It was therefore appropriate design to assess subject choice in humanities and its implications on KCSE exam candidature in public secondary schools in Laikipia County.

3.2.1 Study Variables

The main variables in the study were independent variables that remained constant most of the time, dependent variable that changed in the cause of time and mediator variable that explained the relationship between independent and dependent variables. Subject choice in humanities was the independent variable and under it were sub variables and specific indicators, KCSE examination candidature was the dependent

variable while registration of learners for KCSE exam as candidates was the mediator variable in this study.

3.2.2 Research Methodology and Specific Data Collection Methods

This study used mixed research method. Data collection methods used were; filling in questionnaires, interview schedules, review of office documents and content analysis.

3.2.3 Locale of the Study

The study was carried out within Laikipia County in some of the sampled secondary schools. The respondents were drawn from the department of humanities mainly the subject teachers and students. The principals were also major interviewees. The locale was suitable for research study since it was established to have experienced low uptake of humanities subjects and heightened inconsistencies in number of KCSE examination candidature in humanities subjects for several consecutive years (Laikipia county education office report, 2016-2019). The researcher also chose the locale because of his familiarity with the study area and provided the needed information about subject choice in humanities and its implications on KCSE examination candidature. Above all the researcher proximity to the study area saved time and funds when conducting the actual research.

3.3 Target Population

Target population provided the scope in which relevant and required data was collected. The target population for the study was 94 principals, 282 humanities subject teachers, 6800 form four candidates. The researcher used aforementioned population since they were experienced and well versed with the supportive roles that

determined learners' decisions on choice of humanities subjects and its implication on KCSE examination candidature.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

Simple random sampling is a procedure where all the individuals in the target population had equal chance of being selected as members of a sample. Schools were selected using simple random sampling through a lottery technique. Stratified random sampling is a technique where the samples are selected considering the sub groups in the target population and thereafter a random selection applied in each sub group. This technique was used to select a representative sample of the students from the selected schools. Purposive sampling is where all the cases to be studied are included in the sample. This method was used to select principals and teachers, since all the sampled schools had only one principal and three humanities subject teachers.

3.4.2 Sample Size

The researcher selected 20 secondary schools that were used as research institutions representing 21% of the targeted 94 secondary schools in Laikipia County. Since every sampled school had only one principal and 3 humanities subject teachers, a total of 20 principals and 60 humanities subject teachers were selected representing 21% of the target population respectively. The researcher also selected 120 form four candidates where Slovin's formula was employed then stratified them according to their gender and later a representative sample was randomly selected. The Slovin's formula is shown below.

$n = \frac{N}{(1+Ne2)}$ where n is the sample size required, N is the target population while e

is the margin of error. The representative sample of form four students was calculated

as follows;

$\frac{6800}{1+6800(0.0905)2} = 120$ students.

Table 3.1: Target Population and Sample Size of the Respondents

Respondents size	Sampling procedure	Target population	Sample
Principals	Purposive		94
20			
Subject teachers	Purposive		282
60			
Students	Stratified random		6800
120			
Total		**7176**	**200**

Source: Researcher

3.5 Research Instruments

Questionnaires and interview schedules were used to collect primary sources of data

while analysis of content from journals, textbooks, office documents from schools &

county directors' office, relevant internet sources were secondary sources of data that

complimented respondents' information from the field.

3.5.1 Questionnaire for Teachers

Questionnaires comprised of structured closed ended and open ended questions which had the following sections. Section A dealt with demographic information such as gender, level of academic qualification and period of teaching experience. Section B to D dealt with questions on schools support of subject choice, teachers support of subject choice and learners own support of subject choice.

3.5.2 Questionnaire for Students

Questionnaire for students were structured with close ended questions which comprised of several sections. Section A solicited information regarding gender and school status. Section B to D comprised of questions on schools support of subject choice, teachers support of subject choice and learners support of subject choice.

3.5.3 Interview Schedules for Principals

The researcher used interviews which aimed at gaining a complete understanding of the topic under investigation (Orodho, 2009). The interview schedules comprised of several sections. Section A dealt with demographic information such as gender, level of academic qualification and period of teaching experience while section B to D dealt with interview questions that related to; schools support of subject choice, learners support of subject choice and teachers support of subject choice.

3.6 Pilot Study

Piloting was conducted that determined the validity and reliability of the instruments. The research instruments were piloted in one school in the county. Clarity and suitability of language used was assessed and later necessary revision was done.

3.6.1 Reliability

Reliability of the instruments was established by administering the same instrument twice to the same group of subjects to determine the stability of the instruments. The Spearman rank order correlation was employed that computed the correlation coefficient to determine how consistent the subject responses were every time the instruments were administered (Orodho, 2009). The Spearman rank order correlation coefficient formula used and is shown below.

$p = 1 - \frac{6 \sum d2}{n3-n}$ where p is the Spearman rank correlation coefficient, d is the difference in the two ranks of each instrument administration and n is the number of questions per instrument. To determine the reliability of the instruments, the researcher calculated correlation coefficient of each instrument as follows;

Learners questionnaire $\qquad = 1 - \frac{6(-2.683)2}{(6)3-6} = 0.8$

Teachers questionnaire $\qquad = 1 - \frac{18(-12.166)2}{(18)3-18} = 0.53$

Principals interview guide questions $\quad = 1 - \frac{9(-6.197)2}{(9)3-9} = 0.52$

Therefore, overall correlation coefficient of all the research instruments was (0.62) which met acceptable limits of instruments reliability.

3.6.2 Validity

To ensure that the instruments measured what they were supposed to measure. Content validity was measured that ensured that the instruments had items which covered the

required aspects of the study topic. Experts were involved in review and checked the relevance of the items to ensure their clarity and comprehensiveness (Orodho, 2009). Yusoff (2019) suggested that where the experts were in agreement with an item a score of 1 was assigned while disagreement scored of 0. Thus, researcher calculated item content validity index and the formula below.

$$\text{I-CVI} = \frac{Number\ of\ experts\ in\ agreement\ with\ the\ item}{Total\ number\ of\ experts}$$

Afterwards, scale content validity index across all the items in each questionnaire was also calculated and the formula below was used.

$$\text{S-CVI} = \frac{Sum\ total\ of\ all\ the\ I-CVI}{Total\ number\ of\ items}$$

Principals question guide $= \frac{8.58}{9} = 0.95$

Teachers questionnaire $= \frac{15.3}{18} = 0.85$

Learners questionnaire $= \frac{5.57}{6} = 0.93$

Therefore, overall scale content validity index of all the research instruments was (0.91) which met acceptable limits of content validity.

3.7 Data Collection Procedures

The researcher together with the trained assistant researcher administered questionnaires to six learners who were first briefed on the reasons for the study and how to fill in the questionnaire. The research questionnaire was then administered to three subject teachers in the humanities department. They filled in the questionnaire

and handed it over to the assistant researcher, although some were very busy and requested for extra time to have filled in the questionnaire. Later a face to face interview with the principals was conducted, while filling in the interview questions. The researcher assured the information provided would be treated with utmost confidentiality. All the respondents were given enough time to have filled in the questionnaires and an extensive interview was conducted despite some cases of long hours of waiting due to the principals busy schedules. Although some delegated either to their deputies or heads of humanities department.

3.8 Data Analysis

Quantitative data was analyzed using descriptive and inferential statistics with assistance of Microsoft Excel and statistical package of social sciences (SPSS) program. The descriptive data was presented using graphs, charts, chi square tables, frequency distribution tables, Z score distribution tables and percentages. Qualitative data from the interviews was analyzed thematically and verbatim reported.

3.9 Logistical and Ethical Considerations

After research proposal was approved research instruments were duplicated to be dispatched to the individual sampled schools. A research authorization letter and a permit from national commission of science, technology and innovation (NACOSTI) was obtained. The researcher also got an authority letter from state department of education Laikipia County. A letter introducing the researcher, research study topic and instructions to the respondents was attached to every research instrument. After consent was granted from the school principal the researcher proceeded with data

collection exercise. Confidentiality was assured where the researcher was to ensure that information provided was secretive and only used for the purposes of the research study. Capital letters and numbers were used to code respondents' identities which ensured that their individual names and names of their schools remained concealed for anonymity purposes.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATIONS AND DISCUSSIONS

4.1 Introduction

This chapter entailed data analysis, presentations and discussions of the study findings. The study findings were pegged to the following objectives: to determine teachers support of subject choice in humanities and its implications on KCSE exam candidature in public secondary schools in Laikipia county, to ascertain schools support of subject choice in humanities and its implications on KCSE exam candidature in public secondary schools in Laikipia county and to establish learners support of subject choice in humanities and its implications on KCSE exam candidature in public secondary schools in Laikipia county.

4.2 Demographic Information of the Respondents

4.2.1 Response rate

The study targeted 120 humanities students, 80 humanities subject teachers and 20 principals. The response rate was as shown in the table below.

Table 4.1: Response Rate

Respondents %	Expected	Achieved
Principals	20	14
70%		
Teachers	60	48
80%		
Students	120	92
76.7%		
Total	200	154
75.6		

The overall response rate was (75.6%) and the respondents participated willingly and voluntarily. Fincham (2008) indicated that a survey response rate of (60%) and above was the target that every researcher expected to achieve. Therefore, the response rate achieved in this study was sufficient for data analysis.

4.2.2 Gender of the Respondents

The researcher sought information pertaining gender of the respondents and presented the findings in the figure below.

Figure 4.1: Gender of the respondents
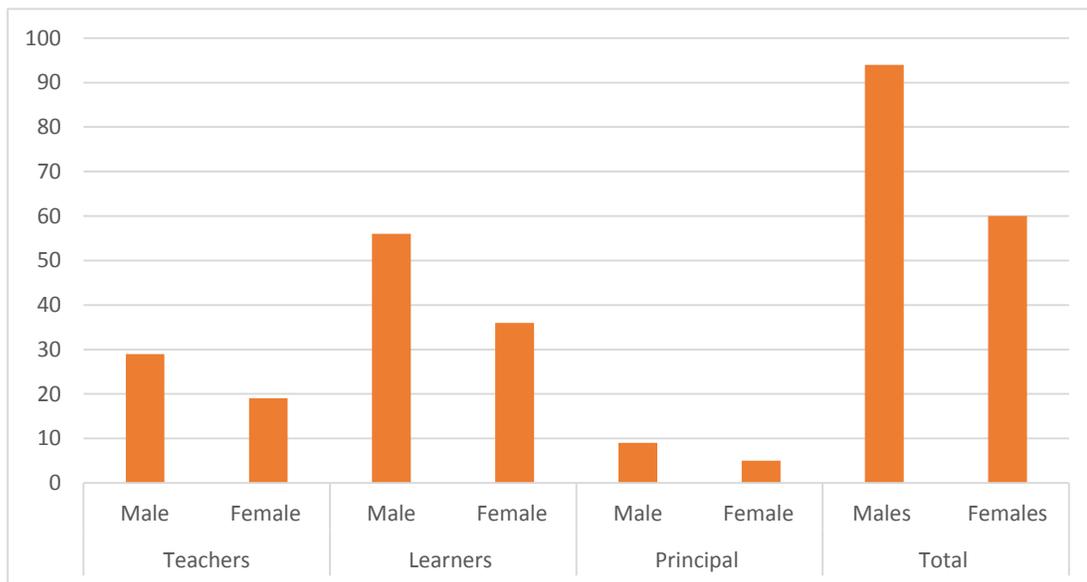
The data collected revealed that majority of the respondents were males at 94(61%) while minority were females at 60(39%). This indicated that majority of the males in Laikipia County contributed greatly in provision of information pertaining subject choice in humanities and its implications on KCSE exam candidature.

4.2.3 Category of the Schools.

The researcher investigated on the categories of the schools in Laikipia County and presented the findings in the table below.

Table 4.2: Categories of the Schools in Laikipia County

Schools	Frequency	Percentage (%)
Boys schools	2	14
Girls schools	2	14
Mixed schools	10	72
Total	14	100

The findings showed that mixed schools were at (72%), boys schools at (14%) while girls schools at (14%). This indicated that all the respondents from all the schools categories in Laikipia County were represented in data collection exercise.

4.2.4 Academic Qualifications of the Respondents

The researcher sought on academic qualifications of the respondents and presented the findings in the figure below.

Figure 4.2: Academic Qualifications of Respondents
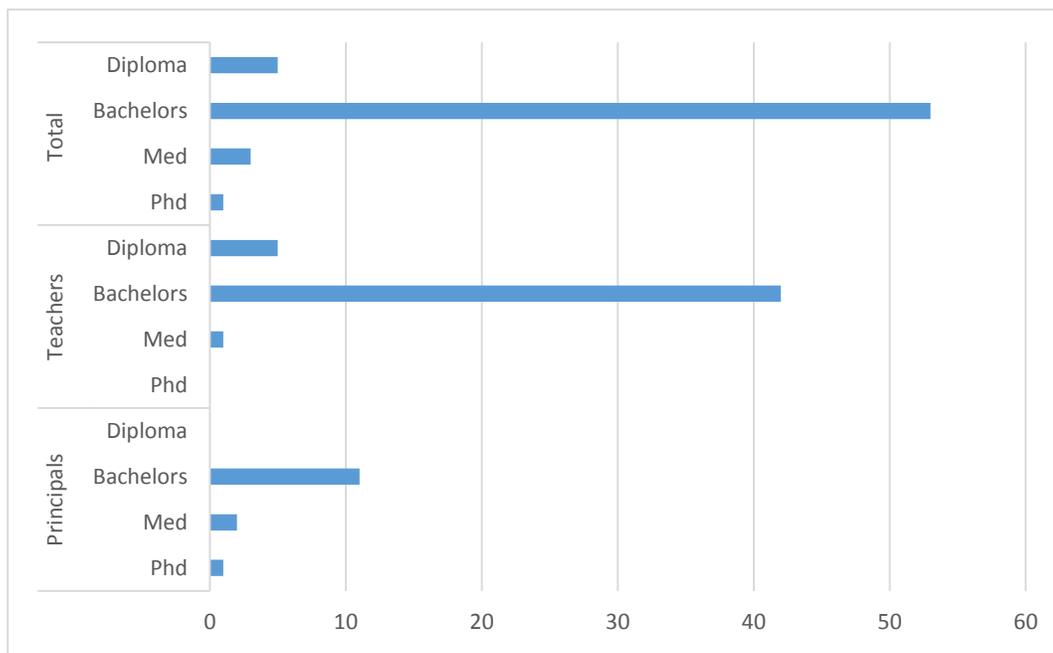
The findings revealed that majority of the respondents had bachelors degree as the highest academic qualifications at 52(84%), followed by diploma at 5(8%), then masters degree at 3(5%) and finally doctorate degree at 1(2%). This indicated that majority of the respondents that is principals and teachers had bachelors degree which was a requisite qualification to demonstrate leadership in instructions and to teach humanities subjects. Above all they provided sufficient data for this study.

4.2.5 Experience of the Respondents

The researcher established information pertaining the experience that principals and teachers had in teaching and matters concerning subject selection and presented the findings in the figure below.

