PERCEIVED INFLUENCE OF METHODS ON EFFECTIVENESS OF TEACHING HISTORY AND GOVERNMENT IN SECONDARY SCHOOLS IN RACHUONYO NORTH SUB-COUNTY, KENYA

BY

MARTIN LOREEN ACHIENG'

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN PEDAGOGY (HISTORY)

SCHOOL OF EDUCATION

MASENO UNIVERSITY

© 2021

DECLARATION

Declaration by the candidate

This thesis is my original work and has not been submitted to any other University by another person for conferment of degree or diploma.

MARTIN LOREEN ACHIENG'   Signature……………………   Date ………………

MED/ED/00001/2017

Declaration by Supervisors

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

1. Prof. Indoshi F.C.   Signature……………………   Date ………………
    Department of Educational Communication, Technology and Curriculum Studies,
    Maseno University.

2. Dr. Kowino J. O.   Signature……………………   Date ………………

    Department of Educational Communication, Technology and Curriculum Studies,

    Maseno University.

ACKNOWLEDGEMENT

DEDICATION

I dedicate this work to my family who have been there for me during the study especially Dr. George Obongo who supported me financially and my mother Teresa Atieno who taught me the virtue of perseverance in order to achieve my goals. It is also dedicated my dad who kept encouraging me to work hard and my siblings who supported me emotionally.

ABSTRACT

Teaching methods helps the teachers to deliver contents required of any subject to achieve stated objectives and the desired learning outcomes. There has been continuous drop in performance in History and Government despite the availability of teaching methods to teach the subject. Trends in the Kenya Certificate of Secondary Education (KCSE) History and Government performance from 2014 to 2019 showed that Rachuonyo North Sub-County had been doing poorly compared to other sub-counties in Homa Bay County with fluctuating performance from 4.769, 5.160, 3.480 and 4.684 out of the possible 12.00 over the same period. The purpose of the study was to establish perceived influence of use of teacher-centered, learner-centered and mixed methods on effectiveness of teaching History and Government in Rachuonyo North Sub-County. Objectives of the study were to examine perceived influence of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools, to determine perceived influence of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools and lastly to establish perceived influence of use of mixed methods on effectiveness of teaching History and Government in secondary schools. The study was based on a conceptual framework with use of methods as independent variable and effectiveness of teaching History and Government as the dependent variable. Descriptive survey was adopted for the study. The study population comprised 2187 Form 4 students and 110 Form 4 teachers of History and Government. Krejcie and Morgan estimation table was used to obtain student sample of 322 while Mugenda and Mugenda 30% formula was used to obtain 34 teachers. Data collection instruments were questionnaires and classroom observation schedule. Test re-test method was used for reliability. Reliability coefficients for students' questionnaire was .75, teachers' questionnaire was .79 while that of observation schedule was .78. Content and face validity of the instruments were ascertained by expert judgement of supervisors of this thesis. Quantitative data was analyzed using mean scores. Qualitative data was analyzed using themes and sub-themes. The study findings indicated that teacher-centered methods were frequently used but were ineffective for teaching, learner-centered methods were slightly frequently used and were slightly effective for teaching and that mixed methods were infrequently used but were effective for teaching. The study concluded that frequency of use of teacher-centered methods negatively influenced effectiveness of teaching. Frequency of use of learner-centered methods positively influenced effectiveness of teaching and finally the study concluded that frequency of use of mixed methods positively influenced effectiveness of teaching. The study recommended that teacher-centered methods should be accompanied with methods that encourage learner participation. Learner-centered methods should be used under supervision of the teacher. Mixed methods were most effective and should be used more frequently. The above findings could be used by teachers, policy makers and curriculum developers to review methods of teaching History and Government not only in Rachuonyo North but in Kenya as a country.

TABLE OF CONTENTS

Content   **Page**

LIST OF ABBREVIATIONS AND ACRONYMS

CAI	:	Computer Assisted Instruction
CRE	:	Christian Religious Education
E	:	Effective
EBT	:	Examination Based Teaching
F	:	Frequent
GTZ	:	German Agency for Technical Cooperation
I	:	Ineffective
I	:	Infrequent
ICT	:	Information Communication Technology
KCSE	:	Kenya Certificate of Secondary Education
KIE	:	Kenya Institute of Education
KICD	:	Kenya Institute of Curriculum Development
MOEST	:	Ministry of Education Science and Technology
RoK	:	Republic of Kenya
SE	:	Slightly Effective
SF	:	Slightly Frequent
S Q	:	Student Questionnaire
TQ	:	Teacher Questionnaire
UNESCO	:	United Nations Educational, Scientific and Cultural Organization.
VE	:	Very Effective
VF	:	Very Frequent
VI	:	Very Ineffective
VI	:	Very Infrequent

LIST OF TABLES

LIST OF FIGURES

Figure   **Page**

LIST OF APPENDICES

CHAPETR ONE

INTRODUCTION

This chapter discusses background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, limitations of the study, assumptions of the study, significance of the study, conceptual framework and operational definition of terms.

1.1 Background to the study

Many factors influence teaching and learning of History and Government. They include teaching resources, teaching methods ,learner attitude and learning environment (Runaku,1996). However, teaching methods stand out as the most significant in explaining learning outcomes at whatever level of learning(Rovincer, 2011). Teaching methods refer to the instructional approaches that are used by teachers to help students to learn the content in a particular subject. It is how students make sense of, and understand the key facts, concepts, generalization and skills of a subject (Burden & Byrd, 2013). Runaku (1996) assert that methods are those teaching strategies which allow the learner to take part in the learning process. According to Kiruhi, Githua and Mboroki (2009), teaching methods are plans by which teachers organize learning experiences for learners in order for them to acquire the intended knowledge, skills and attitudes**.**

Research by Allan and Clarke (2007), Allan, Clarke and Jopling (2009) and Kember and MacNaughton (2007) suggests that students' perceptions of effective teaching are linked to effective teachers and that personal attributes of teachers have a major role in determining

1

their perceptions about effective teaching. Teachers who demonstrate positive affirmation of students are perceived to be effective teachers.

Teaching is successful where there is teacher to student interaction, including availability of material inputs and motivation (Amos, Folasayo & Oluwatoyin, 2015). McTighe and Wiggins (2012) argues that teachers are like coaches to students, who ensure that what is taught is perceived to have been learned and understood.

Benjamin and Orodho (2014) in a research study investigated the relationship between availability of teaching and learning resources and effective content delivery in secondary schools. The results revealed a positive correlation between teaching and learning resources and level of content delivery. Effective teaching therefore promotes effective classroom management which impart in students a sense of responsibility, self-control and realization of optimal learning.

Teaching is effective if it leads to positive change in the desired learning outcomes (KIE, 2002). In curriculum implementation process, people's views are important in influencing their behaviors, beliefs, values and ideas. However, implementation is sometimes done without due regards of stakeholders' perceptions. In circumstances where curriculum is implemented at the center periphery model such as Kenya, the views of key stakeholders such as students and teachers are rarely taken into account. It is therefore important to take students and teachers views of curriculum implementation in order to increase the relevance and effectiveness of teaching and learning. Their views cannot be ignored (KIE, 2002). Poor deployment of teachers, attendance and chronic shortage of teachers in important subject areas have been perceived to hamper effectiveness of learning (DFID, 2010). Kenya

continues to experience teacher shortages in public secondary schools thus impeding teaching effectiveness.

Report of the Working Party on the National Code of Conduct (Republic of Kenya [RoK] 1982/83), showed concern on teaching methods used in our schools. The report pointed out that teaching methodology should be such that it encourages creativity and independence in learning. The same view was expressed by the Presidential Committee on Unemployment (1982/83) which recommended the use of appropriate teaching methodologies and teaching aids. It observed that schools were required to change from being centers for formal instruction and become educational institutions. It was based on the observation that the learning process was greatly facilitated if the students were motivated to learn. Hence, the committee recommended that, schools should promote a spirit of inquiry and innovativeness by encouraging the use of discovery methods in the secondary school curriculum. As such the curriculum spelt out teaching methods such as teacher-centered, learner-centered and mixed methods (K.I.E, 2011). It was also observed in history subject discourse that though the curriculum was best, the most perfect syllabus remained dead unless quickened into life by the right methods of teaching (Meheta, 2016).

Teaching methodology has been recognized by educationists as a key determinant of any learning outcomes at whatever level of learning (Rovincer, 2011). The three main approaches of teaching can be classified as teacher-centered, learner-centered and mixed methods. Their use varies from school to school depending on the teacher's choice (Otewa, 2015).

Teacher-centered teaching methods involve direct instruction where the teacher transfers or transmits basic information, values, skill and attitudes whereas learners are expected to memorize, copy, imitate or reproduce (Mwaka, Nabwire & Musamas, 2014). Tella, Indoshi

and Othuon (2010) note that teacher-centered teaching methods are instructor-centered and make learners not to enjoy their lessons and therefore miss the benefits of intellectual discovery. The teacher-centered methods include the lecture, dictation, illustration and narration (K.I.E, 2011). These methods involve careful and meticulous planning of curriculum and purposeful instructional procedures by the teacher in which the learners have a definite and fixed perception on their roles as listeners while teachers are expected to be talkers and custodian of knowledge (Odundo & Gunga, 2013). One of the most used teacher-centered method is the lecture. Such methods encourage learner's memorization of concepts rather than application and critical thinking.

A study conducted in Indonesia and India by Emaliana (2017) majored on the subject of the learning approach that promoted learning. The general objective of the study was to investigate the learning needs of students drawn from the English department by taking into consideration their attitude towards student-centered approaches and teacher-centered approaches. With the use of questionnaires, data was collected from undergraduate and postgraduate students. One way ANOVA was used to analyze the data. The findings of this study illustrated that students' learning needs should be an input to syllabus and material planning and demonstrated the importance of good understanding of students. The study concluded that both teacher-centered method and student-centered methods should be implemented. However, this was a case study research which even though was multimodal and holistic in nature, could not be generalized due to its singularity nature because its sample size was too small. While a study by Emaliana (2017) used questionnaires to collect data from undergraduate and postgraduate students, the current study used questionnaires to collect data on secondary school students and teachers. Besides, Emaliana (2017) used One way ANOVA for data analysis while the current study used mean scores for data analysis.

Lak, Soleimani and Parvaneh (2017) carried out a study on the effect of teacher-centered method on reading comprehension in Iran. The study aimed at investigating what affected the teacher-centered method on studying of concepts. A sample of 120 Iranian EFL (English as Foreign Language) learners were selected. Inferential statistics were used to analyze the collected data with the aid of the SPSS. The results revealed that teacher-centered groups were positively related to improvement of Iranian EFL learners' reading comprehension performance. The study concluded that teacher-centered approach did not improve Iranian EFL learners' reading comprehension. However, the study investigated what affects the teacher-centered methods on studying of concepts, its main focus was on English as foreign language and therefore its findings could not be generalized to other subjects. Further, this study used a sample of 120 Iranian EFL (English as Foreign Language) learners while the current study used 322 students and 34 teachers of History and Government.

Ubulom and Ogwunte (2017) carried out a study on evaluation of teacher-centered and learner-centered methods for instructional delivery of senior secondary schools financial accounting in Rivers State. The study sought to evaluate the process of the reliability of teacher-centered and learner-centered approaches in respect to instructional delivery of financial accounting in secondary schools. Evaluation research design and the process evaluation component of the Stufflebeams' were employed during the study. They used a sample size of 250 respondents for analysis. The study revealed that teacher-centered instructional method was ineffective while learner-centered method was found to be effective in teaching accounting subjects in all secondary schools in Rivers State. The study concluded that although learner-centered methods had better returns in terms of learning achievement, teacher-centered approach could not be disposed of altogether. Their study however was a longitudinal study which did not give room for new knowledge to be generated apart from

what existed before and due to the researcher being fatigued. While this study was conducted on evaluation of teacher-centered and learner-centered methods for instructional delivery of senior secondary schools financial accounting in Rivers State, the current study examined perceived influence of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

Studies have shown that teacher-centered methods make learners passive recipient of knowledge. They also show frequency of use of these methods in the classroom. However, they have not shown the perceived levels of effectiveness of the teacher-centered methods for teaching History and Government. The current study was different from the above studies in that it aimed at examining the perceived influence of frequency of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North sub-county, Kenya.

Learner-centered methods on the other hand are methods of teaching where students are at the center of learning while a teacher remain as facilitator. This teaching process engages students in active learning and more attention is given to students meta cognitive strategies. Learner-centered teaching strategies are preferred as they improve student's knowledge construction, conceptual understanding, and attitudes towards learning (Kober, 2015). Learner-centered methods refer to the indirect instruction where the teachers facilitate learning by posing questions, guiding, indicating sources of information and sharing of ideas, problems and solutions (Mwaka, *et. al* 2014). Here, the teacher encourages the learner to actively seek their own knowledge sources to deepen and enrich their comprehension of the course material (Otewa, 2015). This mode of instruction encourages the learner to display elements of scientific reasoning such as recognition of the problem, thinking of possible solutions and making conclusion. Learner-centered methods recommended for teaching in

Kenya today include dramatization, discussion, debates and discovery (K.I.E, 2011). These methods are encouraged especially when teaching as they make interaction between the teacher and students and even among the students themselves possible thus enhancing effective learning. Such methods are appropriate in such a subject as History and Government where learning has to be internalized (Nasibi & Kiio, 2005).

A study was done by Lak, Soleimani, and Parvaneh (2017) to compare the results of learner-centered and teacher-centered methods of learning among the Iranian learners. To carry out the study, samples of learners were taken and data was analyzed using SPSS. The results indicated that learner-centered approach had positive results on enhancement of Iranian learners' reading comprehension performance. Therefore, it was concluded that learner-centered methods were more effective compared to teacher-centered method. This study however, was done in English while the current study was carried out in History and Government.

Seng' (2014) carried out a study on views of teachers to learner-centered learning approach in Canada. The study sought to investigate what teachers had to say about the learner-centered methods of learning. The study explored on the individual in-depth interviews to get the teachers view. The findings of the study provided evidence that the approach made students to get actively engaged in the learning process, be aware of their own responsibilities and autonomy in learning. The study concluded that the use of the learner-centered method contributed to active engagement of students in learning and enhancing students' responsibility. However, the study was mainly ex-post facto. As a result, it could not establish issues as they were happening or as were about to occur. The current study on the other hand used descriptive survey design to gather data. It also relied on student's questionnaires,

teacher's questionnaires and classroom observations as compared to in-depth interviews carried out by Seng' (2014).

A study to determine whether learner-centered approach improved high school learners' understanding of the topic on acids and bases was conducted by Mutilifa and Kapenda (2017) in Namibia. The objective of the study was to prove the effectiveness of learner-centered approach. With a sample of learners, quasi experimental design was used to collect pertinent data. Descriptive statistics were used to analyze the quantitate data from the test scores. The study results indicated that using the learner-centered measures attracted learners' interests in learning and understanding acids and bases. The study concluded that learner-centered methods improved understanding of learners. While this study was conducted on Chemistry subject, the current study was conducted on History and Government. Further, while their study used quasi experimental design and relied solely on quantitative data, the current study used descriptive survey design and employed both quantitative and qualitative approaches for data analysis.

Salema (2015) assessed the attitude of teachers and students towards learner-centered pedagogy in secondary schools in Kilimanjaro, Tanzania. The study focused at exploring the thoughts of teachers and students on the implementation and application of the learner-centered method in both private and public secondary schools in the area. Samples of teachers and students were taken. The study used questionnaires, interviews and observations to collect requisite data. The results of the study showed that students and teachers alike had a positive attitude towards the aforesaid implementation. Nonetheless, teachers in public schools had a lower attitude towards the implementation as compared to the private school teachers. The study concluded and recommended that all the stakeholders in the education sector had a role to play for the implementation to be successful. The foregoing could have

8

been realized through provision of adequate resources, training of teachers and motivating both the students and the teachers with regard to application of learner-centered approach. The study was however sponsored by the Religious organization thus it only collected data from the schools that were affiliated to the religious organizations. This left a chasm of what goes on in the non-religious sponsored schools. Further, it made the generalization of the study to be weak. While this study assessed the attitude of teachers and students toward learner-centered pedagogy in secondary schools in Kilimanjaro Tanzania, the current study assessed the perceived influence of use of learner-centered methods on effectiveness of teaching History and Government in Secondary schools in Rachuonyo North sub-county, Kenya. The study was also conducted in both religious and non-religious schools.

A study carried out by Makewa and Metto (2014) investigated whether learner-centered teaching method could work in Kenyan public schools or not. The study sought to find out if learner-centered strategy could be effective in public primary schools. A review of past literature with regard to learner-centered method was carried out. The study revealed that many teachers continued to use the teacher-centered method regardless of the benefits the learner-centered method had hitherto accrued. In addition, teachers failed to use this method due to high population of students, insufficient teachers and scarcity in learning materials. The study recommended that the government should ensure learner-centered method is used by employing qualified teachers and also planning and implementing teachers training on the learner-centered method. While this study focused only on public primary schools in Kenya, the current study focused on both public and private secondary schools in Kenya.

A study conducted by Mwangi (2014) in Kinangop Sub-County, Kenya examined the influence of learner-centered strategies on performance of students in Biology in the Kenya Certificate of Secondary Education. This study purposed to examine the subjects'

performance in the final examination with the aim of assessing the extent to which the attitude of teachers towards learner-centered approach influenced students' performance in Biology. Descriptive survey design was adopted. The study targeted Biology teachers and students who were in their final year of study in public schools. Samples were taken and data analysis involved qualitative and quantitate techniques. According to the study findings, it was revealed that teachers had a positive attitude towards learner-centered approach. The study, therefore, concluded that learner-centered strategies had positively influenced students' performance in Biology in KCSE. While this study examined the influence of learner-centered strategies on performance of students in Biology in the Kenya Certificate of Secondary Education, the current study assessed the perceived influence of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North sub-county, Kenya.

The above studies have shown that learner-centered methods encourage learner active participation in the learning process. However, they have failed to show the perceived levels of effectiveness of the use of learner-centered methods in teaching History and Government. This study was different from the above studies in that it aimed at determining the perceived influence of frequency of use of learner-centered methods on effectiveness of teaching History and Government in Rachuonyo North sub-county, Kenya.

Proper and effective teaching is characterized by a combination of methods (both teacher-centered and learner-centered), what is called the mixed methods (UNESCO, 2012). Such include a combination of different methods like lecture and question and answer, dictation and discovery, explanation and discussion, narration and field trip (UNESCO, 2012; MOEST, Sessional Paper No. 1 of 2005). A combination of methods can be used by teachers to attain better student performance in national examinations (Nasibi & Kiio, 2005). The

proponents of the mixed methods argue that teacher-centered methods are more aligned towards the use of lecture method and dictation which only encourage passive learning. The learner-centered methods on the other hand are found to be more time consuming. Further, when learners are left to learn by themselves without support and supervision from teachers, it is feared no proper learning occurs. They therefore encourage frequent use of a combination of the teacher and learner centered methods for effective learning (MOEST, Sessional Paper No. 1 of 2005).

In India, a study was conducted by Varghese (2018) to assess the effectiveness of mixed methods in learning chemistry among students. One of the objectives of the study was to determine the impact of mixed method of learning chemistry. The study employed experimental method. The study sample comprised of 120 students from four secondary schools. The study found out that the mixed method for teaching and learning chemistry was more effective than the teacher-centered methods. The study also noted that the mixed methods helped in improving the performance of students in chemistry. This study focused on chemistry subject while the current study focused on History and Government. While the study was experimental, the current was descriptive. Furthermore, Varghese (2018) used a sample of 120 students while the current study used a sample of 322 students and 34 teachers.

Mwanza (2016) assessed the use of mixed methods in the teaching of English grammar in selected secondary schools in Zambia. The main objective of the study was to establish how teachers understood and applied mixed methods in teaching English language. The study used both quantitative and qualitative research methods. Questionnaires, classroom observations, interviews and document analysis were used to obtain data. The sample population comprised of 90 teachers and 18 lecturers who were selected by use of purposive sampling technique. The findings of the study were that there was poor application of the

mixed methods and that some teachers did not have any understanding of what it entails. The study further established that there were challenges that faced those teachers who used the method in teaching which included limited time, lack of teaching materials and poor or low proficiency in English among learners. This study however was carried out in English grammar while the current study was done in History and Government. The study further used a sample of 90 teachers and 18 lecturers compared to the current study which used a sample size of 322 students and 34 teachers in secondary schools. Besides, this study was done in Zambia as opposed to the current study which was done in Kenya.

A study was done by Kattam, Chebet and Kipkemboi (2016) on the role of mixed methods in learning and teaching English in public primary schools in Kenya. The study sought to establish the use of mixed methods in enhancing teaching and learning in public primary schools in Eldoret East Sub-County. The study used stratified random sampling to select 31 schools, simple random sampling to select English teachers in secondary schools and purposive sampling to select key resource teachers from the selected schools. Data were collected using classroom observations and interviews. The findings of the study acknowledged that mixed methods made teaching innovative and enjoyable and enhanced the achievement of learning objectives. The study also indicated that mixed methods make teaching English practical and facilitates retention in learners. The study acknowledged that mixed methods made teaching innovative and enjoyable and enhanced the achievement of learning objectives. Nevertheless, the study was conducted in public primary schools and in English as a subject while the current study was done in secondary schools and History and Government.

A study conducted by Masibo, Napwora, Jesse and Barasa (2017) assessed the perceptions of English language teachers and learners about an effective English language teacher in

Kenyan secondary schools. The study examined the perceptions of teachers and learners of English about an effective English teacher. The study employed a qualitative research approach. Stratified, simple random and purposive sampling techniques were used to obtain the sample. Data were collected using in depth interview and focused group discussion from learners and teachers. The results of the study revealed that the teachers perceived that for learning and teaching to be effective teachers should adopt the reflective and collaborative approaches and be eclectic in the use of teaching methods. Even though the study assessed the perceptions of English language teachers and learners about an effective English language teacher, it was noted that the teachers perceived that for learning and teaching to be effective, teachers should adopt the reflective and collaborative approaches and use mixed methods. The study did not clearly address the use of mixed methods to any specific Kenyan public secondary schools. This study further employed qualitative research compared to the current study which employed both qualitative and quantitative research. While this study collected data using in-depth interview and focused group discussion, the current study used questionnaires and classroom observation schedule for data collection.

UNESCO, 2012 and MOEST, Sessional Paper No. 1 of 2005 says that proper and effective teaching is characterized by a combination of various methods. They also tell the frequency of use of these methods in the classroom. However, they do not as well show perceived levels of effectiveness of these methods in teaching History and Government. This study sought to establish the perceived influence of frequency of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

It is important to note that a skillful teacher should use as many methods as possible because of the fact that there is no single method that is regarded as best for every teaching situation

13

(Nasibi, 2015). The success in using these methods depends on the purposes, the ability and nature of the students in the class and the subject matter that will be taught. Thus, it is better to have knowledge and mastery of some of the formal methods of teaching irrespective of their classification (Okai, 2014).

A study conducted by Mwathwana, Mungai, Gathumbi and Gongera (2014) indicate that there is need to frequently use various teaching techniques, especially those that are learner-centered in order to improve performance in History. Mwathwana, et al. (2014) maintained that teaching methods were a major factor that contributed to poor performance in KCSE History and Government examinations in Tigania and Igembe districts Meru County. Accordingly, if proper methods could be used frequently then there could be better performance in History and Government not only in those districts but in Kenya as a whole and this would be an indication of effective teaching.

Collins Essential English Dictionary (2020) defines History as "a record or account of past events and developments," History and Government is a subject that is an integral part of the Kenyan Secondary School curriculum (Woolman, 2001; Kiio, 2012). It belongs to the humanities group of subjects that is examinable at the Kenya Certificate of Secondary Education (KSCE) examination. Since 1993 History and Government has been an elective subject (Wosyanju, 2009). This means that students can choose to or not to study it as they proceed to form three.