Figure 4.3: Experience of the Respondents
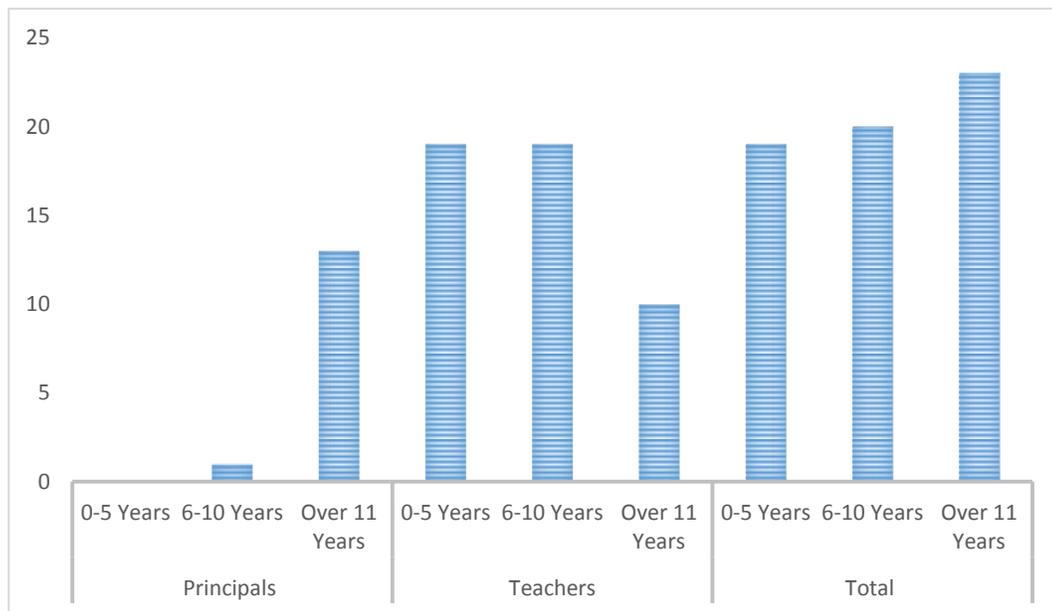
The findings showed that majority of the respondents had an experience of over 11 years at 23(37%), followed by 6-10 years of experience at 20(32%) and finally 0-5 years of experience at 19(31%). This indicated that most of the respondents had a wealth of experience in teaching and matters related to subject selection.

4.3 Objective One: Teachers Support of Subject Choice in Humanities and it Implications on KCSE Exam Candidature.

4.3.1 Level of Agreement with Teachers Support of Subject Choice in Humanities and Its implications on KCSE Examination Candidature

Mogaka, Maobe and Basweti (2019) concluded that teachers support was pivotal towards learners' subject uptake. This study sought on whether learners considered teachers support in their subject choice which was indicated by activity based techniques teachers applied, teachers' attitudes and qualifications and its implications on KCSE exam candidature. Learners responded on level of agreement using the 4-pointed Likert scale provided which was; highly agree(HA), moderately agree(MA), lowly agree(LA) and disagree(D) and the results were presented in the figure below.

Figure 4.4: Level of Agreement with Teachers Support of Subject Choice in Humanities and Its implications on KCSE Examination Candidature

	The teacher applies effective teaching methods	The teacher has a positive attitude	The teacher is well qualified to teach
Disagree	3.3%	2.5%	3.3%
Lowly agree	1.7%	10%	1.7%
Moderately agree	25%	18.3%	25%
Highly agree	70%	69%	70%
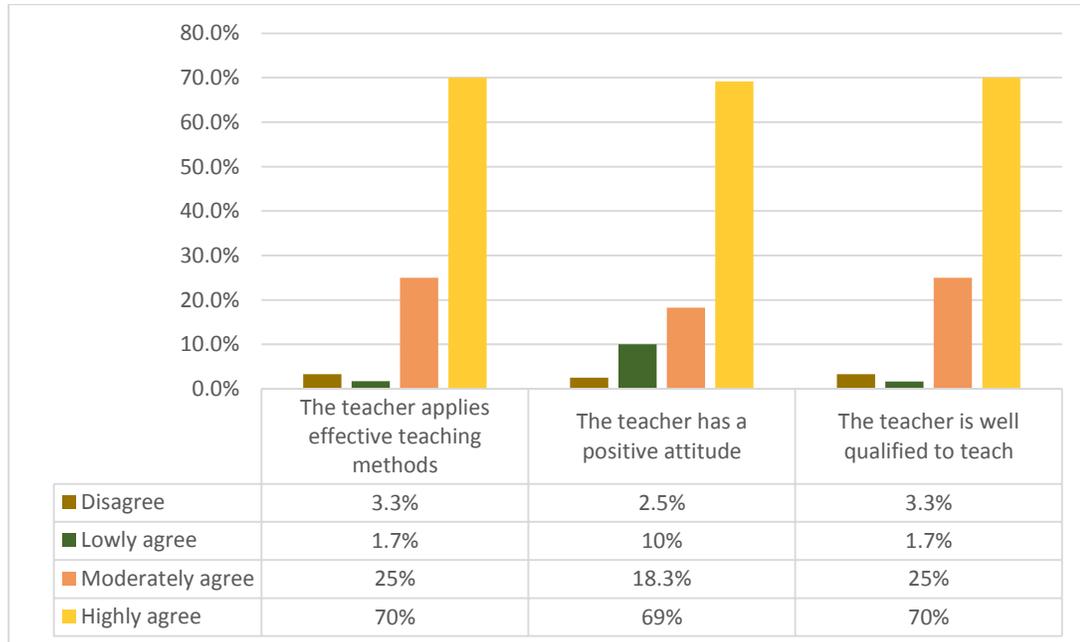
The findings revealed that: majority of the learners highly agreed at (70%) while minority moderately agreed at (25%), lowly agreed at (1.7%) and disagreed at (3.3%)

that teachers applied activity based methods to deliver content which was consistent with Javed (2018) findings that teachers' methodology attracted students to select a subject. Majority of the learners highly agreed at (69%) while few moderately agreed at (18.3%), lowly agreed at (10%) and disagreed at (2.5%) that teachers had positive attitude which confirmed Sivakumar (2018) findings that teachers had favourable attitudes towards teaching which boosted learners subject uptake. Most learners highly agreed at (70%) while some moderately agreed at (25%), lowly agreed at (1.7%) and disagreed at (3.3%) that teachers were well qualified to teach humanities subjects which supported subject choice where Garcia (2003) indicated that when teachers were sure, well trained to use preferable methodologies in teaching, it raised learners expectations in a subject. Therefore, learners highly agreed that they considered teachers support in their subject choice in humanities which had implications on KCSE examination candidature.

4.3.2 Relationship between Teachers Support of Subject Choice in Humanities and KCSE Exam Candidature

The study unraveled on the relationship between teachers support of subject choice indicated by teachers activity based techniques used, attitudes and qualifications and KCSE examination candidature where teachers responded on extent of relationship using the 5-pointed Likert scale provided which was; very great extent -1, great extent -2, moderate extent – 3, low extent – 4 and very low extent -5. The reseacher performed chi square test of independence that examined the relationship and the results were presented in the table below.

Table 4.3: Relationship between Teachers Support of Subject Choice in Humanities and KCSE Exam Candidature

<u>**Chi-square Test**</u>

X^2 value	N	Df	p-value
49.50		48	.05
.00			

The chi square test results showed that X^2 value was (49.50) which meant that there was statistically significant relationship between teachers support of subject choice in humanities and KCSE examination candidature. This implied that teachers support of subject choice indicated by activity based techniques used, their qualification and attitudes had implications on KCSE examination candidature. Teachers cultivated positive attitudes towards humanities subjects which increased learners uptake (Rono and Rono, 2016). Al- Banna and Aziz (2014) emphasized on good principles of effective use of appropriate strategies in instructional delivery that were productive and likely created more positive influence in a subject. Pillai (2012) pinpointed that teachers knowhow provided pivotal exposure to didactic pedagogy, classroom management, work-life balance, soft skills to educators among others hence required more attention that increased learners' enthusiasm to pick a subject which had implications on KCSE examination candidature.

4.3.3 Activity Based Techniques Applied

Bolinger and Warren (2007) said that use of teachers acquired knowledge on teaching methods determined the outcome of the teaching and learning process. The researcher dug deep on how good teachers applied activity based techniques in content delivery.

Table 4.4: Teachers Application of Activity Based Techniques

How Good (%)	Frequency	Percentage
Very good	36	75
Fairly good	12	25
Somehow good	0	0
TOTAL	48	100

The findings revealed that most of the repondents were very good at (75%), some fairly good at (25%) while none were somehow good at (0%) in application of teaching techniques. This meant that most teachers had the right pedagogical skills and competences to implement humanities subjects instructions which raised learners expectation to further the subject. Makori, Maobe and Nyangeri (2019) concluded that teachers detailed description of instructions made learners to understand concepts clearly and this boosted learners morale hence made favorable decision for subject

uptake. Principals interviewed cited some of the activity based techniques that included;

Guided group discussions, questions and answers (SSP 1, 2021). Projects, fieldwork and peer teaching (SSP 2, 2021). These methods had a positive influence
in learners uptake of humanities subjects. (SSP 1, 2021).

Therefore, application of activity based techniques supported learners subject uptake in humanities which had implications on KCSE examination candidature.

4.3.4 Teachers Qualification

Thoonen et al (2011) concluded that teachers improved knowledge on their instructional delivery through regular training was found to have an impact towards teaching and determined learners decisions on subject choice. Teachers were qualified through their own teaching experience, knowledge and skills acquired before or during their profession. The researcher identified avenues of teacher qualification which includes; preservice training, continuous in-service training, vicarious learning and training through mentorship. The study sought on the kinds of teacher training that was most impactful in their proffessional practice and the findings were presented in the table below.

Table 4.5: Kinds of Teacher Training

Kind of teacher training	Frequency	Z Score
Pre service training	38	0.91
In service training	32	0.51

Training through mentorship	24	-0.03
Vicarious learning	4	-1.38

The findings showed that frequencies had a mean of (25) which was a representative central value of all the frequencies and standard deviation of (15) which indicated that frequencies were highly spread out from the mean. The skewedness coefficient was (-0.692) which indicated that frequencies were negatively skewed while kurtosis coefficient was (1.47) which indicated that frequency distribution was leptokurtic. Orodho (2003) noted that the higher the Z score value standard deviation from the mean, the better the performance. The Z score was calculated using the formula below.

$Z = \{ \frac{x_i - x}{SD} \}$ where Z is the standard or Z-score, x_i is any raw score of the frequency, x is the mean of the frequencies and SD is the standard deviation.

The findings further revealed that pre service training had the highest frequency of (38) and Z score of (0.91) hence was most impactful, it was followed by in-service training with a frequency of (32) and Z score of (0.51), then training through mentorship had a frequency of (24) and Z score of (-0.03) and finally training through vicarious learning which had the lowest frequency of (4) and Z score of (-1.38) hence was less impactful. Eduwen (2016) indicated that pre service training were good by their own nature, nevertheless they couldn't fully equip teachers with emerging and current ideas in an instructional process. Therefore, in-service training was imperative in updating teachers skills, knowledge and competencies. That notwithstanding,

emphasis was required on teacher mentorship which reaffirmed gained professional skills, knowledge and experiences to mentees (McKnight, Fisch and Donkin, 2013) and in vicarious learning, skills and knowledge were acquired by observing and imitating positive behaviors of others (Bandura, 1979). Principal interviewed affirmed that:

> Preservice training and any in-service training that is information communication
> and technology (ICT) integrated could have a huge impact on teachers instructional delivery in the 21st century and at a great extent teachers used the skills they have acquired (SS principal 5, 2021).

When teachers' qualification ultimately improved, it supported subject uptake of learners (Ombati, 2012) which had implications on KCSE examination candidature in humanities.

4.3.5 Building Positive Attitudes in a Subject

Garcia (2003) found out that attitudes demostrated were obstacles towards the roles that teachers played in subject choice. The researcher probed on building of positive attitudes towards teaching and learning of humanities subjects. Teachers responded on level of agreement to the statements on teachers building of positive attitude guided by a 5-pointed Likert scale which were; strongly agree(SA), agree(A), moderately agree(MA), lowly agree(LA) and undecided(U) and presented the findings in the table below.

Table 4.6 : Building Positive Attitudes in a Subject

Statements SD	Max (%)	Min (%)	Range (%)	M
I enjoy teaching humanities				

	Max	Min	Range	M	SD
subjects	50	2	48	9.6	11
I feel relaxed while teaching humanities subjects	50	2	48	9.6	10
I encourage learners to pick humanities subjects	52	2	50	9.6	10
I strive to make humanities subjects easier for learners	48	2	46	9.6	9
I always create learner interest in humanities subjects	40	2	38	9.6	8
I perceive humanities subjects to be easy for learners	35	3	32	9.6	8
I always motivate my learners to like humanities subjects	44	4	40	9.6	7

The findings showed that teachers; enjoyed teaching humanities subject at (Max = 50%, Min = 2%, Range = 48%, M= 9.6, SD = 11), felt relaxed while teaching humanities subject at (Max = 50%, Min = 2, Range = 48%, M = 9.6, SD = 10), always encouraged their learners to pick humanities subjects at (Max = 52%, Min = 2%, Range = 50%,M = 9.6), SD = 10), strived to make the subject easier for learners at (Max = 48%, Min = 2%, Range = 46%, M = 9.6, SD = 9), always created learner interest in learning humanities subjects at (Max = 44%, Min = 2%, Range = 42%, M = 9.6, SD =7), perceived the subject to be easy for learners at (Max = 35%, Min = 3%, Range = 32%, M =9.6, SD = 8), and finally always motivated learners to like humanities subjects at (Max = 44%, Min = 4%, Range = 40%, M = 9.6, SD = 7).

Contrary to Garcia (2003) findings that teachers were competent and had good mastery of the content, although their attitudes towards teaching humanities subjects was low. Principals interviewed on teachers attitudes towards humanities subjects stated that;

> I can rate the attitude of my teachers as being very positive. My teachers have shown good attitudes towards teaching humanities subjects (SSP 1, 2021). ……am satisfice with teacher attitudes and it have affected learners uptake of humanities subjects positively (SSP 2, 2021). I am for the opinion that uptake of subject is more tied to learner performance than teachers attitudes (SSP 3, 2021).

This study proved that majority of teachers possessed and fostered right attitudes towards teaching humanities subjects which supported learners' decision on subject choice which had implications on KCSE examination candidature.

4.4 Objective Two: Schools Support of Subject Choice in Humanities and Its Implications on KCSE Exam Candidature

4.4.1 Level of Agreement with Schools Support of Subject Choice in Humanities and Its implications on KCSE Examination Candidature

Smyth and Hannan (2007) indicated that schools were found to have directed learners choice of subjects and in the same vein Okumu (2013) recommended that schools supported subject choice and career decisions of learners. This study sought on whether learners considered schools support in their subject choice which was indicated by provision of instructional resources, career guidance programs, maintenance of better performance and policies on subject choice and its implication on KCSE exam candidature. Learners responded on level of agreement using a 4-

pointed Likert scale provided which was; highly agree(HA), moderately agree(MA), lowly agree(LA) and disagree(D) and the results were presented in the figure below.

Figure 4.5: Level of Agreement with Schools Support of Subject Choice in Humanities and Its implications on KCSE Examination Candidature

	The school has adequate resources that are motivating	The school provides effective career guidance before subject selection	The subject has a good performance track record in exams	The school policy on subject choice dictated on my choice
■ Disagree	2.5%	9.2%	4.2%	25%
■ lowly agree	4.2%	18.3%	9.2%	25%
■ moderately agree	14.5%	25.8%	20.8%	12.0%
■ highly agree	78.8%	46.7%	65.8%	38%
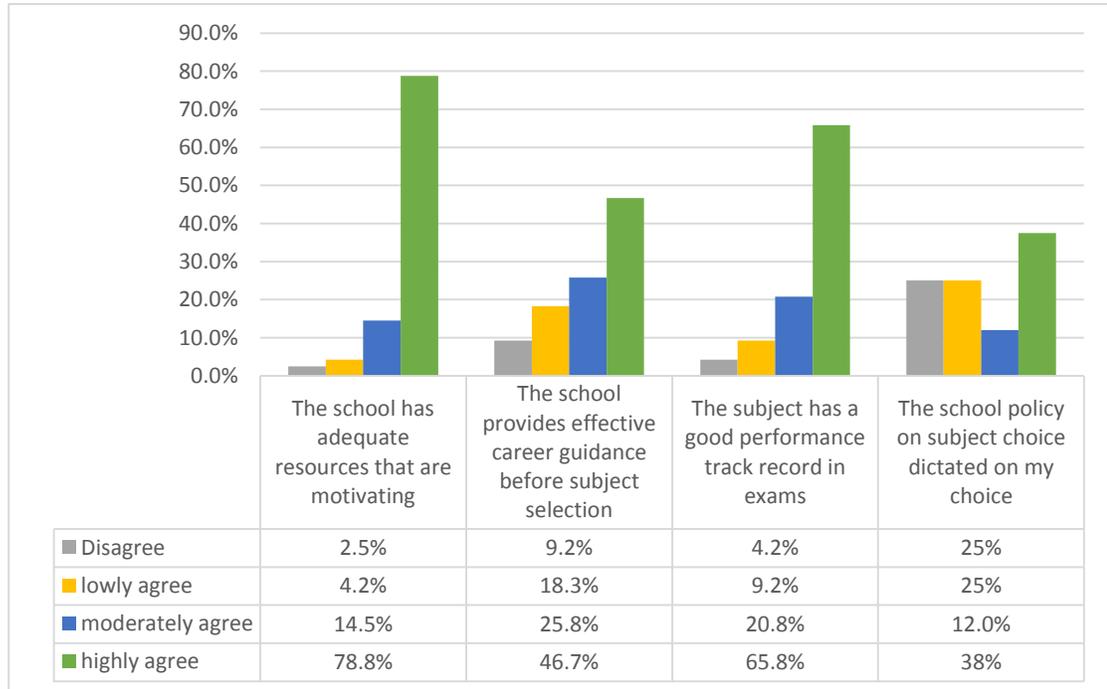
The findings showed that: most learners highly agreed at (78.8%) while few moderately agreed at (14.5%), lowly agreed at (4.2%) and disagreed at (2.5%) that adequate resources in a subject supported learners decisions on subject choice which confirmed Ndalichako and Komba (2014) findings that availability of resources in a school raised learners' interests and dictated their choice of a particular subject. Majority of the learners highly agreed at (46.7%) while some moderately agreed at (25.8%), lowly agreed at (18.3%) and disagreed at (9.2%) that career guidance before subject selection determined learners' subject choice which Atweh et.al (2005) found out that it assisted learners to select subjects and provided information of the available

career opportunities. Majority of the learners highly agreed at (65.8%) while minority moderately agreed at (20.8%), lowly agreed at (9.2%) and disagreed at (4.2%) that schools good performance track record shaped learners' decisions on subject choice where Javed (2018) indicated that teachers guided their learners on subject to select in accordance with their previous performance and their abilities. Majority of the learners highly agreed at (38%) while others moderately agreed at (12%), lowly agreed at (25%) and disagreed at (25%) that policy on subject choice was in terms of subject offering, change and combinations which played crucial roles in learners choice of subjects in a school. Therefore, learners highly agreed that they considered schools support in their subject choice which had implications on KCSE examination candidature.

4.4.2 Relationship between Schools Support of Subject Choice in Humanities and KCSE Exam Candidature

The study unveiled the relationship between schools support of subject choice indicated by career guidance, provision of relevant resources, maintenance of better academic performance and policy on subject choice and KCSE examination candidature where teachers responded on extent of relationship using the 5-pointed Likert scale provided which was; very great extent -1, great extent -2, moderate extent – 3, low extent – 4 and very low extent -5. The reseacher performed chi square test of independence that examined the relationship and the results were presented in the table below.

Table 4.7: Relationship between Schools Support of Subject Choice in Humanities and KCSE Exam Candidature

Chi-square Test

X^2 value	N	Df	p-value
15.16	48	.05	.23

The chi square test results above showed that X^2 value is (15.16) which meant that there was no statistically significant relationship between schools support of subject choice in humanities and KCSE examination candidature. This implied that schools support of subject choice indicated by career guidance, provision of resources, maintenance of better academic performance and policy on subject choice had no implications on KCSE examination candidature. Schools took stringent measures that ensured learners met certain targets in their previous exam where Parker, Rennie and Fraser (1995) acknowledged that it shaped learners subject choice. Amoah, Kwofie and Kwofie (2015) concluded that counsellors guidance on learners career choices was low therefore if entrenched assisted more learners to easily identify their possible career pathways which focused on furthering certain subjects that matched learners' career interests and prospects. Learners interaction with a variety of instructional resources bred interests (Cheruyoit, Kibett and Konyango, 2017) thus heightened subject content acquisition, easily comprehended information in different versions thereby sought more understanding which improved their possibility of choose their subjects wisely. School policy on subject offering determined the cluster subjects which qualified entry into a course at tertiary education level, where Koga (2018)

found out that if regularly reviewed it encouraged more learners take up of certain subjects which had implications on KCSE examination candidature.

4.4.3 Provision of Instructional Resources

According to Ngeno (2015) instructional resources were paramount inputs towards effective teaching and learning but their inadequacy discouraged learners to select a subject (Kiiru, 2015). The researcher sought on adequacy of instructional resources and the findings were presented in the table below.

Table 4.8: Adequacy of Instructional Resource.

Adequacy (%)	Frequency	Percentage
Fairly adequate	35	73
Highly adequate	12	25
Lowly adequate	1	2
TOTAL	48	100

The findings showed that majority of the schools had fairly adequate resources at (73%), some had highly adequate resources at (25%) while few had lowly adequate instructional resources at (2%). Therefore, some schools needed more resources which possibly attracted more learners to choose humanities subjects. Njuguna (2018) found out that access to a variety of resources, their availability and use promoted learners subject uptake.

Sale (2016) indicated that utilization of instructional resources enhanced quality teaching and learning process hence facilitated learners' ability to comprehend and retain information. The researcher further found out on how instructional resources

were utilized in schools. Humanities teachers were provided with 3 pointed Likert scale on frequency in which instructional resources were used namely; rarely used, sometimes used and always used then presented the findings in the figure below.

Figure 4.6: Utilization of Instructional Resources
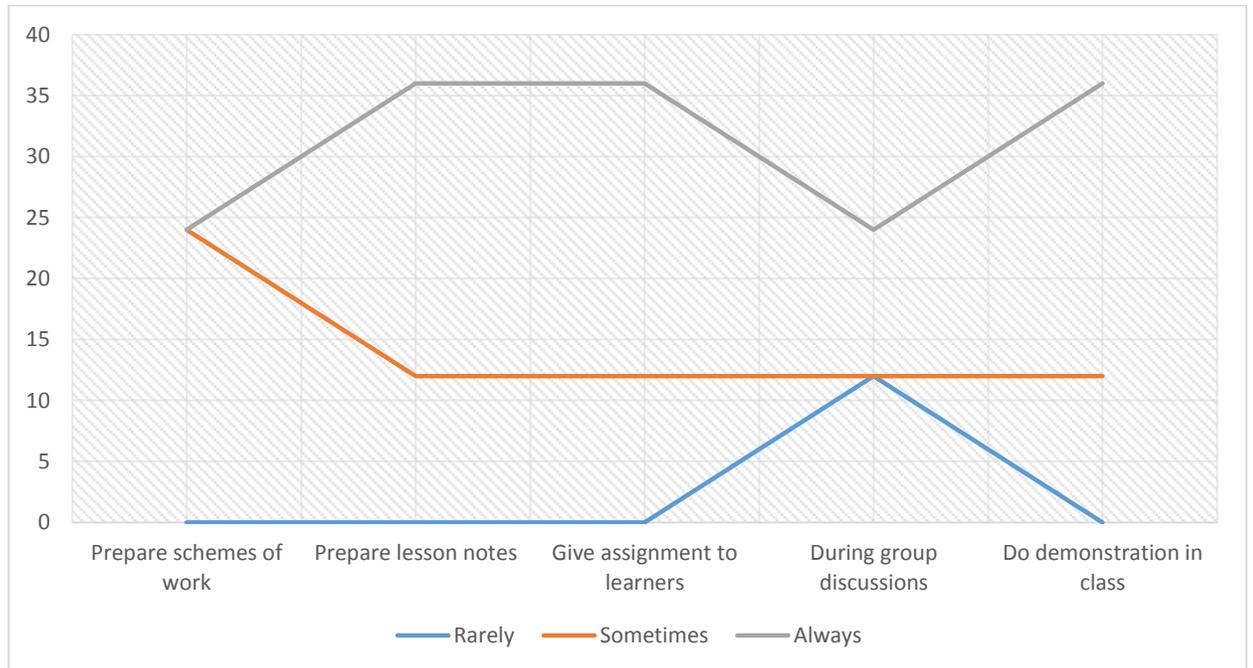
The findings revealed that majority of the teachers always used instructional resources to; prepare schemes of work, make lesson notes, give assignment to learners, conduct group discussions and do class demonstrations, some used them sometimes for the same purposes while others rarely used them to carry out group discussions only. Where teachers properly selected and regularly used instructional resources (Tuimur and Chemwei, 2015), it provided learners with a real experience which formed the basis of thinking and understanding, learners learnt more and expected to perform well (Bello, 2013) hence possibly raised learners subject uptake.

Principals interviewed stated that:

Resources are moderately adequate in the school but learners hardly think of instructional materials when choosing subjects (SSP 1, 2021). Resources are adequate in humanities department, but most learners make decisions based on their attitudes towards a subject and teachers or based on their level of subject achievements. Resources fairly influenced learners' subject choice (SSP 2, 2021).

Therefore, school provision and utilization of instructional resources supported subject choice in humanities which had implications on KCSE examination candidature.

4.4.4 Guidance on Subject Choice and Career Pathway

Poskitt and Bonney (2016) revealed that majority of the learners lacked sufficient information on the subjects to choose. Therefore, school counsellors needed to be skilled and well-read on matters of subject selection and career choices (Amoah, Kwofie and Kwofie, 2015). The researcher unveiled on the number of teachers that were trained as career masters who gave information and advice pertaining subject choice and career aspirations. The figure below showed the percentage of trained and untrained career teachers.

Figure 4.7: Trained and Non-Trained Career Teachers
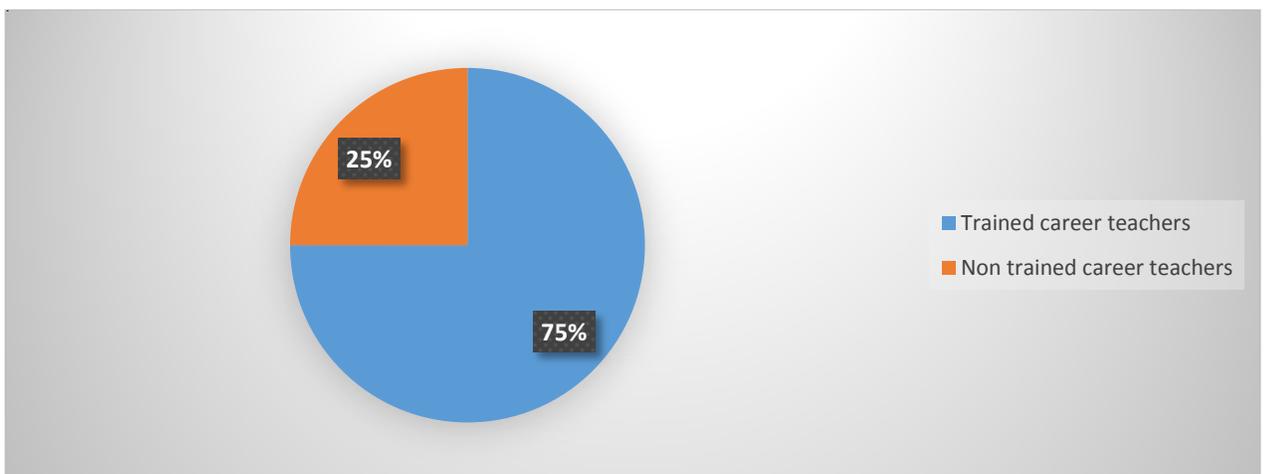
The findings revealed that (75%) were trained while (25%) were not trained as career teachers. When career teachers were adequately trained this provided learners with relevant information pertaining the right subjects to choose towards a career pathway which directly impacted on their tertiary education level. Githaiga, (2012) also confirmed that professionally trained career teachers in schools provided guidance on choice of subjects and future career which was an effective method that assisted learners in their quest for right career pathway. Chron contributor (2021) delineated that career masters' assisted learners integrate their knowledge, skills and talents into their future career hopes and dreams. Principals interviewed said that:

> We have moderately trained teachers but they are experienced. They give career guidance before subject selection (SSP 4, 2021). No, we haven't trained any.
> Although not trained they guide learners on various career pathways and required
> subjects to pursue their career after school. Sessions for career guidance are very few (SSP 2, 2021).

Mackenzie (2021) indicated that there were a selection of teachers who acted as advisers assigned to assist learners make subject choices that befitted their abilities and interests bearing in mind the prevailing realities. The researcher unraveled on the persons that mostly guided learners before subject selection and the findings were presented in the table below.

Table 4.9: Persons That Guides Learners in Subject Selection

Person that guides learners score	Frequency	Z
Subject teachers	27	1.59
Class teachers	16	0.30
Trained career teachers	11	-0.28
Resource person	7	-0.75
No one guides them	6	-0.86

The findings showed that frequencies had a mean and standard deviation of (13) and (9) respectively. The skewedness coefficient was (1.23) which indicated that frequencies were positively skewed while kurtosis coefficient was (1.06) which indicated that frequency distribution was leptokurtic. The findings also revealed that learners were mostly guided by subject teachers at frequency of (27) and Z score of (1.59), this was followed by class teachers at frequency of (16) and Z score of (0.30), trained career teachers had a frequency of (11) and Z score of (-0.28), resource persons had a frequency of (7) and Z score of (-0.75) in that order and lastly no one that guided them had the lowest frequency of (6) and Z score of (-0.86). Majority of the teachers agreed that their learners were guided by their subject teachers before they chose subjects (Kimotho, 2020). This also confirmed Ndalichako and Komba (2014) findings that learners chose a subject due to the commitment and support given by their subject teachers. Arbuckle (1954) also recognized the role a classroom teacher had in guidance. A few agreed that learners were given autonomy to choose subjects although parents, relatives and peers also had a role that directed their children on

subjects to take (Kewalramani and Phillipson, 2020). Therefore, school career guidance supported subject choice in humanities which had implications on KCSE examination candidature.