The purpose of education is to provide opportunities for the acquisition and development of relevant knowledge, skills and attitudes associated with sound moral and spiritual values. Pallavi, Nayan and Hachandan, (2016) maintain that History instills in the learner the ability to rationally inquire and analyze issues at hand, provide intellectual fulfillment to the

leaner through its in-depth study and influence career choices like teaching, law, social work or public administration. Burden and Byrd (2013) assert that in practice, teachers have curriculum guides outlining objectives and content that is expected of all students in a particular subject area. General objectives of every subject in the school is to provide skills like critical thinking, disaster preparedness, desirable moral standards, problem solving skills, positive attitudes and mutual respect (Boit, Njoki & Chang'ach, 2012). The study of History leads to achievement of stated values by each student (Meheta, 2016). History is, thus, meant to enable students manage the present better and plan for the future. Students should therefore be exposed to the concepts and principles of History by participating in activities through instruction that address vital subject content and this is the justification for teaching History and Government in Kenyan secondary school (K.I.E, 2011).

In Kenya, History and Government is one of the key subjects in the Secondary School curriculum. The general objectives of teaching History and Government are to enable the learner to recognize and appreciate the importance of studying History and Government, to acquire knowledge, ability and show appreciation for critical historical analysis of socio-economic and political organization of African societies, to understand and show appreciation of the rights, privileges and obligations of others for promotion of a just and peaceful society, to promote a sense of nationalism, patriotism and national unity, to encourage and sustain moral and mutual social responsibility, to identify, assess and appreciate the rich and varied cultures of the Kenyan peoples and other peoples, to promote a sense of awareness and need for a functional democracy of the Kenyan people and other nations, to promote an understanding and appreciation of intra-national and international consciousness and relationships and lastly derive through the study of History and Government an interest in further learning (KIE, 2002).

In order to achieve the general objectives of teaching History and Government, proper teaching must occur. However, proper teaching must include teaching methods such as the teacher-centered, the learner-centered and the mixed methods. If the frequency of use of teacher-centered methods are perceived to be effective, then the general objectives will be met. If frequency of use of learner-centered methods are perceived to be effective, then the general objectives will be met and if frequency of use of mixed methods are perceived to be effective, then the general objectives will be met as well. It is therefore recommended that the methods applied for teaching lead to the achievement of the general objective. If the subject is taught well then objectives will be met. If it is taught poorly then attainment of the objectives will be a mirage (Runaku, 1996). It is, therefore, important that education targets are supported by appropriate means to attain them.

Since 2014, the candidature of History and Government has increased in Kenya. This subject is, however, done in two papers, History and Government Paper 1 also noted as 311/1 and History and Government Paper 2 also noted as 311/2. In 311/1, learners are examined on History and Government of Kenya while 311/2 examines the learners' knowledge on Themes in World History and Government. Both Papers examine the learner on three sections. Section A comprise of short structured questions from number 1 to number 17 with a total of 25 marks to be scored. Section B comprise of four questions including questions 18,19,20 and 21. The examinee is to answer any three questions each carrying 15 marks with a total of 45 marks to be scored. Section C contain three questions including question 22, 23 and 24. The examinee is to answer any 2 questions each having 15 marks with a total of 30 marks to be scored. Sections B and C of both Papers require the learner to identify, outline, elaborate, explain, describe, narrate, illustrate, demonstrate and discuss. For these reasons various

methods such as narration, lecture, dictation, discussion, illustration, explanation, dramatization, question and answer are encouraged in classroom (KNEC Report, 2019).

The general performance of candidates in Paper 1 dropped from a mean of 45.28 in 2016 to 33.74 in 2017 and a standard deviation of 20.46 in 2016 to 17.18 in 2017. This translates into a drop of mean to 11.54. However, there was an improvement in the performance of Paper 2(311/2) from a mean of 40.39 in 2016 to 47.95 (+ 7.56) with standard deviation of 20.48 and 17.34 respectively in 2017 (KNEC Report, 2018).

Table 1.1: Analysis of Humanity Subjects' Performance, National Mean Scores (2015-2019)

Subject	M.S 2015	M.S 2016	M.S 2017	M.S 2018	M.S 2019
Geography	87.830	84.670	89.360	83.250	93.000
C.R.E	104.960	93.880	81.670	82.410	82.000
History	84.270	85.630	76.130	75.640	74.960

Source: Ministry of Education (2019)

Table 1.1 shows analysis of humanity subjects' performance in Kenya providing the national mean scores of each subject from 2015 to 2019. It reveals that Geography has been having means scores of 83.250 and above except in 2019 that it scored a mean of 93.000. Except for C.R.E which had a mean score of 104.960 in 2015, no other humanity subject has scored a mean of 100.000 since then. It also shows that compared to other humanities, History and Government has been doing poorly nationally with fluctuating performances.

Poor performance in the History and Government subject can be attributed to the teaching methods used to deliver contents to the learner. Frequency of the methods used are perceived to either contribute positively or negatively to the effectiveness of teaching.

Since 2015, performance of History and Government has been dwindling compared to the other two humanity subjects including Geography and Christian Religious Education (C.R. E) in Homa Bay County as well. This is shown in Table 1.2.

Table 1.2: Analysis of Humanity Subjects' Performance, Homa Bay County (2015-2019)

Subject	M.S 2015	M.S 2016	M.S 2017	M.S 2018	M.S 2019
Geography	6.090	5.324	5.945	6.174	6.590
C.R.E	4.605	5.134	5.032	6.223	4.223
History	5.911	3.753	3.730	6.034	5.663

Source: Homa Bay County Education Office (2020)

Table 1.2 shows analysis of results of humanities including Geography, Christian Religious Education (C.R. E), and History and Government of Homa Bay County from 2015 to 2019.The table reveal that over that period, Geography has been showing trends of better performance with mean scores of between 6.090 and 6.590 out of the possible 12.00. C.R.E comes second best performed subject in Homa Bay county. However, History and Government has been doing poorly among the three subjects except in 2019, which it scored a mean of 5.663 above that scored by C.R.E 4.223. The table further show that History and Government has been having fluctuating performance compared to compared to Geography and C.R.E, which have been having upward improvements in their performances. Frequency of use of teaching methods has a direct influence on teaching effectiveness, which in turn

translates to high or low performance in the examinations. For this reason, the researcher studied History and Government to establish the reasons for dwindling performance.

Rachuonyo North Sub-County is one of the eight sub counties in Homa Bay County. The Sub County has 55 secondary schools, among them 54 publics and 1 private. In 2019, Rachuonyo North Sub County presented 2187 History and Government candidates for KCSE examinations and the mean score attained was 4.684 as opposed to the leading (Mbita) Sub County, which had 6.864 see (Table 1.3).

Table 1.3: KCSE Examination Mean Scores in History and Government for Homa Bay Sub-Counties (2014-2017)

Sub-county	*M.S 2014*	*M.S. 2015*	*M.S 2016*	*M.S 2017*	*M.S 2018*	*M.S 2019*
Homa Bay	6.805	6.976	4.937	4.292	5.848	4.694
Rachuonyo South	6.024	6.346	3.609	4.020	6.169	5.445
Suba	5.318	5.752	3.337	3.990	6.747	5.804
Mbita	5.806	5.957	3.542	3.580	6.601	6.864
Ndhiwa	4.960	5.273	3.615	3.429	5.280	4.694
Rachuonyo North	4.769	5.160	3.480	3.603	5.404	4.684
Rachuonyo East	NEW	NEW	NEW	3.465	5.874	6.061
Rangwe	NEW	NEW	NEW	3.429	6.347	6.380
Homa Bay County	**5.614**	**5.911**	**3.753**	**3.730**	**6.034**	**5.663**

Source: Homa Bay County Education Office (2019)

Table 1.3 illustrates academic performance of the 8 Sub-Counties in Homa Bay County from 2014 to 2019 in History and Government KCSE examinations. KCSE performance trends in History and Government from 2014 to 2019 show that Rachuonyo North Sub-County had

been doing poorly as compared to the other five Sub-Counties. Further, the performance had been fluctuating from 4.769, 5.160, 3.480 and 4.84 out of the possible 12.00 over the same period. Rachuonyo East and Rangwe had been newly created; consequently, they lacked 3-year data that would show performance trend. For this reason, the researcher studied Rachuonyo North Sub-County in order to assess frequency of methods used for teaching and their perceived influence on effectiveness so as to determine the reasons for low scores and fluctuations in their results.

The study sought to assess the extent to which frequency of use of teacher-centered methods, learner-centered methods and mixed methods are perceived influenced effectiveness of teaching History and Government. Teaching methods are linked to student performance. If students are taught using effective methods, they perform better while if the methods used for teaching are ineffective, they perform poorly (UNESCO, 2012). UNESCO (2012) explained that when variety of teaching techniques are employed, teachers are able to guide students to learn, get chances of growing and increasing their capacities as learners while addressing diverse needs of the students. According to reports by Uwezo East Africa (2012), teachers in East Africa are poorly trained, few and under motivated. Kenya, being part of East Africa means that teachers lack necessary competences to prepare students in primary schools and consequently secondary schools, to acquire the necessary knowledge, skills and competences.

Yara and Otieno (2010) consequently pointed out that secondary school teachers in Kenya experiences teaching challenges arising from the training process and which impact negatively on their competences in curriculum delivery. This contributes in candidates' poor performance in public examinations (Kafu, 2011). Therefore, the use of appropriate methods would translate to better results. The choice of a method, frequency of its use and its

effectiveness are issues of concern for purposes of addressing fluctuations of results in Rachuonyo North Sub-County.

1.2 Statement of the Problem

Teaching methodology has been recognized by educationists as a key determinant of any learning outcomes at whatever level of learning. Studies have shown that teacher-centered teaching methods are instructor-centered and make learners not to enjoy their lessons and therefore miss the benefits of intellectual discovery. Learner-centered methods, on the other hand, encourages the learner to actively seek their own knowledge sources to deepen and enrich their comprehension of the course material. However, no proper learning would occur if learners are left to learn by themselves. A combination of methods can be used for proper and effective teaching.

Performance scores nationally and in Homa Bay county from 2015 to 2019 indicated that History and Government was doing poorly compared to Geography and C.R.E. Furthermore, these mean scores also showed fluctuations in History and Government subject. Performance trends in History and Government in the Kenya Certificate of Secondary Examinations (KCSE) from 2014 to 2019, on the other hand, showed that Rachuonyo North Sub County had been doing poorly in Homa Bay County. Moreover, the performance had been fluctuating from 4.769 to 5.663 out of the possible 12.00 over the same period. A host of factors that included teaching resources, teaching methods, learner attitude and learning environment accounted for the declining performance. However, most fundamental to this study was the teaching methods since the teacher and the teaching methods employed for teaching are often crucial for attainment of the stated objectives and the desired learning

21

outcomes. Teaching methods are linked to student performance, thus appropriate methods would be effective for teaching and therefore better results. The choice of a method, frequency of its use and its effectiveness are issues of concern for purposes of addressing fluctuations of results in Rachuonyo North Sub County. While a variety of teaching methods were available for teaching including teacher-centered, learner-centered and mixed methods, it was not clear to how frequently the methods were used and the level with which they were perceived to influence effectiveness of teaching History and Government. There was, therefore, the need to assess the perceived influence of frequency of use of methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to assess the perceived influence of use of methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

1.4 Objectives

The Objectives of the study were to:

1. Examine perceived influence of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya

2. Determine perceived influence of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya

3. Establish perceived influence of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya

1.5 Research Questions

The study was guided by the following research questions:

1. What is the perceived influence of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya?

2. What is the perceived influence of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya?

3. What is the perceived influence of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya?

1.6 Scope of the Study

The study was conducted in secondary schools in Rachuonyo North Sub-County. Data for the study were collected on Form 4 students of History and Government and on Form 4 teachers of History in Rachuonyo North Sub County. Form four History students participated in the study because they had been in school the longest and would have covered almost the whole syllabus by the fourth year to inform the study from the students' perspective. History and Government teachers participated in the study because they were the teachers of the 2020 candidate class and according to Frankael & Wallen (2016) and Krathwohl (2016), they had the experience based on the results and were able to provide the much needed information.