4.4.5 Maintenance of Better Performance Culture

Javed (2018) found out that majority of the learners chose their subjects based on their previous performance and those that possibly met the demands of the 21st century. The researcher sought whether subject previous performance culture shaped learners choice of subjects. The following statements sought more information they included; school recognizes those with starring performance in the past KCSE exams through an award system, names of best students in the past KCSE exam displayed on the school notice board, benchmarking programs with best KCSE schools to motivate learners to work hard, use the best students in the past KCSE exams to provide experiential insight on career guidance and schools uses past subject achievements to set target for future achievements. Teachers responded to the statements on the ways the school maintained better performance culture using yes (Y), no (N) or not sure (NS). The findings were shown in the table below.

Table 4.10: Maintenance of Better Performance

Statements SD	Max	Min	Range	Mean	Median
Past achievement to set future targets. 23	43	2	41	16	3
Recognizes those with starring performance. 19	37	1	36	16	10
Display name of the best students in KCSE. 16	32	1	31	16	15
Benchmarking programs with KCSE best schools. 13	27	2	25	16	19
Past learners to provide experiential insight. 1	28	2	26	16	18

The findings unveiled that schools maintained their best performance where they; used their past subject achievements to set target for future achievements at (Max 43, Min 2, Range 41, Mean 16, Median 3, SD 23), recognized those with starring performance in the past KCSE exams through an award system at (Max 37, Min 1, Range 36 Mean 16, Median 10, SD 19), displayed names of best students in the past KCSE exam on the school notice board or other platforms at (Max 32, Min 1, Range 31, Mean 16, Median 15, SD 16), organized benchmarking programs with best schools in the past KCSE exams to motivate their learners to work hard at (Max 27, Min 2, Range 25, Mean 16, Median 19, SD 13) and finally used successful past KCSE candidates who provided experiential insight on career pathways at (Max 28, Min 2, Range 26, Mean

16, Median 18, SD 13). Poskitt and Bonney (2016) noted that older students were cited to have guided current learners in choice of career subjects. Learners performance is an ingredient that informed on abilities of the learners in subject uptake and future career track, thus avenues that motivated learners to perform and maintain better performance in their subjects were of essence. Principal interviewed commented that:

> Yes, the school recognizes best achievers in KCSE. In this school History is the best performed subject, several candidates have been awarded in the past years and this has made it the most popular subject among humanities subjects. The award system is not continuous (SSP 4, 2021).

Therefore, school maintenance of better performance supported subject choice in humanities which had implications on KCSE examination candidature.

4.4.6 Policy on Subject Choice

Chelengat, Kitainge and Were (2018) pinpointed that school policies determined learners choice of subjects. The researcher unraveled the school policy on subject combination for selection and provision of compulsory subject as an important element in choice of subjects and the findings were presented in the figure below.

Figure 4.8: Subject Stroking and Choice in Humanities
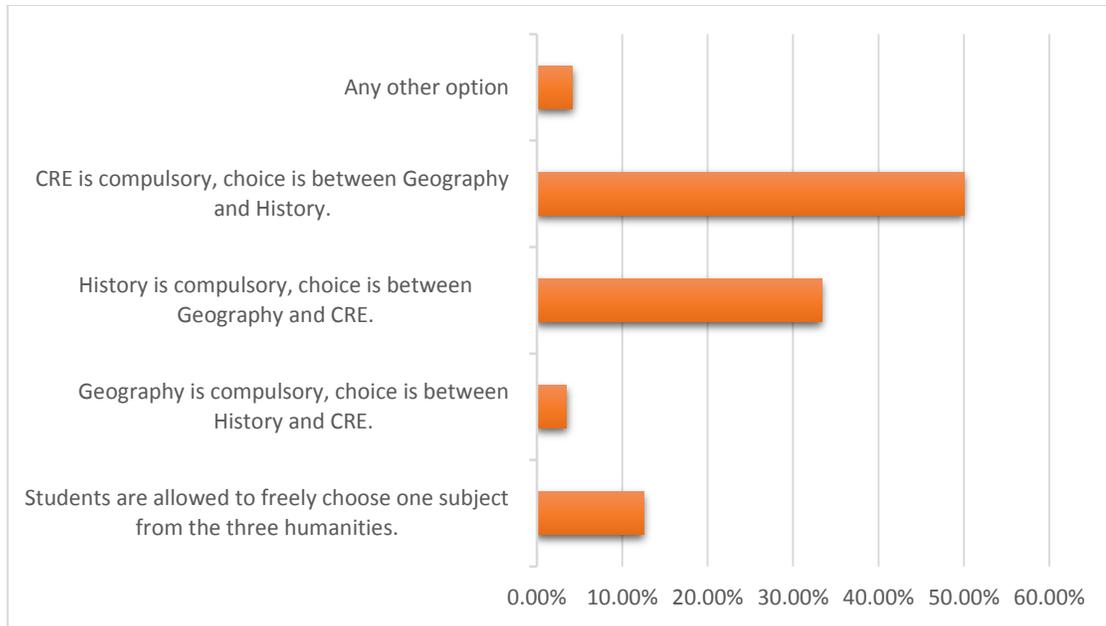
The findings revealed that majority of the schools had CRE being compulsory, choice was between geography and history at (50%), this was followed by those that had history being compulsory, choice was between geography and CRE at (33.33%), then the schools that allowed students to choose one subject from the three humanities subjects at (12.5%), some schools provided other options of stroking rather than those given above at (4.17%) for instance geography and history stroked against physics while CRE was compulsory, geography stroked with physics and history against CRE where none was compulsory and finally a few schools had geography being compulsory, choice was between history and CRE at (3.5%). Subject provision and combinations for choice directed learners decisions on choice of subjects. Javed (2018) indicated that most learners opted for other subjects but chose subjects that were offered by their respective schools. It was preferable that policy on subject offering and stroking circled around the wishes and interests of learners in cognizance

of the emerging issues and dynamisms in courses at tertiary education level. Principals interviewed confirmed that:

> CRE is compulsory while choice is between geography and history. Learners level of satisfaction with the choice policy was good (SSP 1, 2021). History is compulsory, choice is between CRE, geography and physics. This provision is still undergoing scrutiny. We are not really settled on it (SSP 5, 2021).

Poskitt and Bonney (2016) indicated that poor subject choices had a negative impact on the students achievements. Thus learners needed another chance to make necessary adjustments of their picked subject. The researcher unveiled the reasons that mostly made learners to change their prior picked subject and the results were presented in the table below.

Table 4.11: Reasons for Subject Change

Reason for subject change score	Frequency	Z
Being unsure and uncomfortable with the choice.	26	1.14
Stress and anxiety due to hurried decisions.	23	0.83
Change in career goals and aspirations	12	-0.11
Parents/ guardians advised them otherwise	5	-0.73
The subject teacher discouraged them.	0	-1.18

The finding showed that frequencies had a mean and standard deviation of (13) and (11) respectively. The skewedness coefficient was (0.06) which indicated that

frequencies were positively skewed while kurtosis coefficient was (-2.39) which indicated that frequency distribution was platykurtic. The study findings further revealed reasons for learners change of prior subject which were ; being unsure and uncomfortable with the choice ealier made at a frequency of (26) and Z score of (1.14), this was followed by stress and anxiety due to hurried decisions at frequency of (23) and Z score of (0.87), change in career goals and aspirations at a frequency of (12) and Z score of (-0.11), parents or gurdian advised them otherwise at a frequency of (12) and Z score of (-0.73) in that order and lastly due to being discouraged by their teachers had least frequency of (0) and Z score of (-1.18). This confirmed that decisions that learners made in subject choice matched their interests and aspirations. Similarly, learners preference of a subject was motivated by possibility of success. Koga (2018) noted that where exams were emphasized learners were directed in their subject choice by possibility of attaining better grades.

Yamin (2014) retaliated that short timeframe for learners to make decisions on subject choice constrained learners. Therefore, the researcher identified timeframe for subject change. According to the findings all the respondents at (100%) said that they needed a timeframe of one upto two months to review their earlier selected subject while none at (0%) was against the need to have a timeframe for subject change.

Raleigh (2016) indicated that schools had regulations that allowed change of subjects, provided that the change was implemented and permission granted to join the new subject. The researcher further interrogated on frequency of learners' change of subjects. Majority of the respondents at (95%) retained their earlier picked subject

while minority at (5%) asked for subject change. This indicated that majority of the learners had made an informed decision on the subject take-up.

Phi tuition (2017) concluded that academic and vocational subjects were important subjects in the school curriculum. But that notwithstanding, subject offering had a direct impact on the choice of humanities subjects. Therefore, the researcher sought on the subjects offered in the schools and the results were presented in the table below.

Table 4.12: Schools Offering of Subjects

Subject offered (%)	Frequency	Percentage
Academic subjects	31	64
Vocational subjects	9	19
Both	8	17
Total	48	100

The findings showed that majority of the schools at (64%) had purely provided academic subjects, some schools at (19%) offered vocational subjects while others at (17%) offered both vocational and academic subjects. The findings showed minority of schools offered vocational subjects where according to Atweh et .al (2005) learners

in Queensland school preferred a mix of academic and more vocational subjects. However, Phi tuition (2017) expressed fear of some schools offering vocational subjects due to challenges in the required resources. Although this affected uptake of humanities subjects, limited spectrum of subjects to choose restricted learners to further certain subject combinations, which increased learners school mobility (Rodeiro, 2007). Therefore, school policy on subject choice in humanities supported subject selection which had implications on KCSE examination candidature.

4.5 Objective Three: Learners Support of Subject Choice in Humanities and Its Implications on KCSE Exam Candidature

4.5.1 Level of Agreement with Learners Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

Tsikati (2019) concluded that learners interests, attitudes and impressions molded their decisions on the subject to pick. Whiteley and Porter (1999) also affirmed that gender, learners own perceptions and satisfactions with process of subject selection was paramount in their decisions on choice of subjects. This study sought on whether learners considered their own support in choice of subject which was indicated by possession of positive attitudes, study habits adopted and gender perceptions and its implications on KCSE exam candidature. Learners responded on level of agreement using a 4-pointed Likert scale provided that was; highly agree(HA), moderately agree(MA), lowly agree(LA) and disagree(D) and the results were presented in the figure below.

Figure 4.9: Level of Agreement with Learners Support of Subject Choice in Humanities and Its implications on KCSE Examination Candidature

	My attitude was positive towards humanity subjects in Form 1 and 2	I liked studying the subject during my study time	I was encouraged because of my gender
■ Disagree	10.8%	5.8%	67.5%
■ Lowly agree	12.5%	10.8%	21.7%
■ Moderately agree	14.2%	30.8%	10%
■ Highly agree	62.5%	52.5%	8%
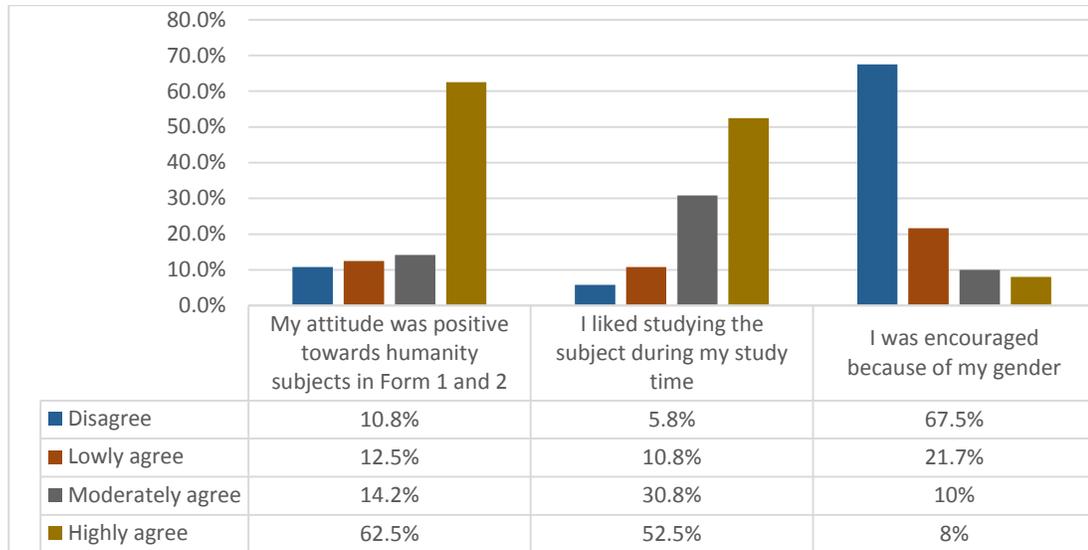
The findings showed that most learners highly agreed at (62.5%) while some moderately agreed at (14.2%), lowly agreed at (12.5%) and disagreed at (10.8%) that learners attitudes had played a paramount role in subject choice. This confirmed a study by Chemjor (2016) that students individual attitude encouraged them in choice of subjects. The study also showed that most learners highly agreed at (52.5%) while some moderately agreed at (30.8%), lowly agreed at (10.8%) and disagreed at (5.8%) that study habits adopted had significantly supported learner subject uptake where Siahi and Maiyo (2015) found out that teachers and learners had no determination to develop good study habits thus this called for ardent attention and energies redirected to build strong culture towards good study habit. Furthermore, the study showed that majority of the learners disagreed at (67.5%) while some lowly agreed at (21.7%), moderately agreed at (10%) and highly agreed at (8%) that gender supported learners choice of subject. This confirmed Githaiga (2012) findings that gender didn't

influence boys and girls choice of subjects but Anders et al (2018) found that subject selection varied somewhat by gender. Therefore, learners greatly considered their own support in choice of humanities subjects which had implications on KCSE examination candidature.

4.5.2 Relationship between Learners Support of Subject Choice in Humanities and KCSE Examination Candidature

The study sought on the relationship between learners support of subject choice indicated by learner attitudes, study habits, and gender perceptions and KCSE exam candidature where teachers responded on extent of relationship using the 5-pointed Likert scale provided which was; very great extent -1, great extent -2, moderate extent – 3, low extent – 4 and very low extent -5. The reseacher performed chi square test of independence that examined the relationship and the results were presented in the table below.

Table 4.13: Relationship between Learners Support of Subject Choice in Humanities and KCSE Exam Candidature

Chi square Test

X^2 value	N	Df	p-value
105.06	48	.05	.00

The chi square test results above showed that X^2 value is (105.06) which meant that there was a statistically significant relationship between learners support of subject choice in humanities and KCSE examination candidature. This implied that learners

support of subject choice indicated by learner attitudes, study habits adopted and gender perceptions had significant implications on KCSE examination candidature. Therefore, there was need for continuous cultivation of the right attitudes that ensured learners higher achievement and hence uptake of humanities subjects. Although Rono and Rono (2016) concluded that high positive attitudes doesn't necessarily lead to high performance. Study habits determined retention of the subject content and afterwards likelihood of better performance in subjects which increased entry into the subject and later raised KCSE exam candidature. This affirmed Siahi and Maiyo (2015) findings that study habits had a positive correlation with academic achievements hence subject take up. Finally, Okumu (2013) found out that societal perceptions that people had towards boys and girls potentialities determined entry into the subject which had important implications on KCSE examination candidature.

4.5.3 Possession of Positive Attitude

Rono and Rono (2016) recommended that positive attitude in learners be continually cultivated in all the subjects. Therefore, the researcher probed on attitude of learners towards humanities subjects and presented the findings in the figure below.

Figure 4.10: Learners Attitude Towards Humanities Subjects
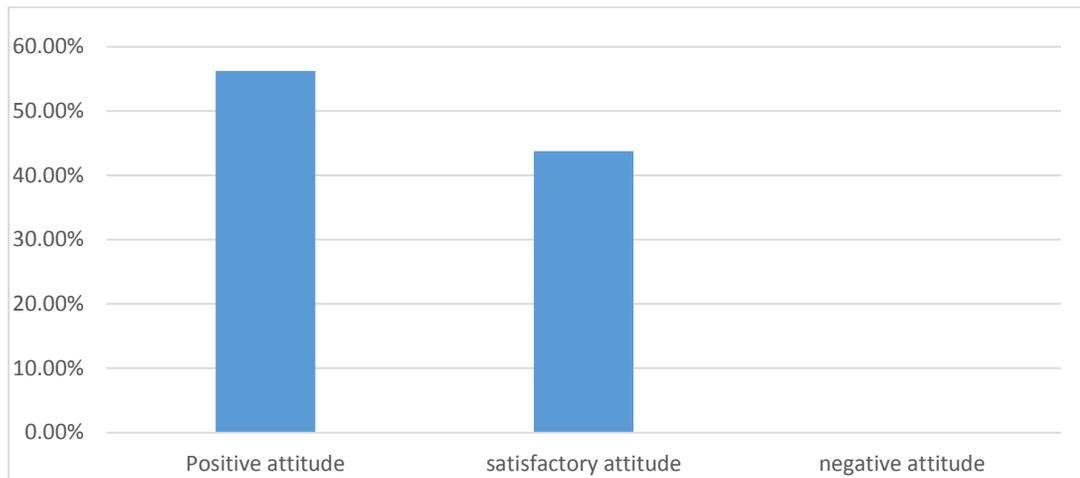
The results showed that (56.25%) had positive attitude, (43.75%) had a satisfactory attitude while (0%) had negative atitude towards humanities subjects. Learners mostly had positive and satistifactory attitude towards humanities subjects. Although the study failed look into individual humanities subject, it showed that most learners liked them. Rono and Rono (2016) assessed the attitude of learners towards history and found majority had a positive attitude. Kimathi (2014) studied on students attitude towards geography where he found it was interesting to learn and had a satisfying future. Principals interviewed said that:

> Learners have a positive atitude towards humanities subjects (SSP 1, 2021).
> Learners like humanities subjects and their attitude influences learners subject choice (SSP 4, 2021).

Therefore, learners possession of positive attitudes supported subject choice in humanities which had implications on KCSE examination candidature.

4.5.4 Study Methods Adopted

Mutsotso and Abenga (2010) concluded that no specific method that work best for everybody but one had to identify a personal study method that worked better, in

cognisance of prevailing environment, conditions or circumstances. The researcher looked into the methods that learners mostly use to study and presented the findings in the table below.

Table 4.14: Learners' Methods of Studying

Study method used by learners	Frequency	Z score
Use of questions from past papers	46	1.28
Use lesson notes to review topics	36	0.53
Use of discusion groups	28	-0.06
Use textbooks to review topics	24	-0.36
Use of peer teaching	10	-1.40

The findings showed that frequencies had a mean and standard deviation of (29) and (12) respectively. The skewedness coefficient was (-0.22) which indicated that frequencies were negatively skewed while kurtosis coefficient was (0.21) which indicated that frequency distribution was leptokurtic. The findings further showed that studying by use of questions from past papers had the highest frequency of (46) and Z score of (1.28), this was followed by use of lesson note to review topics at a frequency of (36) and Z score of (0.53), discussion groups had a frequency of (28) and Z score of (-0.06), use of textbooks to review topics had a frequency of (24) and Z score of (-0.36) and lastly use of peer teaching had the lowest frequency of (10) and Z score of (-1.40). Schools should provide and always avail enough past papers to learners since were widely used in their studies to do revision and to gauge their abilities in content

acquisition. Nevertheless, other study methods were still valid and crucial but learners should strive to embrace multiple strategies and be in environments with less distraction for effective studies. Principal interviewed said that:

> Group discussions, recall methods, skimming through their notes are some of the methods learners use in their studies. For intsance, it's easier to skim through notes
in humanities and understand content as compared to science subjects where more practical approach is needed. Study methods applied determine learners choice of humanities subjects at a great extent (SS principal 3, 2021).

Therefore, study habits adopted directly supported learners' achievements and subsequent decisions on subject uptake which had implications on KCSE examination candidature in humanities.

4.5.5 Gender Perceptions

Dom and Yi (2018) acknowledged that learner gender influenced subject uptake due to gender stereotypes that dictated boys and girls to pick different subjects and career pathways. Voughan, Boduszek and Rodriguez (2015) in the similar view argued that learners' gender is a factors that guided subject choice. Therefore, societal perception towards the varying abilities of the two genders made some learners believe there were subjects for boys and those for girls. The researcher further sought regarding gender perceptions and presented the findings in the figure below.

Table 4.15: Gender in Subject Choice in Humanities

Gender (%)	Frequency	Percentage
Boys	6	13
Girls	15	31
Both gender	27	56
Total	48	100

The findings revealed that (56.4%) of both gender picked history and CRE, (31%) of girls picked history while (13%) of boys picked geography and CRE. Disparities in humanities subjects in terms of gender was evident. It was found that more girls preffered CRE and history while more boys preffered geography and CRE. CRE was preffered by both gender since it was found to be compulsory in most schools where according to Ombati (2012) religion plays an important role in character building and in fostering high moral standard. Magut, Mulambula and Sitienei (2017) noted that more boys chose history and geography in a combination of history/CRE and geography/CRE respectively while more girls chose CRE in both cases. Shafina (2020) pinpointed that gender related stereotypes and biases affected subject choice. The researcher collected data that showed learners gender composition in humanities subjects and presented the findings in the table below.

Table 4.16: Means of KCSE Exam Candidature per Gender in Humanities Subjects

Subject Range	Gender	Mean
Geography	Male	45
21		
	Female	24
History	Male	126
30		
	Female	108
CRE	Male	111
12		
	Famale	123
Total		534
66		

The findings revealed that number of candidates showed a significant gender disparities in all the subjects with the highest difference recorded in geography at (21) and history at (30). This confirmed Kimathi (2014) that geography was more attractive to males than females while similarly Githaiga (2012) showed that boys liked science based subject while girls liked art based subjects. Principals interviewed said that:

Gender have no role in subject choice (SSP 3, 2020). Gender averagely plays some
role, where in our school, for a long time more boys tend to choose geography than
girls (SSP 5, 2021).

Therefore, academic selectivity of subjects to study varies somewhat by learner gender (Anders et al, 2018) which had direct implications on KCSE examination candidature in humanities.

4.6 Interventions to Raise Learners Uptake of Humanities Subjects

According to department for education, behavioural insights team (2020) delienated some of the interventions that increased learners subject uptake which includes evaluation of the learners self concept, expectation of success and utility derived from studying a subject. The researcher sought on the strategies that were mostly employed to raise learners uptake of humanities subjects and the findings were presented in the table below.

Table 4.17: Strategies to Raise Learners Uptake in Humanities Subject

Strategies to raise learners uptake	Frequency	Z score
Subject teachers' emphasis on benefit to take humanities subjects.	38	1.33
Career specialists in humanities subjects to talk to them.	30	0.68
Career masters in the school to be involved.	25	0.27
Parents to encourage learners to pick humanities subjects.	21	-0.05
Learners should be left to make their free choice.	12	-0.79
Mentors to recommend learners to pick humanities subject.	4	-1.44

The findings showed that frequencies had a mean and standard deviation of (22) and (12) respectively. The skewedness coefficient was (-0.234) which indicated that frequencies were negatively skewed while kurtosis coefficient was (-0.63) which indicated that frequency distribution was platykurtic. The findings further showed that subject teachers emphasis on the benefit of taking humanities subjects had the highest frequency of (38) and Z score of (1.33), which was followed by involvement of career specialists in humanities subjects to talk to learners had a frequency of (30) and Z score of (0.68), then career master in the school to be involved had a frequency of (25) and Z score of (0.27), parents advise had a frequency of 21) and Z score of (-0.05), learners free choice had a frequency of (12) and Z score of (-0.79) in that order and lastly mentors recommendation to learners on humanities subject to take had the least frequency of (4) and Z score of (-1.44). Benefits that learners derived from the subject later after school motivated their uptake. This concurred with Koga (2018) who indicated that learners chose subjects depending on their perceived individual benefit accrued after studying it. Tolegenova (2017) concluded that subject teachers provided guidance and supported learners subject choice. Tsikati (2019) recommended that tertiary institutions and universities organize students' expo to show case different careers and areas of specialization in each subject. This provided learners with the necessary information they need before subject selection, since perceptions that learners had towards a subject were important in uptake of subjects (Koga, 2018). Principals interviewed indicated that:

History and CRE had the highest candidature while geography had the lowest. Geography is quite difficult and weak learners shy off from doing it after form two.

Strategies like use of regular academic field trips and other interesting teaching strategies like use of audio-visual materials may raise candidature in humanities (SSP 2,   2021). Learners perceive subject like geography to be more science oriented and tend to avoid it. But a review of school policy on subject choice should

be done to raise uptake and teachers concerned financed to train in marking of KCSE which might help to address gaps in their respective humanities subjects (SSP 3, 2021).

Maloa and Bux (2015) found out that psychometric testing provided predictability of academic performance and were important selection instrument. The researcher sought information on introduction of a psychometric testing in the school to be used in subject choice and presented the findings in the figure below.

Figure 4.11: Introduction of a Psychometric Testing in the Schools
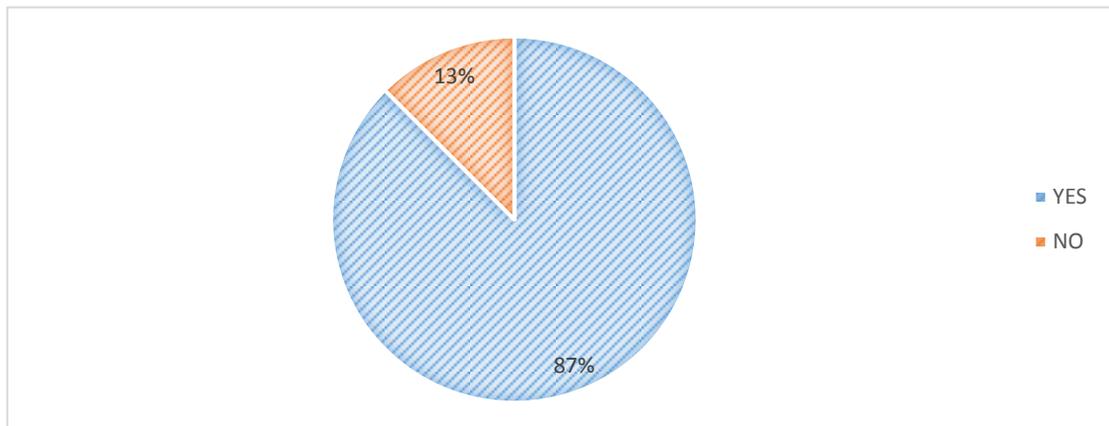
The findings showed that (87%) would like psychometric testing introduced to assess learners personality, interest and aptitudes, then results used to recommend learners of the best subject to choose. Although the study never sought on reasons for their acceptance, psychometric testing provide standard, unbiased and objective results, bearing in mind the perceptions and shortfalls that go along with introduction of such testing. The findings also showed that (13%) were opposed to introduction of the psychometric testing. Thus, assumedly comfortable with the status quo.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter entailed summary, conclusions and recommendations of the study, and suggestions for further studies.

5.2 Summary of the Study Findings

The study was underpinned to the following objectives: to determine teachers support of subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia county, to ascertain schools support of subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia county and to establish learners own support of subject choice in humanities and its implications on KCSE examination candidature in public secondary schools in Laikipia county.

5.2.1 Objective One: Teachers Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

The study showed that learners highly agreed with teachers support of subject choice and its implications on KCSE exam candidature. There was statistically significant relationship between teachers support of subject choice and KCSE examination candidature. The findings further revealed that teachers enjoyed teaching humanities subjects, felt relaxed while teaching and encouraged their learners to pick the subject which meant that they had a positive attitude towards humanities subjects. In Shyam (2011) recommendation, more incentives should be offered to teachers to improve and maintain their attitudes towards their profession. Nevertheless, some respondents opined that uptake of humanities subjects is tied more to learners' performance than teacher attitudes. According to Bourner (1997) teaching methods are means towards a certain end. Thus, the study found out that most teachers were very good in application of activity based techniques, however some were fairly good. Some respondents also noted that activity based methods such as guided group discussions, fieldwork, projects and peer teaching positively influenced learners uptake of humanities subjects. Pre service training was found to have colossally impacted on teachers' professional teaching which had qualified them to acquire right skills, knowledge and attitudes. This was alongside other training such as in-service training, training through mentorship and finally vicarious observation of the positive behavior. Furthermore, training anchored on ICT was lauded to have a huge impact on teachers' instructional delivery which was in tandem with digital literacy a core competency skill of 21st century (Haryono, Subkhan and Widhanarto, 2017).

5.2.2 Objective Two: Schools Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

The study showed that learners highly agreed with schools support of subject choice and its implications on KCSE exam candidature. There was no statistically significant relationship between schools support of subject choice and KCSE examination candidature. The study unveiled that most schools had fairly adequate instructional resources which according to Nascimento (2008) are facilitators or inhibitors of learning while minority had highly adequate instructional resources. Majority of the teachers always utilized available instructional resources to prepare schemes of work, make lesson notes and give class assignment, some teachers utilized them sometimes for similar purposes while others rarely used them to carry out group discussion. Choosing a subject for readiness for a career can be exciting or challenging (KNEC Career booklet, 2018), therefore need for schools to develop strategies of guiding learners on subject choice and future career options. It was found out that majority of the schools had professionally trained career teachers but a few had untrained career teachers. Schools had few career guidance sessions. Subject teachers were highly rated to have guided learners on subject choice although class teachers, career masters and resource persons were also mentioned. Schools used past learners achievement to set future attainment targets. They were also found to have a way they used to recognize learners with exemplary KCSE performance and had the names of the best KCSE students posted on the notice board which motivated current students. Majority of the schools were found to have CRE being compulsory while choice was between history and geography. Some schools had other combinations of choosing humanities subjects. Most schools had no timeframe for subject change but most suggested a

timeframe of one to two months. Majority of the schools were found to offer academic subjects while only a few provided vocational subjects.

5.2.3 Objective Three: Learners Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

The study established that learners highly agreed with their own support of subject choice and its implications on KCSE exam candidature. Majority disagreed that gender perception supported subject choice in humanities. There was statistically significant relationship between learners support of subject choice and KCSE examination candidature. Majority of the learners were found to have a positive attitude towards humanities subjects although some had a satisfactory attitudes. Good study methods improved learning (Abenga and Motsotso, 2010), majority of the learners highly used questions from the past papers to gauge themselves in their studies, besides other study methods such as group discussions, review topics using textbooks and peer teaching. The study findings further unearthed other methods learners used in their studies like recall methods and skimming their notes. There was significant gender disparities among humanities subjects with the highest difference recorded in geography and history. Both gender were found to have picked history and CRE, most girls picked history while most boys picked geography and CRE. Majority of teachers agreed that a psychometric test be introduced in schools. Subject teachers' were highly rated to have emphasized on the benefits of taking humanities subjects as a strategy used to raise learners uptake of humanities subjects. However, other strategies employed included motivational talks from career specialists, guidance from career masters and encouragement from their parents on taking up a certain subject.