The study was based on perceived influence of use of teacher-centered, learner-centered and mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

1.7 Limitations of the Study

The main tool of research was closed ended questionnaire. It was necessary to use closed ended questionnaire in order to get objective measure of frequency of use and effectiveness of teaching methods. However, the use of closed ended questionnaire had a limitation in the sense that it had ceiling and floor effect. The depth of inquiry in the matters such as why and how of the occurrences of phenomena under study would be limited. The voice of the respondents would not be heard if the researcher solely relied on the closed ended questionnaire. The study also relied on teachers' perceptions as a measure of effectiveness of teaching methods. To overcome these, the researcher incorporated open-ended questions to give respondents opportunity to speak themselves.

The study also relied on perception as a measure of teaching effectiveness. To overcome this, the study relied on triangulation method using Classroom Observation Schedule to get real picture of teaching and learning context in the classroom.

1.8 Assumptions of the Study

Assumptions of the study were:

i. All the teachers are trained and are competent enough to use the methods in teaching History and Government.

ii. The curriculum guide used by teachers of History and Government clearly spells out pedagogical practices needed for a secondary school learner in the classroom.

iii. All the students were admitted on account of meeting all the requirements for secondary school.

iv. All the schools are provided with learning resources by the government.

v. Learning environment is similar in all the schools since they are funded and controlled by the government.

1.9 Significance of the Study

The study was based on perceived influence of use of methods on effectiveness of teaching History and Government in secondary schools Rachuonyo North Sub County, Kenya. As such the study was expected to generate knowledge for the learners, policy makers, curriculum developers, educational planners, administrators and other educational practitioners in Rachuonyo North Sub-County to help them appreciate and acknowledge the role of History and Government as a subject. The findings obtained thus generated the need to review the methods of teaching History and Government in Rachuonyo North and Kenya as a country to help improve learner performance. The study contributed positively to the pedagogical competence of History and Government teachers since it was able to determine which frequently used methods were found to be effective for teaching. The study did not only provide Rachuonyo North Sub-County schools with valuable information on current methods of teaching and learning History but the whole country as well. The study helped learners to improve their performance in History and Government which in turn guided their career choices.

1.10 Conceptual Framework

Constructivism learning theory by Jean Peaget, L. Vigosky and J. M. Brunner say that by reflecting on their own experiences, learners generate their own understanding of the world. Learners figure out on their mind how to solve problems. They should therefore be left to construct their own knowledge depending on their entry behaviors, abilities, skills and attitude. The role of the teacher is thus to organize learning environment so that the learner is

25

able to manipulate, explore and find out more about the environment. Learner-centered teaching methods encourage the learner to do by exploring their own environments as the arrive as possible solutions to problems presented to them.

It was also conceptualized that effectiveness of teaching History and Government depend on the frequency of methods used by teachers to teach the subject. Thus frequent use of teacher-centered methods, learner-centered methods or mixed methods resulted into either effective teaching and learning or lack of it.

Teachers are instructors and must be involved in the teaching and learning process for proper learning to occur. Teacher-centered teaching methods involve direct instruction where the teacher transfers or transmits basic information values, skill and attitudes whereas learners are expected to memorize, copy, imitate or reproduce. Such methods make learners miss the benefits of intellectual discovery since they involve careful and meticulous planning of curriculum and purposeful instructional procedures by the teacher in which the learners have a definite and fixed perception on their roles as listeners while teachers are expected to be talkers and custodian of knowledge. As such therefore, these methods do not lead to effective teaching of History and Government. However, despite the disadvantages, teacher-centered method such as the lecture can be used in teaching to stir enthusiasm on a specified subject to the learners, inform learners of the expected outcomes, synthesize learning, reinforce written work and deliver information within a shorter time. Narration, on the other hand, is good at encouraging learners' imagination, visualization, and stimulating their interest in learning.

It was also conceptualized that students in general learn better when they are actively involved in the process of learning as opposed to being passively involved. Learner-centered methods help young people to develop critical thinking skills, problem solving, language

proficiency, communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement. When such methods are used frequently, they lead to effective teaching of History and government.

Proper teaching is characterized by a combination of teacher centered and learner centered methods (mixed methods). When variety of teaching techniques are employed, teachers are able to guide students to learn, get chances of growing and increasing their capacities as learners while addressing diverse needs of the students. Question and answer encourages interactive learning and that it enhances the ability of learners to remember what they are taught. The methods provide a learning situation in which student views are promoted and inquiry among students is inspired. Such methods therefore lead to effectiveness of teaching and learning of History.

It was further conceptualized that learning resources and the learning environment supplement teaching effectiveness. If learning resources such as resource centers, books, magazines, projectors are available for teaching, then effectiveness can be achieved. Similarly, the learning environment also contribute to effective teaching. A noisy and unorganized environment lead to lack of proper learning compared to peaceful and organized environment. The research however, did not concentrate on the intervening variables since the syllabus mainly stress on the teaching methods as a measure of effectiveness. Frequency of use of the teacher-centered methods, the learner-centered methods and mixed methods should be such that they enable the learner to achieve the general objectives of teaching History and Government as stated in the syllabus. It is only when the objectives are met that a method is said to be effective for teaching.

A conceptual Framework showing the relationship between Frequency of use of Teacher-Centered Methods, Learner-Centered Methods and Mixed Methods and Effectiveness of Teaching History and Government through the intervening variables.

Independent Variables	Dependent Variable
Frequency of use of; • Teacher-Centered Method • Learner-Centered Method • Mixed Method	**Effectiveness of teaching History and Government** • Achievement of the general objectives of teaching History and Government

Intervening Variables

- Availability of Resources
- Learning environment
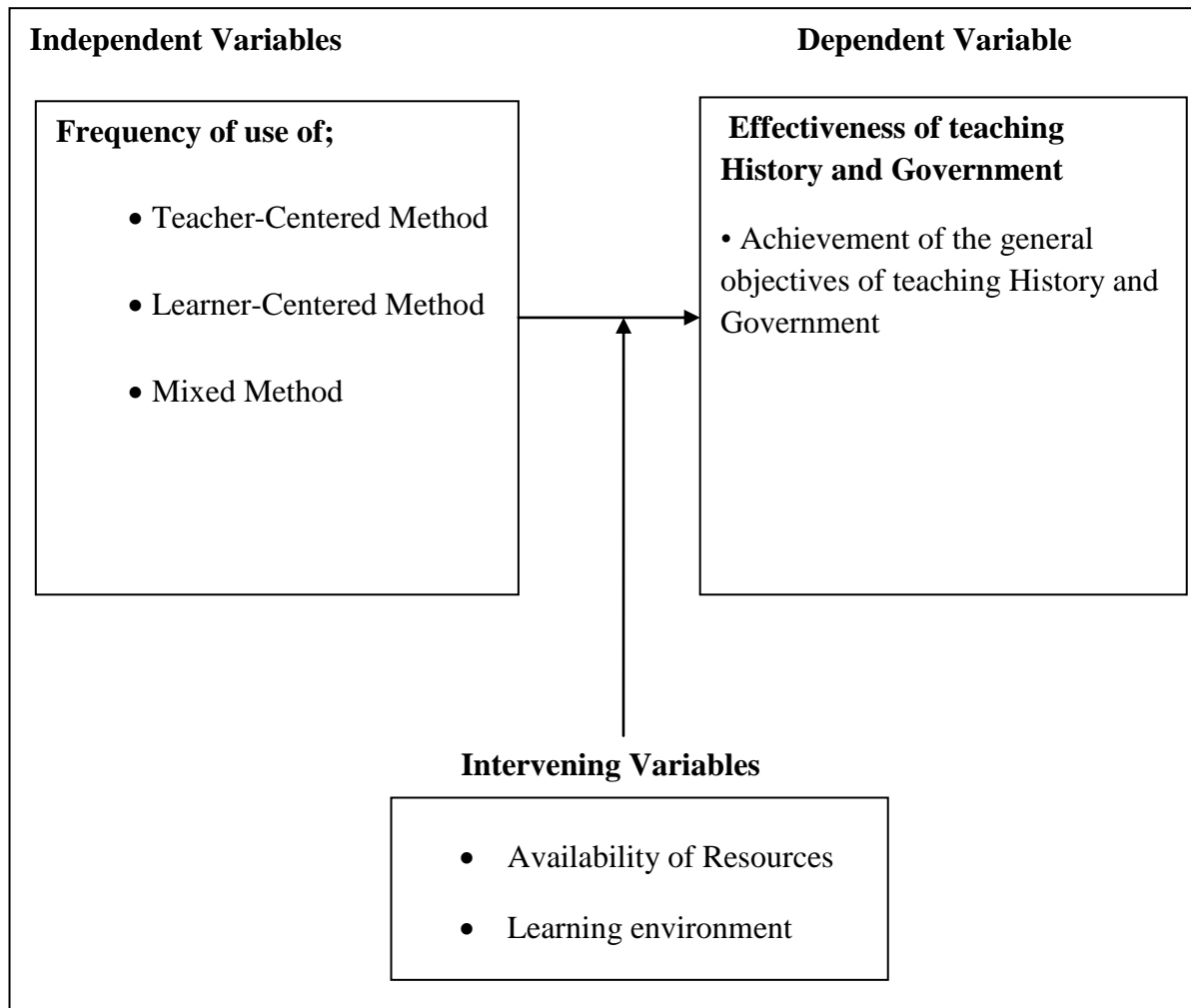
Figure 1.1: Conceptual Framework Showing the Relationship between Frequency of use of Teacher-Centered Methods, Learner-Centered Methods and Mixed Methods and Effectiveness of Teaching History and Government

1.11 Operational Definition of Terms

Key terms used in the study were defined as follows:

Effectiveness of Teaching: In this study, effectiveness meant how best a method was perceived to improve learning for attainment of the teaching objectives. This was measured on a five-point Likert scale as follows: Very Effective (VE), Effective (E), Slightly Effective (SE), Ineffective (I) and Very Infective (VE) as measured by the students' questionnaire, teachers' questionnaire and classroom observation schedule.

Frequency: was used to refer to how often a method of teaching was used by the teacher. This was rated on a five-point Likert scale as follows: Very Frequent (VF), Frequent (F), Slightly Frequent (SF), Infrequent (I) and Very Infrequent (VI) as measured by the students' questionnaire, teachers' questionnaire and classroom observation schedule.

Learner-Centered Methods: used to refer to dramatization, discussion, debate and discovery methods of teaching History and Government.

Mixed Methods: used to refer to a combination of teacher-centered and learner-centered methods of teaching History and Government.

Teacher-Centered Methods: used to refer to lecture, dictation, illustration and narration methods of teaching History and Government.

Teaching Methods: used to refer to Teacher-Centered Methods, Learner-Centered Methods and Mixed Methods.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review on perceived teaching effectiveness, teaching methods in History and Government, influence of frequency of use of teacher-centered methods on perceived effectiveness of teaching, influence of frequency of use of learner-centered methods on perceived effectiveness of teaching and lastly influence of frequency of use of mixed methods on perceived effectiveness of teaching.

2.2 Teaching Effectiveness

Effective teaching can be defined as teaching that successfully achieves the learning by students as intended by the teacher (Kyriacou, 2009). According to Berliner (2005), effective teaching is about reaching achievement goals. It is about students' learning, what they are supposed to learn in a particular context, grade or subject.

Indian Education Commission (2012) acknowledged the effectiveness of teachers and their characteristics regarding the learning and achievement of the students. The related characteristics of the effective teachers are undoubtedly the most significant aspects which actually influence the perceived effectiveness and quality of teaching and thus also have large contributions to the quality development of education and to the national development.

In recent years an enormous amount of public attention has been focused on teacher quality and teacher preparation (Cochran-Smith, 2006). These initiatives have listed the effectiveness of teachers as a major factor in improving student achievement (Brewer, 2006). Teacher effectiveness is perceived to be vital for improving student learning and achievement

(Darling-Hammond, 2000; Hanushek & Rivkin, 2004; Hanushek, Kain, O'Brien, & Rivkin, 2005; Rivkin, Hanushek, & Kain, 2005).

Several studies suggest that the most effective way of enhancing academic teaching is by focusing on developing the teachers' conceptual understanding of the nature of teaching and learning, as opposed to the more traditional ways which focus on developing their teaching methods and skills (Akerlind, 2004). Barnett (2011), Fenstermacher and Richardson (2005) and Muijis (2008) assert that within the students' expectations of their learning, an understanding of effective teaching is inherent and necessary for their learning. The students' perceptions of effective teaching are related to their experiences of learning from the sessions in which they have participated.