5.3 Conclusions of the Study

The study conclusions were based on the stated objectives.

Firstly, teachers' good application of activity based strategies, healthy attitudes that teachers portrayed towards humanities subjects and teachers good qualifications in their delivery of instructions were found to have supported subject choice in humanities subjects which had implications on KCSE examination candidature.

Secondly, schools adequate provision and proper utilization of relevant instructional resources, regular career guidance programs, maintenance of better performance and policies on subject choice were found to have supported subject choice in humanities subject that had implications on KCSE exam candidature. Although most school had fairly adequate resources, few career guidance sessions attended, and some were still scrutinizing on their policy on subject choice expressing a future review.

Thirdly, learners study habits adopted, their possession of positive attitudes and gender perceptions were found to have supported subject choice in humanities subjects which had implications on KCSE exam candidature. Although in most schools learners gender perceptions minimally supported subject choice in humanities which had implications on KCSE examination candidature.

5.4 Recommendations of the Study

The study had the following recommendations aligned specifically to research objectives.

5.4.1 Objective One: Teachers Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

Teachers support shape learners subject uptake which had implications on KCSE exam candidature in humanities subjects. Therefore, the study recommended the following;

1. In service training for teachers should regularly be organized and attended which impart the right competencies and skills making them more qualified to teach humanities subjects.

2. A continuous workable support system for teachers should be developed such as mentorship programs, regular capacity building programs which boost their attitudes, motivation and collaboration.

3. Teachers should continue improving on their activity based techniques to articulate their roles of making their teaching captivating and exciting to lure more learners to take up humanities subjects.

5.4.2 Objective Two: Schools Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

Schools support is an important component that determined learners uptake of humanities subjects which had implications on KCSE exam candidature. Thus, the following recommendations were made;

1. Schools should have additional instructional resources which stimulates teaching and learning environment.

2. Schools should formulate a flexible policy framework on subject choice that takes care of learners' individual needs and interests.

3. More career masters should be trained to offer guidance on KCSE subject choice and career paths, and schools should have career guidance integrated in the school timetable as a subject.

4. Special programs with best achievers in previous KCSE exams should be organized to motivate current learners to maintain better performance culture and to provide an experiential insight on subject choice and future career aspirations.

5.4.3 Objective Three: Learners Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

Learners' characteristics, attitudes and their self-efficacy to study, supported their decisions on subject choice which had implications on KCSE exam candidature. Thus, the study made the following recommendations.

1. A conducive learning environment that fosters positive attitudes should be created to make learners exercise their unique abilities maximally hence make their choice of subjects rationally and correctly. Above all, a friendly learning environment should be provided.

2. More attention should be given to learners study habits to adopt study techniques and skills that helps them reflect, synthesis, recall, apply and demonstrate attitudes and knowledge acquired. That notwithstanding, provide a study environment that is less distractive.

3. More gender sensitization programs should regularly be organized in the school to promote gender parity in uptake of humanities subjects and future career paths.

5.5 Suggestions for Further Studies

Future researchers should conduct the following further studies;

1. A correlational study between choice of subjects in humanities and sciences and their implications on KCSE examination candidature.

2. A descriptive study on introduction of vocational subjects in most secondary schools and its impacts on choice of other optional KCSE subjects in secondary schools.

3. An exploratory study on support given by parents, relatives and peers that shapes learners decisions on KCSE subject choice.

REFERENCES

Abenga, E.S.B. and Mutsotso, S.N. (2010). Study methods for improving quality learning and performance in higher education. *Educational Research and Review,* vol. 5(12), pp 808-813.

Achola, B. C. (2003). Factors Affecting Implementation of Geography Curriculum in Secondary School: A Case of Suba District. M.Ed. Thesis, Kenyatta University, Kenya.

Adelodun, G. A. and Asiru, A. B. (2015). Instructional resources as determinants of English language performance of secondary school high achieving students in Ibadan, Oyo state. *Journal of Education and Practice*, vol. 6, no 4.

Ajai, T., Shaiki, B. and Bulus, T. (2020). Study habits and academic achievement: A case study of secondary schools science students. *American Journal of Educational Research,* 8(5), 282-285.

Akintomide, A. G. and Oluwatisin, S. A. (2011). Teachers' characteristics and students choice of teaching as a career in Osun state. *Educational State of Counselling,* vol. 4, no 1 & 2.

Al – Banna, J. B and Aziz, M. (2014). Teaching strategies.

Alfred, G. and Hess, J. R. (1992). Empowering teachers and parents schools restructuring through the eyes of anthropologists. Bergin & Gravey, London.

Amoah, S.A., Kwofie, I. and Kwofie, F. A. (2015). The school counsellor and students career choice in high school: the assessors' perspective in a Ghanaian case. *Journal of Education and Practice*, vol. 6, no 23.

Anders, J.; Henderson, M.; Moulton, V.; and Sullivan, A. (2018). The role of schools in explaining individual subject choice at age 14. *Oxford Review of Education*, vol. 44, issue 1.

Araromi, M. O. and Salman, A.A. (2022). Teacher attitudes towards teaching and students performance in English grammar in Osogbo metropolis, Osun state, Nigeria. *European Journal of Foreign Language Teaching,* vol. 5, 1.

Arbuckle, D.S. (2021). The classroom teacher: Role in guidance, chapter 9.

Atweh, Taylor and Singh (2005). School curriculum as cultural commodity in the construction of young people post school aspiration. *In Proceedings Australian Association for Research in Education.* University of western Sydney.

Ayako, L. (2006). Teaching Strategies. Their Effects on Performance in Geography in Selected Pubic Secondary Schools in Nairobi Province. M.Ed. Thesis, Kenyatta University, Kenya.

Baidoo-Anu, D. (2018). Students and teachers attitudes responsible for poor academic performance of junior high school students. *Asian Journal of Education and Social Studies*, 2(2), 1-8.

Barrance, R and Elwood, J (2018). Young people's views on choice and fairness through their experiences of curriculum as examination specifications at GCSE. *Oxford Review of Education*, pp 19-36.

Bell, C. V. (2013). Uptake as a mechanism to promote student learning. *International Journal of Education in Math, Science and Technology,* 1(4), 217-229.

Bello, M. (2013). The use of instructional materials for effective learning of Islamic studies. *Journal of Islamic Civilization and Contemporary Issues*, vol. 6, no. 2.

Berkova, K., Krejcova, K. and Novak, J. (2020). Students' attitudes to selected subjects in secondary economic education. *Problem of Education In the 21st Century*, vol 78, no 1.

Bolinger and Warren (2007). Methods practiced in social studies instruction. A review of public school teachers' strategies. *International Journal of Social Education*, vol. 22, issue 1.

Boudersa, N. (2016). The importance of teachers training programs and professional development in Algerian educational context: Towards informed effective teaching practices.

Bourner, T. (1997). Teaching methods for learning outcomes. Education and training.

Chakraborty, A. and Mondal, B. (2014). Attitude of prospective teachers towards teaching profession.

Chan, Y.F. and Sidhu, G.K. (2015). Investigating learning challenges faced by students in higher education. *Journal of Social Researches and Behavioral Sciences*, 186, 604-612.

Chege, E. N. (2015). Factors influencing form two boys and girls choice of KCSE subjects in Karatina sub county, Nyeri. Med Thesis. Mount Kenya University.

Chelangat, A., Kitainge, K. and Were, G. (2018). School policy as a determinant of selection of home science: the Belvendre of the Kenyan secondary schools. *African Journal of Educational Science and Technology,* 4(2), pg. 129-136.

Chemjor, S.E (2016). Factors influencing the choice of agriculture subject by boys and girls in public secondary schools in Kajiado County. Med thesis, University of Nairobi.

Cheruyoit, J.K., Kibbett, J.K. and Konyango, J.O. (2017). Influence of teaching and learning resources on students choice of agriculture subject in secondary school in Nakuru County. *International Journal of Scientific Research and Innovative Technology*, vol. 4, no 6.

Danielson, C. (2002). Enhancing student achievement: a framework for school improvement, Chapter 6.

Davies, P and Ercolani, M. G (2018). Hard and soft choices? Subject selection by schools and students. *Oxford Review of Education,* vol. 45, pp 1-31.

Davis (2012). Humanities: the unexpected success story of the 21st century. *London Education Review,* vol. 10, no 3, pp 307-315.

Department for education, Behavioral insight Team (2020). Applying behavioral insight to increase female students' uptake of STEM subjects at Levels. Government social research report.

Dom, V. and Yi, G. (2018). Gender and subject choices: an empirical study on undergraduate students' majors in Phenom Penh. *Asian Journal of Social Sciences and Humanities*, vol. 7(1).

Ebele, F. and Olofu, A. (2017). Study habits and its impact on secondary school students' academic performance in Biology. *Educational Research and Review*, vol. 12(10), pp 583-588.

Education and training inspectorate report. (2009). Evaluating the quality of career information advice and guidance founded by career information, advice and guidance providers.

Education Training Inspectorate (2009). Evaluating the quality of careers information, advice and guidance provided by career information, advice and career providers.

Eduwen, F.O. (2016). In-service education of teachers: overview, problems and the way forward. *Journal of Education and Practice*, vol. 7, no 26.

Elseworth, G., Harvey-Beavis, A., Ainley, J. and Fabris, S. (1999). Generic interest and school subjects' choice. *Educational Research and Evaluation,* 5(3), 290-318.

Fincham, J.E. (2008). Response rate and responsiveness for surveys and standards. *The American Journal of Pharmaceutical Education*.

Francis, B. (2000). The gendered subjects: students subject preferences and discussions of gender and subject ability. *Oxford Review of Education*, 26(1) 35-48.

Garcia (2003). The effect of the teachers' attitudes, experiences and background knowledge on the use of inquiry based teaching in the elementary classroom.

Githaiga, P. N. (2012). Factors influencing form 2 boys and girls choice of KCSE subjects in Kieni, Nyeri County. M.Ed. thesis, University of Nairobi.

Global gender gap report (2022). Insight report. World economic forum.

Guinan, A. M (2001). Who, what and why…Subject choices for senior cycle in a second level school? Med thesis, national university of Ireland.

Haryono, Subkhan and Widhanarto (2019). 21st century competencies and its implication on educational practice. *Advances in Social Sciences, Education and Humanities Research*, vol. 118.

Healey, M. (2000). Promoting Lifelong Profession Development in Geographical Education: Developing the Scholarship of Teaching in Higher Education in the 21st century, Chelteruham and Cloucester College of Higher Education, UK.

Hora, M.T and Amanda, K.O (2017). Examining study habits in undergraduate STEM courses from situations perspective. *International Journal of Stem Education*, issue 4, no 1.

Hubbard, L. (2006). The role of gender in academic achievements. *International Journal of Qualitative Studies in Education,* vol. 18, issue 5.

Ivanova, Asparuhova and Pener (2014). Activity based learning. Challenges and results in higher education and research.

Javed, M (2018). Investigating factors affecting students' choice of subjects at secondary school Level. *International Journal of Information and Educational Technology,* vol. 8, no 1.

Jourbert, A. (2012). Subject choice and career guidance counselling.

Kaberia, B.M. (2020). Factors influencing the students' choice of geography in public schools in Kieni East sub-county, Nyeri County. Med thesis, African Nazarene University.

Kampen, M. (2022). Powerful teaching strategies to level up learning in 2022.

Kapur, R. (2019). Impacts of resource utilization in education, University of New Delhi.

Kewalramani, S. and Philipson, S. (2020). Parental roles in shaping immigrants' children's subject choice and career pathway decisions in Australia. *International Journal for Education and Vocational Guidance,* vol. 20, no 1, pp 79-99.

Khattal, N. (2015). Students' aspiration, expectation and school achievement: What really matter? *British Educational Research Journal*. vol. 41, issue 5.

Kiiru, I.W (2015). Factors Influencing Student Choice of Geography in Public Secondary Schools in Muranga South Sub –County. M.Ed. Thesis, Kenyatta University, Nairobi.

Kimathi, G.N (2014). Factors influencing the choice of geography as an examinable subject in Meru central district, M.Ed. thesis, University of Nairobi.

Kimathi, J.N. (2020). Factors influencing the choice of science subject in secondary schools: a case of Kirimunge mixed day secondary school in Kirinyaga County. PGDE, University of Nairobi.

KNEC Career Booklet (2018). Career guide on business, technical and teacher education courses.

KNEC Report (2016 – 2019). Examination Report in Humanities.

Koga, M. A (2018). Determinant of learners' choice of French language subject: a case of public schools in Nairobi city. Med thesis, Kenyatta University.

Langat, A. C. (2015). Students attitudes their effects on learning and achievement in mathematics. A case study of public secondary school in Kiambu County, M.Ed. thesis, Kenyatta University.

Lovett, F. (2006). Rational choice and explanations. *Rationality and Society,* vol. 18(2) pp 237-272.

Mackenzie, B. (2021). Helping students through the subject selection process. Academic support Ormonde secondary.

Makori, E., Moabe, S. and Nyangeri, J. (2019). Influence of selected factors in the choice of agricultural subject among secondary school students in Kisii and Nyamira districts. *Asian Journal of Agricultural Extension, Economic and Sociology,* 31(3), 1-12.

Maloa, F. and Bux, C. (2015). Psychometric testing as a predictor of academic performance: A South African experience, University of South Africa.

Marroquin, B. (2018). The negative attitudes of teachers' impacts on students. The classroom.

Mckay, D. R. (2019). How does career guidance support career development report.

McKnight, S., Fisch, E. and Donkin, B. (2013). Professional mentoring in Victoria. *The Australian Library Journal,* 45:2, 149-156.

Mogaka, E., Maobe, S. and Basweti, E. (2019. Factors influencing choice of agriculture subject among girls in public secondary schools in Kisii and Nyamira County. *International Journal of Academic and Research.*

Mtemeri, J. (2017). Factors influencing the choice of career pathways amongst high school students in Midland province, Zimbabwe. University of South Africa.

Mugenda, O. and Mugenda, A. (2003). Research Methods. Acts Press. Nairobi.

Munurug, K. and Mashuri, M. (2017). Implementing interest based instructional materials to minimize EFL learners speaking skills demonstrating factors. *Theory and Practice in Language Studies,* vol. 7, no 5, 356-365.

Mwangagi, Okemasisi and Odhiambo (2022). Determining whether provision of school resources by principals has influence on learner retention in public schools in Malindi sub-county. *African Journal of Emerging Issues*, vol 4, no 4.

Nagashibaevna, Y. K. (2019). Students lack of interest: How to motivate them? *Universal Journal of Educational Research,* 7(3), 797-802.

Nani, G. V and Sibanda, L. (2019). Choice of practical subject: is it still a gendered phenomenon? A case of selected secondary schools in Bulawayo metropolitan province, Zimbabwe. *Journal of Educational and Social Research*, vol. 9, no 3.

Narcimento, P. M. (2008). School resources and students achievements; worldwide findings and methodological issue. Institute of education. University of London.

National Academics of Science, Engineering and Medicine (2018). How People Learn II: Learners, Contexts and Cultures. The National Academies Press

Ndalichako and Komba (2014). Students' subject choice in Tanzania: a matter of students' ability and interest or forced circumstances, school of education. University of Dar es Salaam, Tanzania.

Ngeno, J.K. (2015). Challenges Facing Effectiveness Use of Geography Instructional Resources by teachers in public secondary schools in Bureti Sub-County, Kericho County. M.Ed. Thesis, Kenyatta University, Nairobi.

Njogu, R. W. (2012). Influence of school culture on students' performance in KCSE examination, Kikuyu district, Med Thesis, University of Nairobi, Kenya.

Njuguna, K. S. (2018). Access and utilization of instructional materials in teaching and learning in secondary schools: The case of Dagorretti South Sub County. Research project, university of Nairobi

Obondo, G., Too, J., and Nabwire, V. (2013). Enhancing learning of Geography: A focus on video use. *International Journal for Social Sciences and Education,* vol. 4, issue 1, 277-288.

Ogembo, J. O., Otunga, H. and Yaki, R.N. (2015). Students and teachers attitudes and performance in chemistry in secondary schools in Kwale County, Kenya. *Global Journal of Interdisciplinary Social Sciences,* vol. 4(3), 39-43.

Okumu (2013). Factors influencing the choice of science subjects in Kenya's secondary schools: a case of Lang'ata high school in Nairobi. M.Ed. thesis, University of Nairobi.

Ombati (2012). Factors influencing students' enrolment in CRE in public secondary school in Nyamachi division, Kisii County. M.Ed. Thesis, University of Nairobi.

Onderi, H., Kiplangat, R. K. and Awino, J. (2014). Factors contributing to poor academic performance in Kenya certificate of secondary education in public secondary school in Kericho County, *Kenyan Journal of Education Planning, Economics and Management,* 7, 1-14.

Ongera (1987). A Study of Methods Used By Teachers In Teaching Social Studies In Primary Schools in Kitale Municipality in Transnzoia District. M.Ed. Thesis, Kenyatta University, Nairobi.

Orenge, E. N. (2011). The status of career guidance and counselling programs for students in public secondary school in Nairobi province. Med Thesis, Kenyatta University.

Orina, W. M. (2001). Availability acquisition and utilization of instructional resources in teaching and learning Geography in selected public secondary school in Central Kisii District. M.Ed. Thesis, Kenyatta University, Nairobi.

Orodho, J.A (2009). Element of education and social sciences research methods. Maseno, Kanezja Publisher.

Osoro, E.N. (2006). Attitudes of students towards studying History and Government in some selected secondary schools of Mosocho division, Kisii central district. M.Ed. Kenyatta University, Nairobi.

Parker, F., Novak, J. and Bartell, T. (2017). To engage students by giving them a meaningful choice in the classroom. PDK international.

Parker, L.H. Rennie, L. and Fraser, B. (1995). Gender, science and mathematics: shortening the shadow. Pp 132.

Phi tuition (2017). Academic and Non- Academic subjects, London's specialist tuition center for KS3, GCSEs and A- Levels.

Pillai, D.S. (2012). The importance of teacher training in professional colleges.

Piske, F.H.R., Stoltz, T., Guerios, E., Camargo, D., Vesterana, C.L.B., Freitas, S.P., Oliveira, A.A., Santirello, J. (2017). The importance of teacher training for development of gifted students' creativity: contribution of Vygotsky. *Creative Education,* 8, 131-141.

Poskitt, J. and Bonney, I. (2016). Making subject choice: influence on adolescents' decision making. *Australian Journal of Middle Schooling*, 16(2), 24-32.

Rabia, M.; Mubarak, N.; Tallat, H, and Nasir, W. (2017). A study on study habits and academic performance of students. *International Journal of Asian Social Sciences.* vol. 7, no 10, 891-897.

Raleigh, A. (2016). The importance of grade 9 subject choice.

Reiter, C. (2017). 21st century education: the importance of the humanities in primary education in the age of STEM. Senior thesis and capstone project. Dominican university of California.

Rodeiro, C.V. (2019). The impact of A-levels subject choice and students background characteristics on higher education participation. Research matters: A Cambridge assessment publication.

Rono, D. and Rono, O. C. (2016). An assessment of the attitudes of students towards history and government in selected secondary schools in Bomet County. *Journal of Education and Practice*, vol. 7, no. 19.

Sale, M. (2016). The place of instructional materials in quality teaching at primary school level in Katsina Metropolis, Kasitna state. *International Journal of Humanities and Management Sciences*, vol. 4, issue 2.

Sener, S. (2015). Examining trainee teachers' attitudes towards teaching profession: an international conference on teaching and learning English as an additional language.

Sezer, A., Kara, H. and Pinar, A. (2011). An investigation of non-thesis master's program Geography teacher candidates' attitudes towards teaching profession regarding several socio- cultural features. *Us-China Education Review*, vol. 8, no 8, 682-697.

Shafina, A. (2020). Exploring gender difference in selection of subjects at high education level in the Maldives. *The International Education Journal: Comparative Perspectives*, vol. 19, no 2.

Shavelson, R.J., Linn, R.L., Baker, E.L., Ladd, H.E., Darling-Hammond, L., Shepard, L.A., Barton, P.E., Haertel, E., Ravitch, D. and Rothstein, R. (2010). Problems with the use of students test scores to evaluate teachers report. Economic policy institute.

Shyam, R. (2011). Oman teacher attitudes towards teaching profession. *Indian Journal of Psychology and Education,* vol. 1, no 1.

Siahi, E. A. and Maiyo, J. K. (2015). Study of the relationship between study habits and academic achievement of students: A case of Spincer higher secondary school, India. *International Journal of Educational Administration and Policy Studies,* vol. 7(7), pp 134-144.

Sivakumar (2018). Teacher attitudes towards teaching profession in relation to their self-concept. *Journal of Contemporary Educational Research and Innovation,* vol. 8, no 3, pp 283-288.

Standslause, Maito and Ochiel (203). Teachers and students attitudes towards mathematics in secondary school in Siaya County, Kenya. *Asian Journal of Management Science and Education*, vol. 3, no 3.

Stegers-jager, K.M. (2015). Predicting performance relative importance of students' background and past performance. National library of medicine.

Symth, E. and Hannan, C. (2007). School effects and subject choice: the uptake of scientific subjects in Ireland. *International Journal of Research, Policy and Practice,* vol. 17.

Thooonen et al (2011). How to improve teaching practices. The role of teacher motivation, organizational factors and leadership practices. *University Council for Educational Administration.*

Timmermans, A. and Werf, G. (2018). Accounting for previous performance of students by mans of growth curves analysis to estimate size, stability and consistency of school effects. *International Journal on Theory and Practice.* vol. 23, issue 5-6, pp 221-246.

Tolegenova, A. (2017). Factors affecting grade 11 students' decision to study world history a subject at specialized school of Astana, M.Ed. Thesis, Nazabayen University.

Tsikati, A.F (2019). Factors influencing choice of subject specialization by prospective teachers at TTC Eswatini, Swaziland.

Tuimur, H. N. and Chemwei, B. (2015). Availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in Nandi North District, Kenya.

Tuimur, H. N. and Chemwei, B. (2015). Availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in Nandi North district. *International Journal of Education and Practice*, 3(6), 224-234.

Vleuten, M., Jasper, E., Maas, I., and Lippe, T. (2016). Boys and girls educational choices in secondary school education: The role of gender ideology. vol. 42, issue 2.

Voughan, J., Boduszek, D. and Rodriguez, A. (2015). Factors influencing subject selection in upper secondary for male and females in England. *Current Issue in Personality Psychology*, vol. 3(3).

Wachiuri, R., Nonglait, B. and Kimathi, J. (2017). To determine the effect of the role of examinations on the development of all-inclusive learner in secondary school, Nyeri County, Kenya. *A Journal of Research and Methods in Education*.

Wambui, M., Tunai, E. and Ngaruiya, B. (2016). Relationship between teacher support and students subject choice in public secondary in nairobi county. *International Journal of Advanced Education and Research,* vol. 1, issue 10, pp 6-10.

Whiteney, S. and Porter, J. (1999). Student perceptions of subject selection: A longitudinal perspective from Queensland schools. Tertiary Entrance Procedure Authority.

Wodajo, M. R., Hailu, B. and Tasente, T. (2021). How we can improve students interest in asking and answering questions in the classroom. The case of second year social sciences students of BHU in 2020. Technium social sciences journal, 15(1), 125-130.

Yamin, A. J. (2014). Subject selection at the secondary school: a case study in data driven decision making in schools. Lessons from Trinidad. Palgrave Macmillan.

Yu, M. and Warren, D. (2019). Shaping future: School subject choice and enrollment in STEM, chapter 9.

Yusoff, M.S.B. (2019). ABC of content validation and content validity index calculation. *Journal of Education in Medicine,* 11(2), 49-54.

Zayed, N.M. (2016). The pros and cons of teaching a small sized class. *International Journal of Education and Research*. Vol. 4, No 11, pp 271-276.

APPENDICES

Appendix A-Interview Schedule for Principals

Dear Principal,

I am a Kenyatta university student studying a master degree in education. I am required to conduct a research study. My research topic is **SUBJECT CHOICE IN HUMANITIES AND ITS IMPLICATIONS ON KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION CANDIDATURE IN PUBLIC SCHOOLS: LAIKIPIA COUNTY**. Your school have been selected as a research station. You are also required to take part in this study. I kindly request that in this interview you will honestly and prudently respond to the questions to the best of your knowledge. Your identity will not be revealed and the information given will be treated with utmost confidentiality. I ask for your support and cooperation.

Instructions

Response to a question and any clarifications will take a minimum of 3 minutes.

Section A: Respondents General Information

1. What is your gender?   male   [ ]   female   [ ]

2. What is your highest academic qualification?

   Diploma ( )   Degree ( )   Masters ( )   PhD   ( )

3. What is your teaching experience?

   0-5 years ( ) 5-10 years ( ) Over 10 years ( )

Section B: Teachers Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

1. Kindly respond to the questions under each indicator of teachers' support of subject choice in humanities and its implications on KCSE exam candidature.

    i) Teachers activity based techniques.

        ➢ Which are some of the activity based techniques your teachers prefer using.

        ➢ Do these techniques applied determine learners' uptake of a subject.

    ii) Teachers qualification

        ➢ Which type of training do you think have more impact in teachers' instructional delivery?

        ➢ Do your teachers apply the skills they have acquired?

    iii) Teachers' attitudes.

        ➢ How do you rate the attitude of your teachers towards teaching humanities subjects?

        ➢ Do you think this may affect learners' uptake of humanities subjects.

Section C: School Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

2. Kindly respond to the questions under each indicator of schools support of subject choice in humanities and its implications on KCSE exam candidature.

    i) School provision of instructional resource.

> ➤ What is the level of adequacy of the instructional resources in your school?

> ➤ Explain briefly how these resources are necessary in teaching and learning process and their role in learners' choice of humanities subjects.

ii) Career guidance in the school.

> ➤ Do you have trained career masters in your school?

> ➤ Explain their role when learners are choosing humanities subjects.

iii) Maintenance of better performance in the school.

> ➤ Do the school have ways it recognizes best students in the past KCSE exams.

> ➤ If yes do this recognition has an impact on subject uptake?

iv) School policy on subject choice in humanities.

> ➤ How do learners choose their humanities subjects in your school?

> ➤ What is the level of satisfaction in school policy on subject choice?

Section D: Learners Support of Subject Choice in Humanities and Its Implications on KCSE Examination Candidature

3. Kindly respond to the questions under each indicator of learners' support of subject choice in humanities and its implications on KCSE exam candidature.

i) Learners' attitudes towards humanities subjects.

> How do you rate the attitude of your learners towards their humanities subjects?

> Do you think this may affect their uptake of humanities subject?

ii) Learners study habits adopted

> What methods do your learners mostly use in their studies?

> Do most learners benefit from the methods they have adopted in their study?

iii) Learners gender perceptions

> Do gender play any role in the choice of subjects in humanities?

> If yes explain how it has determined learners' choice of humanities subjects.

4. In your school which humanities subject has the highest and lowest KCSE examination candidature.

5. If there is a difference in KCSE candidature in humanities subject. What could be the reasons for the difference?

6. If there is a subject with low KCSE candidature in humanities subjects. What could be the strategies employed to raise its exam candidature in the future?

Appendix B - Questionnaire for Teachers

Dear Teacher,

I am a Kenyatta university student studying a master degree in education. I am required to conduct a research study. My research topic is **SUBJECT CHOICE IN HUMANITIES AND ITS IMPLICATIONS ON KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION CANDIDATURE IN PUBLIC SCHOOLS: LAIKIPIA COUNTY**. You have been selected to take part in this study. Kindly respond to the questionnaire honestly. Your identity will not be revealed and the information given will be treated with utmost confidentiality. I ask for your support and cooperation.

Instructions

Kindly, respond by ticking appropriately. Where explanations are required, use the space provided.

Section A: Respondents General Information

1. What is your gender?   male   [ ]   female[]

2. What is your highest academic qualification?

   Diploma ( )   Degree ( )   Masters ( )

3. What is your experience in teaching and in matter of subject selection?

   0-5 years ( ) 5-10 years ( ) Over 10 years ( )

Section B: Teachers Support of Subject Choice in Humanities and KCSE Examination Candidature

1. What do you think is the extent of relationship between teachers' support of subject choice indicated by teacher attitudes, techniques applied, qualification and KCSE examination candidature? Kindly, respond appropriately by inserting a tick (√). Use the key provided.

   Key: 1 = Very great extent 2 = Great extent 3 = Moderate extent 4 = Low extent

   5 = Very low extent

Item	KCSE exam candidature				
Teachers support of subject choice in humanities subjects	**1**	**2**	**3**	**4**	**5**
Teacher attitudes					
Teacher techniques					
Teacher qualification					

2. a) Below are some of the statements on teachers attitude toward teaching humanities subjects. To what extent do you agree with the teachers attitudes towards humanities subjects? Kindly, respond appropriately by inserting a tick (√). Use the key provided.

   Key: 1 = Strongly agree 2 = Agree 3 = Moderate agree 4 = Lowly agree 5 = Undecided

Item	1	2	3	4	5
I enjoy teaching the subject					
I feel relaxed while teaching the subject					
I encourage learner to pick the subject					
I strive to make the subject easier for learners					
I always create learner interest in humanities subjects					
I perceive the subject to be easy for learners					
I always motivate learner to like the subject					

b) How do you evaluate your content delivery techniques?

Somehow good ( )   Fairly good ( )   Very good ( )

 c) What kinds of training is most impactful in your teaching service?

   (Put a tick (√) where appropriate)

Pre service training   ( )

In service training   ( )

Training through mentorship   ( )

Vicarious learning   ( )

Section C: Schools Support of Subject Choice in Humanities and KCSE examination candidature

3. What do you think is the extent of relationship between schools support of subject choice indicated by resource provision, career guidance, maintenance of better performance, policies on subject choice and KCSE examination candidature? Kindly, respond appropriately by inserting a tick (√). Use the key provided.

Key: 1 = Very great extent 2 = Great extent 3 = Moderate extent 4 = Low

extent 5 = Very low extent

Item	KCSE exam candidature				
Schools support of subject choice in humanities subjects	**1**	**2**	**3**	**4**	**5**
Provision of resources					
Career guidance					
Maintenance of better performance					
Policies on subject choice					

4. a) What is the level of adequacy of the instructional resources in your subject?