Research by Allan and Clarke (2007), Allan, Clarke and Jopling (2009) and Kember and MacNaughton (2007) suggests that students' perceptions of effective teaching are linked to effective teachers and that personal attributes of teachers have a major role in determining their perceptions about effective teaching. Teachers who demonstrate positive affirmation of students are perceived to be effective teachers.

Effectiveness of individual classroom teacher is the single largest factor affecting academic growth of the students (Goldhaber, 2007; Kennedy, 2010; Rivkin *et al.*, 2005; Rockoff, 2004). Researches support that the actions taken by the effective teachers in the classroom play a fundamental role in effective and efficient learning of the students (Markley, 2004; Wang & Fwu, 2007).

Students' academic achievement and outcomes depend on the perceived effectiveness of their teachers (Campbell, Kyriakides, Muijsc, & Robinsona, 2004; Lasley, 2006; Rockoff, 2004).

Teachers' quality and effectiveness may depend on their content knowledge and pedagogical acumen (Liakopoulou, 2011; Sadler, Sonnert, Coyle, Smith, & Miller, 2013).

Teaching is successful where there is teacher to student interaction, including availability of material inputs and motivation (Amos et al, 2015). McTighe and Wiggins (2012) argues that teachers are like coaches to students, who ensure that what is taught is learned and understood.

Partnership for 21st Century Skills (2008) has emphasized the importance of improved teaching by incorporating the 21st century skills that include critical thinking skills, problem solving, language proficiency, communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement.

The twenty first century researchers have emphasized the rethinking of the pedagogies in teaching to address global challenges in the world. Scott (2015) emphasize that the pedagogies should address the global challenges of the twenty first century and engage learners meaningfully through inquiry-based learning. This learning approach would promote deep learning skills such as; collaborative, informal and personalized learning strategies. UNESCO (2012) explained that when variety of teaching techniques are employed, teachers are able to guide students to learn, get chances of growing and increasing their capacities as learners while addressing diverse needs of the students.

According to reports by Uwezo East Africa (2012), teachers in East Africa are poorly trained, few and under motivated. Kenya, being part of East Africa means that teachers lack necessary competences to prepare students in primary schools and consequently secondary schools, to acquire the necessary knowledge, skills and competences.

Yara and Otieno (2010) consequently pointed out that secondary school teacher in Kenya experiences teaching challenges arising from the training process and which impact negatively on their competences in curriculum delivery. This contributes in candidates' poor performance in public examinations (Kafu, 2011).

The Kenya education and statistic report however shows that, about 99 percent of the teachers in secondary schools are trained; some have university degrees while others have diploma secondary education. Teachers Service Commission Act, 2012 states that a person who is qualified as a teacher should be registered and has attained accreditation (The Laws of Kenya, 2012). The government policy documents show that for a person to teach in a secondary school, he/she should have attained a minimum qualification of a grade C+. Presently, teachers are encouraged to pursue higher education to improve their training qualifications (Republic of Kenya, 2011).

Poor deployment of teachers, attendance and chronic shortage of teachers in important subject areas hamper effectiveness of learning (DFID, 2010). Kenya continues to experience teacher shortages in public secondary schools impeding teaching effectiveness. Although contract teachers are often recruited, the national budget has been constraint as huge resources for development are diverted for this course (Republic of Kenya, 2011).

The above literature review show that for teaching to be effective, teachers must have a mastery of the relevant teaching methods to be applied in any learning situation. The frequent use of either teacher-centered methods, learner-centered methods or the mixed methods would therefore be perceived to influence effectiveness of teaching History and Government. In order to establish the level of effectiveness of each method, the teachers' perceptions are of importance.

2.3 Teaching Methods in History and Government

According to Burden and Byrd (2013), teaching is a situation where teachers think and make decisions about the content, instructional strategies, instructional materials, delivery techniques, discipline and assessment of students. Teaching methodology has been recognized by educationists as a key determinant of any learning outcomes at whatever level of learning (Rovincer, 2011). Teaching methods are strategies or approaches employed to convey knowledge and skills in order to enhance and guide successful learning (Barnett, 2011). Teaching approaches and their variations are necessary to optimize learning; however, the variations should be within the benefits of the students and the goals of the education process (Amos *et al.,* 2015).

Report of the Working Party on the National Code of Conduct (1982), showed concern on teaching methods used in our schools. The report pointed out that teaching methodology should be such that it encourages creativity and independence in learning. The same view was expressed by the Presidential Committee on Unemployment (1982/83) which recommended the use of appropriate teaching methodologies and teaching aids. It observed that schools are required to change from being centers for formal instruction and become educational institutions. It was based on the observation that the learning process is greatly facilitated if the students are motivated to learn. One of the methods for achieving this was by encouraging inquiry and discovery by the students. Hence, the committee recommended that, the schools should promote a spirit of inquiry and innovativeness by encouraging the use of discovery methods in the secondary school curriculum. As such the curriculum spelt out teaching methods such as teacher-centered, learner-centered and mixed methods (K.I.E, 2011).

Other studies observed that in history subject discourse though the curriculum was best, the most perfect syllabus remained dead unless quickened into life by the right methods of teaching (Meheta, 2016). Teachers constitute a large single group of trained professionals; they are a force whose role in any change implementation is indispensable.

UNESCO (2012) explained that when variety of teaching techniques are employed, teachers are able to guide students to learn, get chances of growing and increasing their capacities as learners while addressing diverse needs of the students. There are various methods of teaching history, which can be classified into three groups namely, teacher-centered, learner-centered and mixed methods. In teacher-centered method the teacher is more active than the learner, while in learner- centered method, the learners are more active than the teacher. It must be emphasized that no one single technique is enough for effective teaching. It is, in fact, the interplay and tactful interweaving of a number of these methods that is fundamental to effective teaching of history and therefore the need for mixed methods. Teachers also help their students learn with various learning aids such as Auditory, Collaborative, and Visual materials. Instructors use these teaching methods to help students understand and complete class assignments.

The teacher-centered methods used for teaching History and Government in Kenya today include the lecture, dictation, illustration and narration, whereas the learner-centered methods of teaching include dramatization, discussion, debates and discovery (K.I.E, 2011). Mixed methods on the other hand involve combining any of the methods provided in the curriculum for teaching. The methods used by a teacher will depend on the skills or information the teacher would like to convey to their students

Efficient and effective teaching methods are therefore perceived as essential tools that can help students achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing teaching methods for their students. Some determining factors for selecting a teaching method include the nature of the learners in the class, their interest and background knowledge, their environment and learning abilities, the availability of teaching and learning aids, teacher's ability and preference, cultural aspect of the society, examination set up and time allocated for the subject (Mahimbi, 2019).

It is worth noting that teacher's academic qualifications, knowledge of the subject matter, competence and the methods of instruction have effective impact on the learning process (Codruta, *et al.,* 2011). Teaching strategies should emphasize the need for learners to ask questions, to experiment, to explore, to discover, to solve problems, to investigate, to do projects and to perform tasks. Students feel valued when instruction and subject content takes into consideration the diversity of the learners and their aspiration in the future (Karimi, 2013).

Information, Communication and Technology (ICT) has also greatly enhanced the teachers' capacity to improve the pupils' appreciation of the past and to bring it to life. Use of ICT is critical if teachers have to improve students' learning based on their needs. ICT entails wide range of means by which students are able to learn independently from those that are mediated by teachers. UNESCO (2012) documented that teachers often lack teaching materials needed for preparing and delivery of quality lessons.

Campbell, Kyrakides, Muijsc and Robinsona (2014) explains that the use of ICT in learning as a teaching method involve multiple resources available in print and non-print form. Such

methods have gained momentum in students' learning due to the emergence of flexible and blended learning. These methods provide options of choosing resources that include; the internet, books, newspapers, games, guest speakers, museums, music and video charts. The multitude of resources are aimed at enabling students to gain access to information, create knowledge, and increase the understanding of the skill.

Benjamin and Orodho (2014) in a research study investigated the relationship between availability of teaching and learning resources and effective classroom management and content delivery in secondary schools. The results revealed a positive correlation between teaching and learning resources and level of content delivery and classroom management. Effective teaching promotes effective classroom management which impart in students a sense of responsibility, self-control and realization of optimal learning.

In their study, Mwathwana *et al.* (2014) findings indicated that print media (72.5%), non-projected media (65%) and lecture (65%) methods were the very frequently used teaching methods by teachers of History in the schools sampled. Narrative (27.5%); question and answer (40%), brainstorming (22.5%), and discussion (12.5%) methods were frequently used to teach History subject in the sampled schools even though they were not popular. On the other hand, silent projected media, audio media, mass media and panel methods formed the main methods that were very infrequently used by History teachers in the schools sampled.

Mwathwana *et al., (*2014), in their study also assert that teacher's subject matter emerged from the reasons given by students to influence effective teaching. Therefore, teachers ought to be well equipped in terms of subject content in order to be able to provide detailed explanation during the process of teaching to allow students to understand and perform better. Student evaluation was also imminent among the reasons given by students as to why they

were happy with the way History was taught in their schools. This calls upon teachers of History to regularly evaluate their learners through tests and assignments after the end of each lesson. This had enhanced comprehension and performance of students in History as a subject (Mwathwana *et al.,* 2014).

Curriculum guide for teaching of History and Government spells out teacher-centered, learner-centered and mixed methods for use in classroom. Even though these methods are frequently used, they have their own short comings and still educationists have not established which amongst them are perceived to be effective in providing better results as to be measured in KCSE examinations.

2.4 Perceived Influence of Frequency of use of Teacher-Centered Methods on Effectiveness of Teaching

Teachers play a critical role in the educational context. This however has constantly been changing with more resources and tools (Lankshear and Knobel, 2011). Teachers remain key in fostering learning expectations and success in secondary schools among the students (OECD, 2011). Ko, Sammons and Bakkum (2013) on school and teacher effects on students' outcomes note that, school contributes about 5-15 percent while teachers contribute to 20-40 percent of the variation in student performance in a given academic year.

Teacher-centered teaching methods involve direct instruction where the teacher transfers or transmits basic information values, skills and attitudes whereas learners are expected to memorize, copy, imitate or reproduce (Mwaka, *et al.*, 2014). Tella, *et al.* (2010) note that teacher-centered teaching methods are instructor-centered and make learners not to enjoy their lessons and therefore miss the benefits of intellectual discovery. These teaching methods

including the lecture, dictation, illustration and narration (K.I.E, 2011). They involve careful and meticulous planning of curriculum and purposeful instructional procedures by the teacher in which the learners have a definite and fixed perception on their roles as listeners while teachers are expected to be talkers and custodian of knowledge (Odundo and Gunga, 2013). This kind of teaching is based on one-way method where teacher knowledge is central in education (Tsui, 2009).

Teacher-centered methods used for teaching History and Government in Kenya today include the lecture, dictation, illustration and narration (K.I. E, 2011). One of the most used teacher-centered method is the lecture which though fast in transmitting knowledge makes learners passive recipients (Garrett, 2008). Pagan (2014) describes teacher-centered methods as "subject material reproduction" which emphasizes examination scores and final answers rather than the way the learner arrive at the answer. Such methods encourage learners to memorize rather than to be able to apply acquired knowledge in new situations or to become critical thinkers. Teacher-centered methods of teaching do not stimulate the students' innovation inquiry and scientific thinking but rather encourages the students to cram facts which are always forgotten (Adeyemi, 2008). McDowell (2001) contends that such methods encourage memorization and reproduction of facts with short notion of knowledge which cannot be used to solve problems in new situations of learning. The above is supported by Garrett (2008) who explained that teacher-centered methods involves teacher-exerting control through identification of well-designed routines, rules and regulations to be followed and punishments. The lecture method is used and classroom design involves desks arranged to face the teacher as the focal point. This ensures students are passive receivers of knowledge who must comply with rigid rules in the classroom.

In teacher-centered teaching, especially the lecture as a method of instruction, the teacher dominates and is respected as holder of information and learners as receiver of information and are not provided opportunity to develop own knowledge. Teacher-centered teaching limits inclusion and interaction (Jabbour, 2013). Scott (2015) argues that though still strongly used teaching strategy, lecture method is highly ineffective for teaching skills and competences in the twenty first century and hence need for a transformed pedagogy.