Lowly adequate ( )   Fairly adequate ( )   Highly adequate ( )

b) What is the frequency of utilization of instructional resources for the stated

purposes in your school? Use the key provided.

Key: 1 = Rarely used   2 = Sometimes used   3 = Always used

Items	1	2	3
Prepare lesson plans and schemes of work			
Prepare lesson notes			
Give assignments to learners			
Used during group discussions			
Do demonstration in class			

b) Do you have trained career teacher in your school?

Yes ( )   No ( )

c) Who mostly guide your learners before subject selection in your school?

(Put a tick (√) where appropriate)

Trained career teachers ( )

Subject teachers   ( )

Resource persons   ( )

Class teachers   ( )

No one guides them   ( )

5. Respond to the following statement on past school performance in humanities

subjects. Use the key provided to put a tick where appropriate.

Key: Yes (Y) No (N) Not Sure (NS)

Item	Y	N	NS
The school recognizes candidates with staring performance in KCSE exams through an award system.			
The school display names of best candidates in KCSE exams in the school notice board.			
The school organizes programs with best candidates in the past KCSE exams to have motivational talks with the current students.			
The school have used best candidates in the past KCSE exams to guide learners on subject choice			
The school uses past subject achievement to set targets for future subject achievements.			

6. If vocational and academic subjects are offered and are elective in your school,

which subjects are mostly pick by learners?

Vocational subjects ( )   Academic subjects ( )   Both ( )

7. How are humanities subject chosen in your school? (Put a tick √ where

appropriate)

i)   Students are allowed to freely choose one subject from the three

humanities.   ( )

ii)   Geography is compulsory, choice is between History and CRE.   ( )

iii)   History is compulsory, choice is between Geography and CRE.   ( )

iv)   CRE is compulsory, choice is between Geography and History.   ( )

Please, give any other option of choice of humanities subjects applied in your school.

8. Do you think that the school policy on subject choice in humanities is rigid and therefore needs review from time to time? Yes ( ) No ( )

Section D: Learners Support of Subject Choice in Humanities and KCSE examination candidature

9. What do you think is the extent of relationship between learners' support of subject choice indicated by attitudes, study habits, gender perceptions and KCSE examination candidature? Kindly respond by inserting a tick (√) where appropriate. Use the key provided.

Key: 1 = Very great extent 2 = Great extent 3 = Moderate extent 4 = Low extent 5 = Very low extent

Item	KCSE exam candidature				
Learners support of subject choice in humanities	**1**	**2**	**3**	**4**	**5**
Learner attitudes					
Study habits adopted					
Gender perceptions					

10. a) How is the attitude of your learners towards humanities subjects?

Positive ( ) negative ( ) satisfactory ( )

b) What methods do your learners mostly use in their studies? (Put a tick (√) where appropriate)

They use questions from past papers to quiz themselves. ( )

They use their lesson notes to review topics. ( )

They use their textbooks to review topics.   ( )

They use discussion groups.   ( )

They use peer teaching.   ( )

c) Which gender mostly chooses your subject?

Boys ( ) Girls ( )

11. What are some of the reasons that could have mostly caused learners to change their prior picked subject after sometime? (Put a tick √ where appropriate)

Change in career goals and aspirations   ( )

A feeling of stress and anxiety due to hurried decisions   ( )

A feeling of being unsure and uncomfortable with the choice   ( )

The subject teacher discouraged them   ( )

Parents/ guardians advised them otherwise   ( )

12. Incase learners wish to review their prior subject choice. Do you have a timeframe for choice review? Yes ( ) No ( )

13. Please fill in the table below to give the number of male and female learners that sat for KCSE as candidates in the previous year in humanities subjects.

Humanities Subject	Student gender	No of learners who sat for KCSE as candidates
GEOGRAPHY	MALE	
	FEMALE	
HISTORY	MALE	
	FEMALE	
CRE	MALE	
	FEMALE	

14. What are some of the strategies that would mostly raise learners' uptake of humanities subjects? (Put a tick √ where appropriate)

Parents to encourage their learners to do humanities subjects.   ( )

Subject teachers to emphasis on benefits of humanities subjects to learners.   ( )

A career specialist in humanities subject to talk to them.   ( )

Career teachers in the school to be involved.   (

)

Mentors to recommend learners to pick humanities subjects.   ( )

Learners should be left to make their free choice.   ( )

15. Do you think it's necessary to introduce psychometric testing as a tool to assess learners' personality, aptitude and interests and the results used to recommend learners on the most preferred humanities subject to take?

Yes ( ) No ( )

Appendix C – Questionnaire for Learners

Dear Learner,

I am a Kenyatta university student studying a master degree in education. I am required to conduct a research study. My research topic is **SUBJECT CHOICE IN HUMANITIES AND ITS IMPLICATIONS ON KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION CANDIDATURE IN PUBLIC SCHOOLS: LAIKIPIA COUNTY.** You have been selected to take part in this study. Kindly respond to the questionnaire honestly. Your identity will not be revealed and the information given will be treated with utmost confidentiality. I ask for your support and cooperation.

Instructions

Kindly, respond by ticking appropriately.

SECTION A: Respondents General Information

1. What is your gender? Male ( )   Female ( )

2. State the type of your school.   Boy school ( ) Girls school ( ) Mixed school ( )

SECTION B: Teachers Support in Subject Choice in Humanities and Its Implications on KCSE Exam Candidature

3. Did you consider support that teachers provides in your choice of humanities subjects and its implications on KCSE exam candidature? Kindly respond on level of agreement using the key provided.

Key: Disagree (D) Lowly agree (LA) Moderately agree (MA) Highly agree (HA)

Item	D	LA	MA	HA
The teacher applies good methods when teaching humanities				
The humanities subjects teacher has a positive attitude				
The teacher is well qualified to teach humanities subjects				

SECTION C: Schools Support of Subject Choice in Humanities and Its Implications on KCSE Exam Candidature

4. Did you consider support the school provides in your choice of humanities subjects and its implications on KCSE exam candidature? Kindly respond on level of agreement using the key below.

Key: Disagree (D) Lowly agree (LA)   Moderately agree (MA) Highly agree (MA)

Item	D	LA	MA	HA
The school adequately provides learning resources in humanities subjects which motivated me.				
The school gives a very good career guidance before choosing humanities subjects.				
The school have a good performance track record in humanities subjects.				
The school policy on subject choice dictated on my choice of humanities subjects.				

SECTION D: Learners Support of Subject Choice in Humanities and Its Implications on KCSE Exam Candidature

5. Did you consider your attributes as a learner in choice of humanities subject and its implications on KCSE exam candidature? Kindly respond on level of agreement using the key provided.

Key: Disagree (D) Lowly agree (LA) Moderately agree (MA) Highly agree (HA)

Item	D	LA	MA	HA
My attitudes was positive towards humanities subject in form 1 and 2.				
I liked studying humanities subject during my study time.				
I was encouraged because of my gender perceptions.				

6. Did you consider changing any humanities subject you had picked earlier? Please respond to the statement below using the key provided.

Key: Yes (Y)   No (N)

Items	Y	N
I changed the humanities subject I had picked earlier.		

Appendix D – Approval of Research Proposal from Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

Internal Memo

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

FROM: Dean, Graduate School

DATE: 23rd March, 2021

TO: Peter Mwangi Ndung'u
C/o Ed. Mgt. Pol & Curr Studies Dept.

REF: E55/CE/25312/2013

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge receipt of your revised Proposal as per our recommendations raised by the Graduate School Board at its meeting of 27th January, 2021, Entitled, **"Subject Choice and its Implications on Kenya Certificate of Secondary Education Examination Candidature in Public Schools in Laikipia County"**.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

JULIA GITU
FOR: DEAN, GRADUATE SCHOOL

C.c.   Chairman, Department of Educational Management, Policy & Curriculum Studies

Supervisors:

1. Dr. Mukirae Njihia
    C/o Ed. Mgt. Pol & Curr Studies Dept.
    Kenyatta University

2. Dr. Charles Magoma
    C/o Ed. Mgt. Pol & Curr Studies Dept.
    Kenyatta University

EM/nn

Appendix E – Research Authorization from Graduate School

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/253124/2013

DATE: 23rd March, 2021

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR   PETER   MWANGI   NDUNG'U   REG.   NO.
E55/CE/25312/2013

I write to introduce Mr. Peter Mwangi Ndung'u who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the **Department of Educational Management, Policy & Curriculum Studies.**

Mr. Ndung'u intends to conduct research for M.Ed Proposal entitled, **"Subject Choice and its Implications on Kenya Certificate of Secondary Education Examination Candidature in Public Schools in Laikipia County".**
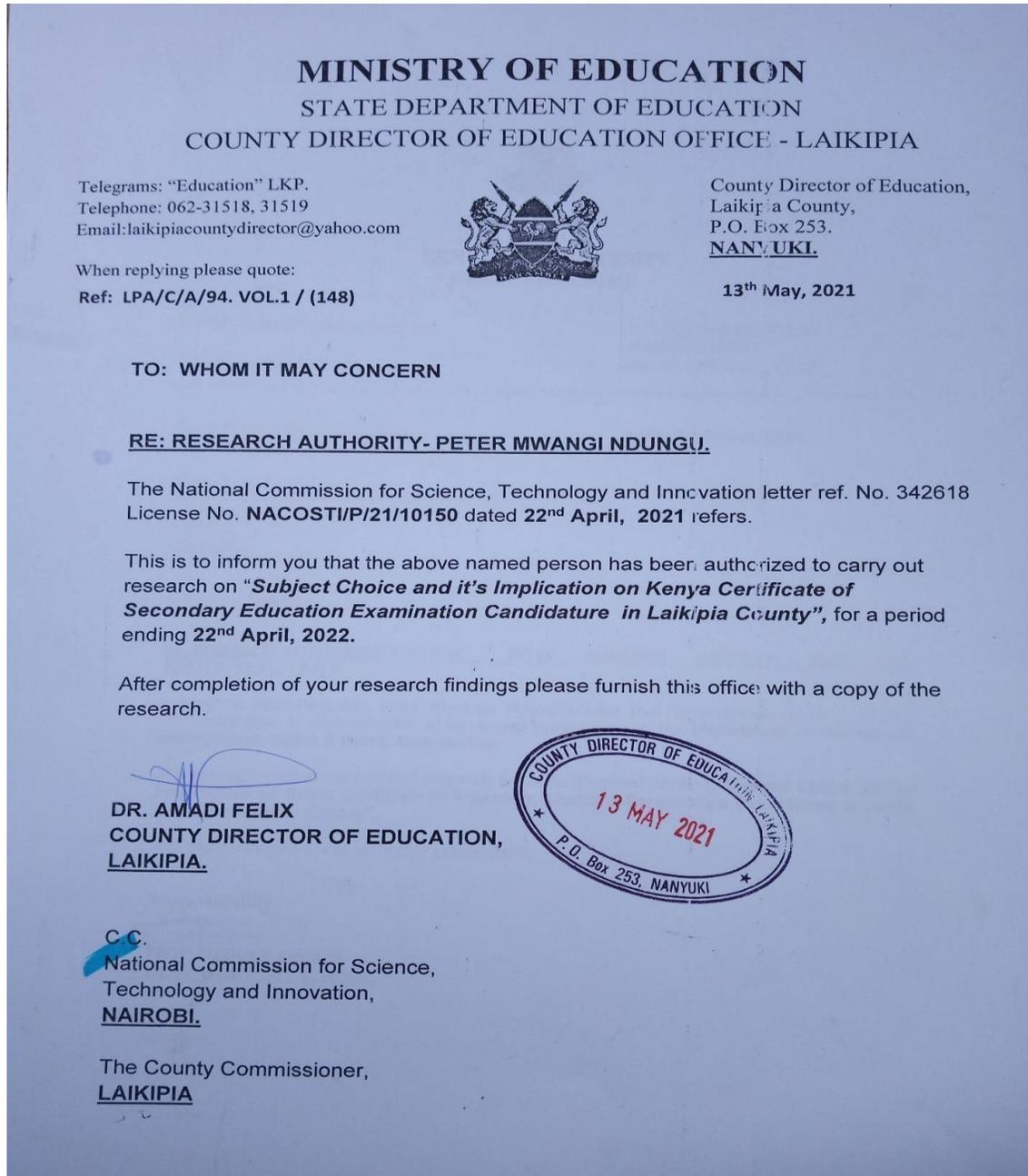
Any assistance given will be highly appreciated.

Yours faithfully,

PROF. ELISHIBA KIMANI
DEAN, GRADUATE SCHOOL

EK/nn

Appendix F – Research Authorization from State Department of Education, Laikipia County

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EDUCATION
COUNTY DIRECTOR OF EDUCATION OFFICE - LAIKIPIA

Telegrams: "Education" LKP.
Telephone: 062-31518, 31519
Email:laikipiacountydirector@yahoo.com

County Director of Education,
Laikipia County,
P.O. Box 253.
NANYUKI.

When replying please quote:
Ref: LPA/C/A/94. VOL.1 / (148)

13th May, 2021

TO: WHOM IT MAY CONCERN

RE: RESEARCH AUTHORITY- PETER MWANGI NDUNGU.

The National Commission for Science, Technology and Innovation letter ref. No. 342618 License No. **NACOSTI/P/21/10150** dated **22nd April, 2021** refers.

This is to inform you that the above named person has been authorized to carry out research on "*Subject Choice and it's Implication on Kenya Certificate of Secondary Education Examination Candidature in Laikipia County*", for a period ending **22nd April, 2022.**

After completion of your research findings please furnish this office with a copy of the research.

**DR. AMADI FELIX
COUNTY DIRECTOR OF EDUCATION,
LAIKIPIA.**

C.C.
National Commission for Science,
Technology and Innovation,
NAIROBI.

The County Commissioner,
LAIKIPIA

Appendix G-Research Permit

REPUBLIC OF KENYA

NACOST

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 342618

Date of Issue: 22/April/2021

RESEARCH LICENSE

This is to Certify that Mr.. Peter Mwangi Ndungu of Kenyatta University, has been licensed to conduct research in Laikipia on the topic: SUBJECT CHOICE AND ITS IMPLICATION ON KENYA CERTIFICATE OF SECONDARY EDUCATION EXAMINATION CANDIDATURE IN LAIKIPIA COUNTY for the period ending : 22/April/2022.

License No: **NACOSTI/P/21/10150**

342618

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

Appendix H – Research Budget

TASK	COST IN KSH
CONCEPT PAPER WRITING	500
PROPOSAL WRITING	
Purchase of stationery, typing and printing	1,000
Binding	200
Travelling and subsistence	2,000
PILOT STUDY	
Photocopying of instruments	500
Travelling and subsistence	4,000
DATA COLLECTION	
Travelling and subsistence	4000
Questionnaire and photocopying	8,000
Contingencies	4,000
REPORT WRITING	
Data analysis	10,000
Compiling of final draft	5,000
GRAND TOTAL	38,200

Source: Researcher (2021)

Appendix I – Research Work Plan

PERIOD ACTIVITY	2018	2019	2020	2021	2022	2023
Proposal writing and corrections	██	██				
Defense of the proposal and corrections			██			
Data collection, analysis and corrections				██		
Submission of thesis for examination				██	██	
Defense of thesis and corrections					██	
Submission of thesis book for binding						██

Source: Researcher (2021)

Appendix J- Map of the Research Area

Source: Google maps (2021)