In the lecture method which is also called one-way-oral communication method, about, 90% or more of the time is spent by the teacher talking. The teacher presents information, ideas, facts and knowledge probably collected from books and expands on the topic while students listen and take notes simultaneously. It is a kind of verbal presentation of subject-matter with the students at the receiving end. Sometimes, the teacher dictates salient points, or repeats the points for emphasis. The teacher, at times uses charts, filmstrips, projectors, and other visual aids to illustrate points. The method is commonly used in higher institutions, but could be modified for use in the secondary schools (Okai, 2014).

In the past teaching of History has been through rote teacher-centered methods handed over by the missionaries (Njoki, 2015). These rote methods emphasize on memorization, dictation, narration and lecturing which do not give the learner opportunity to participate actively but rather make them passive learners. They are also used by teachers who rush to cover the syllabus citing wide content of the subject against time allocation. Kiio's (1999) research shows that 90% of teachers use lecture method while Osoro (2006) records that over 50% of the methods are transmission in nature with dictation of notes scoring 76%.

The didactic method (lecture method), the Jug and Mug, has been the most preferred teaching method in the past (Scott 2015). The method is still predominant today. The method relies on the teacher (the jug) as the sole source of wisdom and knowledge who transmits it to the child

(the mug). This method is often non-interactive and boring to the students. As a consequence, students are taught but they do not learn and hence their performance in national examinations is poor. The lecture method has been criticized for being outdated, being passive mode of learning which restrict learners to listening and note taking, and it is a poor way of enhancing the memory of learners (Nasibi & Kiio, 2005). Such method, therefore, is ineffective for teaching History and Government (Scott, 2015).

Scott (2015) asserted that learning techniques in many parts of the world are rote. He argued that these methods emphasize cramming for the purpose of passing examination rather than motivating learning. Scott reiterated that most teachers use the 'jug and mug' technique when teaching even though it does not conform to psychological and pedagogical principles of learning. This has been attributed partly to the actual physical conditions of schooling in some countries making it impossible to utilize more enlightened and progressive methods of teaching. In some instances, the classes are often packed and noisy. The only method that can be used is the lecture method to the disadvantage of learning (Scott, 2015). The lecture method has also been criticized for being disadvantageous to students who are not skilled in note taking. Moreover, the method is not effective in enhancing learning values and attitudes since learners are expected to accept facts and memorize them. Barnett (2011) argues that lecture method usually entails repeating what is written in books and that it is ineffective. The method also requires learners to utilize large part of their memory because learners are taught a lot of things at once. As a result, when this method is utilized, learners forget what they are taught quickly resulting in poor performance in national examinations (Barnett, 2011).

In contrast, Ngaroga (2011) explains the appropriateness of the lecture as one of the teacher centered methods. Lecture method is used in teaching to stir enthusiasm on a specified subject to the learners, inform learners of the expected outcomes, synthesize learning,

reinforce written work and deliver information within a shorter time. Formwalt (2002) argues that lecture method can still be effective in spearheading good performance in History as a subject if the teacher inspires zeal or favor into students while teaching. Besides, the top-down teaching method according to Freeman (2008) make some teachers feel safe when they are in class. In addition, the use of lecture method in teaching may be only inappropriate when the material to be learned is complex coupled with low intelligence, educational experience and concentration of the learner. The limitations of lecture method have, however, been attributed to being used by teachers who are unimaginative and inexperienced, if not so the method aids in fast content delivery (Nasibi & Kiio, 2005).

Nasibi and Kiio (2005) asserts that narration is another teacher centered method frequently used and one of the most suitable and important methods of teaching History. They argue that this method allows learners to acquire knowledge in a comprehensible, vibrant, appealing and chronological manner. The method is said to be good at encouraging learners' imagination, visualization, and stimulating their interest in learning. The method, in addition, enables learners to be enormous characters in the story recitation and hence enables them to relate the story to their community and country. Nasibi and Kiio (2005) also argue that the method is vital in learners' emotional development since it enables them to appreciate and even sympathize with what others have done in the society. However, even though the method is frequently used by History teachers and perceived to influence effective teaching, learners cannot purely depend on stories or narrations by the teacher. This method must be accompanied by other methods like illustrations and explanations for effective learning to occur.

Illustration is another example of the teacher-centered teaching methods. According to Oxford dictionary, an illustration is a decoration, interpretation or visual explanation of a text

in published medias such as posters, flyers, magazines, books, teaching material, animations, video games and films. An illustration is created by the teacher. It is also a means of providing examples either in writing or in picture form.

Research show that when facts are combined with interesting images, people are likely to understand, remember and share the material with others. A good visual will motivate learners and improve comprehension (Rauh,2019). Teachers are therefore encouraged to use proper illustration materials while teaching History.

Dictation on the other hand refers to reading a text aloud so that listeners can write down what is being said. When used in classroom, the aim has traditionally been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made.

In most classrooms, dictation is employed mostly by the teachers to counter difficult portions and more so when teachers are to explain abstract content. There are several reasons why dictation activities work well in the classroom. It gives the students more listening and writing or spelling practice. In order to save time explaining the class abstract concepts, the teacher can just dictate the lesson in the form of questions and answers (Davis and Rinvolucri, 2002).

In case of difficult and abstract portions of the syllabus, students find dictated notes helpful. In addition, dictation activities where students compare their version of the text to the original can increase their ability to notice aspects of the content which are sometimes overlooked, as well as mistakes which they commonly make.

In the present situation, dictation is used mostly by teachers to counter difficult portions and more so when teachers are to explain abstract content. Dictation has therefore undergone a

paradigm shift where by instead of using it as an aid to improve the skills of teaching, it is now widely used as a technique to lighten the workload of teachers, to save time in case of a teacher being absent and as a tool to complete the syllabus on time.

Teachers sometimes dictate notes or passage at a very fast pace and often do not let the students control the speed that he or she speak and the amount of repetition is very less. In such instances the students may get the wrong and incomplete notes and this can affect students understanding of the subject matter. The selection and usage of vocabulary on the part of the teacher is such that all students may not be able to comprehend and hence pose difficulty for the students to really understand. This can therefore encourage rote memory on the part of the students.

Tron (2019) in her study assessed the effectiveness of note dictation and also suggested measures for improving it as a method that can be employed in classroom teaching. The study found that there is significant difference in performance of students as a result of the adoption of traditional note taking method versus the improved note taking method of teaching. The findings also suggested that students found that the improved note dictation method enabled students to understand the subject which in turn result in better performance of the students. The findings however revealed that note dictation method can be helpful only if the teacher supplement it with explanation and other techniques of teaching in order to bring about better understanding on the part of students.

A study conducted in Indonesia and India by Emaliana (2017) majored on the subject of the learning approach that promoted learning. The general objective of the study was to investigate the learning needs of students drawn from the English department by taking into consideration their attitude towards student-centered approaches and teacher-centered

approaches. With the use of questionnaires, data was collected from undergraduate and postgraduate students. One way ANOVA was used to analyze the data. The findings of this study illustrated that students' learning needs should be an input to syllabus and material planning and demonstrated the importance of good understanding of students. The study concluded that both teacher-centered method and student-centered methods should be implemented. However, this was a case study research which even though was multimodal and holistic in nature, could not be generalized due to its singularity nature because its sample size was too small. While a study by Emaliana (2017) used questionnaires to collect data from undergraduate and postgraduate students, the current study used questionnaires to collect data on secondary school students and teachers. Besides, Emaliana (2017) used One way ANOVA for data analysis while the current study used mean scores for data analysis.

Lak, Soleimani and Parvaneh (2017) carried out a study on the effect of teacher-centered method on reading comprehension in Iran. The study aimed at investigating what affected the teacher-centered method on studying of concepts. A sample of 120 Iranian EFL (English as Foreign Language) learners were selected. Inferential statistics were used to analyze the collected data with the aid of the SPSS. The results revealed that teacher-centered groups were positively related to improvement of Iranian EFL learners' reading comprehension performance. The study concluded that teacher-centered approach did not improve Iranian EFL learners' reading comprehension. However, the study investigated what affects the teacher-centered methods on studying of concepts, its main focus was on English as foreign language and therefore its findings could not be generalized to other subjects. Further, this study used a sample of 120 Iranian EFL (English as Foreign Language) learners while the current study used 322 students and 34 teachers of History and Government.

Ubulom and Ogwunte (2017) carried out a study on evaluation of teacher-centered and learner-centered methods for instructional delivery of senior secondary schools financial accounting in Rivers State. The study sought to evaluate the process of the reliability of teacher-centered and learner-centered approaches in respect of instructional delivery of financial accounting in secondary schools. Evaluation research design and the process evaluation component of the Stufflebeams' were employed during the study. They used a sample size of 250 respondents for analysis. The study revealed that teacher-centered instructional method was ineffective while learner-centered method was found to be effective in teaching accounting subjects in all secondary schools in Rivers State. The study concluded that although learner-centered methods had better returns in terms of learning achievement, teacher-centered approach could not be disposed of altogether. Their study however was a longitudinal study which did not give room for new knowledge to be generated apart from what existed before and due to the researcher being fatigued. While this study was conducted on evaluation of teacher-centered and learner-centered methods for instructional delivery of senior secondary schools financial accounting in Rivers State, the current study examined perceived influence of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

Further, constructivism theory of the study say that learners should be left to manipulate their environment in order to find possible solutions. With the use of teacher-centered methods, teachers are left to dominate classroom occurrences while learners become receivers of knowledge. They are not left to discover new knowledge. Such methods should not be frequently used for teaching.

Poor methodology affects the mastery of the content and the motivational level of the students. Frequent use of teacher-centered strategies makes the subject boring, uninspiring,

abstract, difficult and irrelevant. It breeds negative attitude towards the subject making it impossible to train in moral values, social skills, tenets of democracy, nationalism and citizenship. Teachers are reluctant to pose challenging tasks to the learners who on the other hand also resist to engage in those tasks and instead exert pressure on the teacher to over explain tasks or pose similar ones (Sullivan, Clerk and Clerk, 2013). Were (1999) in his study cited poor methodology as one of the factors leading to ineffective teaching and learning of history.

Scott (2015) argue that teacher-centered methods are still the most preferred method by many teachers. Given the disadvantages associated with these methods, it can be asserted that the use of such methods have contributed to progressively lower performance in KCSE History examination in Kenya.

If student learning is a major factor in determining both perceptions about effective teaching, then we need to move away from content-driven curricula, which are teacher-centered, to a learning curriculum which is learner-centered and allow for the inclusion and collaboration of students in the process and which incorporates a value base. Collaboration between teachers and students in curriculum design and teaching enables the development of partnerships in learning which would help to align the perceptions of effective teaching expressed by teachers and students.

The above literature provided insights into contribution of teacher-centered instruction in improving learners' performance. Studies have shown that teacher-centered methods make learners passive recipient of knowledge. However, they have not shown the perceived levels of effectiveness of the teacher-centered methods for teaching History and Government. This study was different from the above studies in that it aimed at examining the perceived

influence of frequency of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North sub-county, Kenya.

2.5 Perceived Influence of Frequency of use of Learner-Centered Methods on Effectiveness of Teaching

Learner-centered methods are methods of teaching where students are at the center of learning while a teacher remain as facilitator. This teaching process engages students in active learning and more attention is given to students meta cognitive strategies. Learner-centered teaching strategies are preferred as it improves student's knowledge construction, conceptual understanding, and attitudes towards learning (Kober, 2015).

These methods are proposed by those who reject the idea of letting the learners sit in class and absorb knowledge passively from the teacher. The theories of teaching-learning methods suggest that students in general learn better when they are actively involved in the process of learning and teaching as opposed to being passively involved and they say 'if you tell me I will forget, if you show me I remember and if I do I will know' (Runaku, 1996).

Learner-centered or heuristic or constructive methods refers to the indirect instruction where the teachers facilitate learning by posing questions, guiding, indicating sources of information and sharing of ideas, problems and solutions (Mwaka, *et al.,* 2014). Here, the teacher encourages the learner to actively seek their own knowledge sources to deepen and enrich their comprehension of the course material (Otewa, 2015). This mode of instruction encourages the learner to display elements of scientific reasoning such as recognition of the problem, thinking of possible solutions and making conclusion. Learner-centered methods

48

recommended for teaching in Kenya today include dramatization, discussion, debates and discovery (K.I.E, 2011). Such methods are encouraged especially when teaching as they make interaction between the teacher and students and even among the students themselves possible thus enhancing learning. They are appropriate in such a subject as History and Government where learning has to be internalized.

Constructivism learning theory by Jean Peaget, L. Vigosky and J. M. Brunner say that by reflecting on their own experiences, learners generate their own understanding of the world. Learners figure out on their mind how to solve problems. Learner-centered teaching methods encourage the learner to do by exploring their own environments as the arrive as possible solutions to problems presented to them. These methods should therefore be used more frequently for effective teaching.

According to Meheta (2016), frequently used learner-centered strategies like discussion provides dual benefits to students. It provides adequate scope for students' participation in the selection of topics or problem presenting ideas, analyzing issues through exchange of ideas and taking decision with suitable support material. The method involves exchange of information amongst students and between students and teachers. It allows learners and teachers to compare, evaluate and analyze ideas. In most cases the teacher acts as guide to the discussion.

The method is hailed for being able to enhance memory of learners and hence contributing positively to performance of the students (Nasibi & Kiio, 2005). It is said to be capable of inspiring active learning and enhancing communication skills of learners as well as enhancing their self-esteem. Since most discussion groups are led by students, the method allows learners to develop leadership skills. Social values such as being tolerant to other peoples' ideas, team spirit and being responsible are enhanced by discussion teaching method hence has positive

influence towards effective teaching (Nasibi & Kiio, 2005). However, the method is criticized for not being suitable for weak and shy students who may not participate actively in the discussion.

Survey by Allan *et. Al.* (2009) notes that 94% of the students ranked discussion in the top five of their responses, as a teaching strategy. The ability to inspire discussion encompasses the ability to listen to students' contributions and to encourage the students to listen to each other too.

Debates, an example of learner-centered method, stimulate the inquisitiveness of the children and a desire to unravel mysteries (K.I.E,2011). Kennedy (2009) states that students learn in diverse ways and there is therefore a need to provide a variety of instructional strategies and form of assessment. According to Oros (2007), debates can be used to complement other teaching strategies and provide other teaching styles to keep students actively engaged in content. To Jackson (2009), debates is not intended to be an end itself, but rather a means to desirable educational outcome that complement other teaching techniques and students' experience. A study by Zeta (2015), show that when asked about inclusion of debates in their future studies, 87.5% agreed that they would like to see debates included in future studies. Explanation method, on the other hand, allow instructors to use the lesson notes from different sources to ensure the learner understand the lesson in an elaborate manner. Here the teacher act as the main instructor and the students tend to listen to him or her when explaining. Explanations therefore provides detailed information about a specific subject while demonstrations provide visual learning opportunities from a different viewpoint, and collaboration allows students to take part in learning therefore influencing effective teaching.

Discovery teaching strategy on the other hand allow the teacher to facilitate learning and guide learners' activities. Its main focus is discussion and problem solving in the process of learning which in the end leads to effective teaching (Kiruhi *et al.,* 2009).

Dramatization according to Holden (1982) id any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation. In other words, dramatization is concerned with the world of "let's pretend". It teaches learners personal development and social skills, enhances open mindedness, cultural communication and thinking skills in classroom. It therefore promotes the ability to apply knowledge and use it to complete tasks and solve problems.

Drama is a teaching strategy or method, which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligences skills. It bridges the gap between course book dialogues and natural usage, and can also help to bridge a similar gap between the classroom and real life situations by providing insights into how to handle tricky situations. Drama strengthens the bond between thought and expression in classroom and offers good listening practice.

The purpose of dramatic art in education include to develop an interest for artistic manifestations and a sense of esthetics, to expressing and communicating, to develop creativity and capacity of self-expression and to identify and apply the elements of drama in order to express thoughts, experiences and feelings.

A study was done by Lak, Soleimani, and Parvaneh (2017) to compare the results of learner-centered and teacher-centered methods of learning among the Iranian learners. To carry out the study, samples of learners were taken and data was analyzed using SPSS. The results indicated that learner-centered approach had positive results on enhancement of Iranian

learners' reading comprehension performance. Therefore, it was concluded that learner-centered methods were more effective compared to teacher-centered method. This study however, was done in English while the current study was carried out in History and Government.

Seng' (2014) carried out a study on views of teachers to learner-centered learning approach in Canada. The study sought to investigate what teachers had to say about the learner-centered methods of learning. The study explored on the individual in-depth interviews to get the teachers view. The findings of the study provided evidence that the approach made students to get actively engaged in the learning process, be aware of their own responsibilities and autonomy in learning. The study concluded that the use of the learner-centered method contributed to active engagement of students in learning and enhancing students' responsibility. However, the study was mainly ex-post facto. As a result, it could not establish issues as they were happening or as were about to occur. The current study on the other hand used descriptive survey design to gather data. It also relied on student's questionnaires, teacher's questionnaires and classroom observations as compared to in-depth interviews carried out by Seng' (2014).

A study to determine whether learner-centered approach improved high school learners' understanding of the topic on acids and bases was conducted by Mutilifa and Kapenda (2017) in Namibia. The objective of the study was to prove the effectiveness of learner-centered approach. With a sample of learners, quasi experimental design was used to collect pertinent data. Descriptive statistics were used to analyze the quantitate data from the test scores. The study results indicated that using the learner-centered measures attracted learners' interests in learning and understanding acids and bases. The study concluded that learner-centered methods improved understanding of learners. While this study was conducted on Chemistry

subject, the current study was conducted on History and Government. Further, while their study used quasi experimental design and relied solely on quantitative data, the current study used descriptive survey design and employed both quantitative and qualitative approaches for data analysis.

Salema (2015) assessed the attitude of teachers and students towards learner-centered pedagogy in secondary schools in Kilimanjaro, Tanzania. The study focused at exploring the thoughts of teachers and students on the implementation and application of the learner-centered method in both private and public secondary schools in the area. Samples of teachers and students were taken. The study used questionnaires, interviews and observations to collect requisite data. The results of the study showed that students and teachers alike had a positive attitude towards the aforesaid implementation. Nonetheless, teachers in public schools had a lower attitude towards the implementation as compared to the private school teachers. The study concluded and recommended that all the stakeholders in the education sector had a role to play for the implementation to be successful. The foregoing could have been realized through provision of adequate resources, training of teachers and motivating both the students and the teachers with regard to application of learner-centered approach. The study was however sponsored by the Religious organization thus it only collected data from the schools that were affiliated to the religious organizations. This left a chasm of what goes on in the non-religious sponsored schools. Further, it made the generalization of the study to be weak. While this study assessed the attitude of teachers and students toward learner-centered pedagogy in secondary schools in Kilimanjaro Tanzania, the current study assessed the perceived influence of use of learner-centered methods on effectiveness of teaching History and Government in Secondary schools in Rachuonyo North sub-county, Kenya. The study was also conducted in both religious and non-religious schools.

A study carried out by Makewa and Metto (2014) investigated whether learner-centered teaching method could work in Kenyan public schools or not. The study sought to find out if learner-centered strategy could be effective in public primary schools. A review of past literature with regard to learner-centered method was carried out. The study revealed that many teachers continued to use the teacher-centered method regardless of the benefits the learner-centered method had hitherto accrued. In addition, teachers failed to use this method due to high population of students, insufficient teachers and scarcity in learning materials. The study recommended that the government should ensure learner-centered method is used by employing qualified teachers and also planning and implementing teachers training on the learner-centered method. While this study focused only on public primary schools in Kenya, the current study focused on both public and private secondary schools in Kenya.

A study conducted by Mwangi (2014) in Kinangop Sub-County, Kenya examined the influence of learner-centered strategies on performance of students in Biology in the Kenya Certificate of Secondary Education. This study purposed to examine the subjects' performance in the final examination with the aim of assessing the extent to which the attitude of teachers towards learner-centered approach influenced students' performance in Biology. Descriptive survey design was adopted. The study targeted Biology teachers and students who were in their final year of study in public schools. Samples were taken and data analysis involved qualitative and quantitate techniques. According to the study findings, it was revealed that teachers had a positive attitude towards learner-centered approach. The study, therefore, concluded that learner-centered strategies had positively influenced students' performance in Biology in KCSE. While this study examined the influence of learner-centered strategies on performance of students in Biology in the Kenya Certificate of Secondary Education, the current study assessed the perceived influence of use of learner-

centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North sub-county, Kenya.

The study findings of the above literature review relating to learner-centered teaching methods provides evidence that for effective teaching to occur, the learners must be encouraged to do by themselves and participate actively in learning. This is in agreement with the constructivism learning theory which states that learners learn best when left to manipulate their environment. Learner-centered methods influence students' performance through improvement of student behavior, critical thinking, self-discovery and setting learning expectations. However, the learner-centered methods are found to be more time consuming. Further, when learners are left to learn by themselves without support from teachers then no proper learning will occur. (MOEST, Sessional Paper No. 1 of 2005).

The above literature provided insights into contribution of learner-centered instruction in improving learners' performance. Studies have shown that learner-centered methods encourage learner active participation in the learning process. However, they have failed to show the perceived levels of effectiveness of the use of learner-centered methods in teaching History and Government. This study was different from the above studies in that it aimed at determining the perceived influence of frequency of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

2.6 Perceived Influence of Frequency of use of Mixed Methods on Effectiveness of Teaching

Proper pedagogies should facilitate in learners the development of critical consciousness and reflection on issues, lead to the desired change and transformation that benefit them and the society (Ornstein& Hunkins, 2013). The quality of teaching methods influences students learning and contributes to about 15 to 20 times improvement in learners' performance (Wong & Wong, 2011). Walters, Smith, Leinwand, Surr, Stein and Bailey (2014) have reiterated the shift in teaching methods from teacher-centered teaching to learner-centered teaching or a combination of both (mixed methods). They argued that mixed methods promote students understanding, deep learning, problem solving, critical thinking and communication. They noted that such methods consist of complementary approaches to teaching and learning from multiple theories, disciplines and trends in education.

Proper teaching is therefore characterized by a combination of both the teacher-centered and the learner-centered methods also called mixed methods. Such mixed methods include narration, discussion, lecturing, dictation, dramatization, discovery, explanations, illustrations, debates, question and answer (UNESCO, 2012; MOEST, Sessional Paper No. 1 of (2005). Various teaching methods such as lecture, narration, dramatization, explanation, discovery, question and answer, can be used by teachers to attain better student performance in national examination (Nasibi and Kiio,2005). The proponents of the mixed methods argue that teachers are more aligned towards the use of lecture method or other teacher-centered methods which only encourage passive learning. The learner-centered methods on the other hand are found to be more time consuming. Further, when learners are left to learn by themselves without support from teachers then no proper learning will occur. They therefore

encourage a combination of both the teacher and learner centered methods for proper learning (MOEST, Sessional Paper No. 1 of 2005).

It is important to note that a skillful teacher should use as many methods as possible because of the fact that there is no single method, which is regarded as best for every teaching situation. The success in using these methods depends on the purposes, the ability and nature of the students in the class and the subject matter that will be taught. Thus, it is better to have knowledge and mastery of some of the formal methods of teaching irrespective of their classification (Okai, 2014).

One of the frequently and commonly used mixed method of History teaching method is question and answer (Nasibi & Kiio, 2005). Studies have shown that classroom questioning considerably influenced the performance and achievement of students leading to effectiveness of teaching (Mujtaba *et al.,* 2013). They established that classroom questioning is positively related to student achievement and performance especially when effective questions are used. Mujtaba *et al.* (2013) also points out that the question and answer method encourages interactive learning and that it enhances the ability of learners to remember what they are taught. They also argue that the method provides a learning situation in which student views are promoted and inquiry among students is inspired. Teachers can therefore combine the use of question and answer with the lecturing method. The teacher can use the lecture to deliver content to the learners but encourage them to ask questions where they feel they do not understand better. As such the teacher would provide further insights to the questions for better understanding. Such methods therefore are perceived to influence effectiveness of teaching and learning of History. Studies by Mwathwana *et. al* (2014) indicated that most teachers use question and answer method of teaching to establish the learners' levels of content mastery.

Dictation and discovery can be combined and used as mixed method of teaching. While dictation involve reading text aloud so that listeners can write down what is being said (Davis and Rinvolucri, 2002), discovery encourages the learner to find out by themselves. When used in classroom dictation method encourages students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. Discovery method encourages the learners to read more about the dictated notes, find out more points, expound on them and make meaningful conclusions. Its main focus is discussion and problem solving in the process of learning which in the end leads to effective teaching (Kiruhi *et al.,* 2009). This mixed method therefore involves both the teacher and the learner thus leading to effective learning (MOEST,2005). These methods are encouraged in a classroom situation for proper learning.

Another example of mixed method that can be used in classroom is explanation and discussion. Explanation method allow instructors to use the lesson notes from different sources to ensure the learner understand the lesson in an elaborate manner. Here the teacher act as the main instructor and the students tend to listen to him or her when explaining. Explanations thus provides detailed information about a specific subject (Kiruhi *et al.,* 2009). However, discussions on the other hand provides adequate scope for students' participation in the selection of topics or problem presenting ideas, analyzing issues through exchange of ideas and taking decision with suitable support material. The method involves exchange of information amongst students and between students and teachers. It allows learners and teachers to compare, evaluate and analyze ideas. In most cases the teacher acts as guide to the discussion (Meheta, 2016). When used together for teaching and learning, such methods bring the best out of the learners. Teachers of History and Government frequently use these methods for teaching.

Narration and field trips can also be used by the History teachers as mixed methods. According to Nasibi and Kiio (2005), narration allows learners to acquire knowledge in a comprehensible, vibrant, appealing and chronological manner. The method is said to be good at encouraging learners' imagination, visualization, and stimulating their interest in learning. The method in addition enables learners to be enormous characters in the story recitation and hence enables them to relate the story to their community and country. Nasibi and Kiio (2005) also argue that the method is vital in learners' emotional development since it enables them to appreciate and even sympathize with what others have done in the society. However, even though the method is frequently used by History teachers and seem to influence effective teaching, learners cannot purely depend on stories or narrations by the teacher. This method must be accompanied by other methods like field trips for effective learning to occur. Field trips are experimental learning that gets students out of the traditional classroom setting into a new mode of learning. Field trips not only expands students learning and experiences but also increases their knowledge and understanding of the world in which they live. A study by Malarvili and Dhanapal (2016), indicated that there was increased student understanding of subject matter when they were taken on a field trip. The students had a positive perception on the impact of field trips on their understanding of the subject. Narration and field trips when combined can lead to effective learning.

Examination based teaching (EBT) is also an example of mixed method used not only to teach history but also other subjects. It is an instructional practice where the teacher's delivery of content endeavors to ensure student's excellent performance in national examination. EBT has been blamed for history students' inability to use learnt skills in practical situations even after performing excellently in national examinations (Wanga & Maina, 2015). Certain methods like examination based teaching encourages teachers to

59

transmit knowledge while learners become passive listeners whose role is to take notes and cram main points likely to be asked in the examinations.

The use of EBT is attributed to an examination oriented education system where all weight of the student's ability is thrown on grades; high-grade achievers win affection from teachers while other students gawk in awe (Fang, 2014). The Kenyan system of education is a one-off KCSE examination, which is the ultimate decider of the path that a student will take after high school. The content delivered to students is a significant aspect of the output there after. If the mode of instruction compromises some elements of the subject discourse, then the output will also be compromised quality wise. This is because pedagogies should facilitate in learners the development of critical consciousness and reflection on issues, lead to the desired change and transformation that benefit them and the society (Ornstein& Hunkins, 2013).

The available reports in Kenya shows that, curriculum implementation and assessment have been tilted towards the memorization of knowledge and facts; and what learners have acquired over a period is assessed within one sitting (Republic of Kenya, 2015). Currently, student's assessment is limited to summative evaluation referred to as assessment of learning, while majority of teachers do not take the use of formative assessment seriously and hardly uses them. However, assessment provides evidence by which policymakers, the public administrators, educators and parents at national and local levels, can gauge how well students are progressing in view of the expected achievement level in performance (Republic of Kenya, 2017).

 UNESCO (2004) noted that barriers to successful students' assessment happen outside and within the school that necessitate continuous assessment of the students. It is imperative to understand what each student already know, can do, what each student needs to know and do.

According to teachers, assessments in students learning guides decision making on what and how to teach; assist in differentiating teaching methodology for diverse students in class; and using assessment strategies that takes into consideration prior knowledge and experiences of students.

As part of the education reforms, assessment has been reformed into competency-based assessment. The proposed Basic Education Curriculum Framework of 2017 envisages adoption of formative assessment practices that promotes diagnostic assessment approaches. The competency-based assessment will be guided by the principles of validity, reliability, fairness, flexibility and access. It is further visualized that learning will be improved through new assessment technique by collecting evidence and making judgement hence enhancing students' performance (Republic of Kenya, 2017).

In the globalised, technology driven world, teachers are also encouraged to use ICT to improve students' performance. Dede (2007) and Sessoms (2008) explained that Information and Communication Technologies (ICT) has immense advantages that should be used to transform education. The use of projection systems and internet connectivity enables teachers to facilitate teaching and learning as well. The ICT benefits include; use of interactive boards enhances effectiveness of traditional teaching approaches; creates richer learning environments and assists in acquisition of mathematics and science skills, presentation of the content, engagement of the learners, modelling skills, solving complex problems and assessing students' progress.

Resources for learning and teaching history are data that students and teachers may use for teaching and learning. They make learning more interesting and provide the children with

practical experience through which they can develop skills and concepts. These if frequently used could positively influence learning and thus effectiveness of teaching. There are different types of teaching resources like software, hardware, and environment. Non-projected resources like books, charts, posters, newspapers, chalkboard, pictures, photographs and flannel boards only to mention a few that play different roles in promoting the teaching of history effectively. Charts and posters are used for creating a strong and lasting impression while newspapers and periodicals help to keep the pupils and teachers with up to date information and current affairs. Pictures and photographs provide vivid impression on what is learned. Other important resources that are used by history teachers are chalkboard, flannel board and books. The chalkboard can be used to summarize points and also to illustrate or build ideas or concepts for the pupils' better understanding.

Kocchar (1990) states that even though teachers may have the competence and positive attitudes, without sufficient resources, their efforts will come to naught. This assertion is in line with the views of the German agency for Technical Cooperation (GTZ) report (1979) that it is essential for teachers to be provided with the required materials early enough to facilitate effective instruction. This is because the achievement of instructional objectives partly relies on the availability of the teaching and learning resources. Schools and educational stakeholder should, therefore, provide and make these resources accessible to all teachers by establishing resource centers, providing audiovisual facilities and equipment and work materials.

Knowledge obtained through instructional materials is retained longer than that obtained by purely verbal teaching. Greater benefits can be obtained from the use of multimedia that enhances students' participation, learning becomes easy, more interesting, effective and meaningful (Timilehin & Ogbomida, 2012).

In India, a study was conducted by Varghese (2018) to assess the effectiveness of mixed methods in learning chemistry among students. One of the objectives of the study was to determine the impact of mixed method of learning chemistry. The study employed experimental method. The study sample comprised of 120 students from four secondary schools. The study found out that the mixed method for teaching and learning chemistry was more effective than the teacher-centered methods. The study also noted that the mixed methods helped in improving the performance of students in chemistry. This study focused on chemistry subject while the current study focused on History and Government. While the study was experimental, the current was descriptive. Furthermore, Varghese (2018) used a sample of 120 students while the current study used a sample of 322 students and 34 teachers.

Mwanza (2016) assessed the use of mixed methods in the teaching of English grammar in selected secondary schools in Zambia. The main objective of the study was to establish how teachers understood and applied mixed methods in teaching English language. The study used both quantitative and qualitative research methods. Questionnaires, classroom observations, interviews and document analysis were used to obtain data. The sample population comprised of 90 teachers and 18 lecturers who were selected by use of purposive sampling technique. The findings of the study were that there was poor application of the mixed methods and that some teachers did not have any understanding of what it entails. The study further established that there were challenges that faced those teachers who used the method in teaching which included limited time, lack of teaching materials and poor or low proficiency in English among learners. This study however was carried out in English grammar while the current study was done in History and Government. The study further used a sample of 90 teachers and 18 lecturers compared to the current study which used a

sample size of 322 students and 34 teachers in secondary schools. Besides, this study was done in Zambia as opposed to the current study which was done in Kenya.

A study was done by Kattam, Chebet and Kipkemboi (2016) on the role of mixed methods in learning and teaching English in public primary schools in Kenya. The study sought to establish the use of mixed methods in enhancing teaching and learning in public primary schools in Eldoret East Sub-County. The study used stratified random sampling to select 31 schools, simple random sampling to select English teachers in secondary schools and purposive sampling to select key resource teachers from the selected schools. Data were collected using classroom observations and interviews. The findings of the study acknowledged that mixed methods made teaching innovative and enjoyable and enhanced the achievement of learning objectives. The study also indicated that mixed methods make teaching English practical and facilitates retention in learners. The study acknowledged that mixed methods made teaching innovative and enjoyable and enhanced the achievement of learning objectives. Nevertheless, the study was conducted in public primary schools and in English as a subject while the current study was done in secondary schools and History and Government.

A study conducted by Masibo, Napwora, Jesse and Barasa (2017) assessed the perceptions of English language teachers and learners about an effective English language teacher in Kenyan secondary schools. The study examined the perceptions of teachers and learners of English about an effective English teacher. The study employed a qualitative research approach. Stratified, simple random and purposive sampling techniques were used to obtain the sample. Data were collected using in depth interview and focused group discussion from learners and teachers. The results of the study revealed that the teachers perceived that for learning and teaching to be effective teachers should adopt the reflective and collaborative

64

approaches and be eclectic in the use of teaching methods. Even though the study assessed the perceptions of English language teachers and learners about an effective English language teacher, it was noted that the teachers perceived that for learning and teaching to be effective, teachers should adopt the reflective and collaborative approaches and use mixed methods. The study did not clearly address the use of mixed methods to any specific Kenyan public secondary schools. This study further employed qualitative research compared to the current study which employed both qualitative and quantitative research. While this study collected data using in-depth interview and focused group discussion, the current study used questionnaires and classroom observation schedule for data collection.

Further, use of mixed methods are in agreement with the theories of teaching-learning methods which suggest that students in general learn better when they are actively involved in the process of learning and teaching as opposed to being passively involved. The mixed methods incorporate both ideas of the teacher and the learner. They should therefore, be used very frequently for teaching since they encourage learner active participation in classroom activities, critical thinking, problem solving, language proficiency, development of communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement under supervision and support of the teacher.

Studies on the above mixed methods show the methods used in the classrooms for teaching various subjects. They advocate for frequent combination of various teaching methods for effective learning. Frequent use of mixed methods of teaching could influence effectiveness of teaching. They also indicate importance and the need for use of these methods. This study was different from the above studies in that it aimed at establishing the perceived influence of frequency of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya.

65

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research design, study area, target population, sample size and sampling techniques, data collection instruments and instrumentation, validity and reliability of the instruments, data collection procedure, analysis procedure and ethical considerations.

3.2 Research Design

This research was conducted through descriptive survey design. Descriptive survey design was used to depict the situation as it was. It entailed an investigation of frequency of use and perceived levels of effectiveness of methods of teaching History and Government. Nkpa (1997) states that this design is useful when accurate and thick description of a phenomenon such as educational practice is to be made. Mugenda and Mugenda (2003) defined a survey as an attempt to collect data from members of population in order to determine the correct status of that population with respect to one or more variables. Descriptive research design has an advantage of using smaller groups of people to make inferences about larger groups that would be prohibitively expensive to study (Holton & Burnett, 1997). This design is also used to obtain information concerning the current status of the phenomenon under study and to describe what exists with respect to variables or conditions in a situation. The design however, has a disadvantage of not being able to evaluate relationships between variables.

3.3 Study Area

According to Orodho (2006), area of study refers to the place where the research is to be carried out. This study was carried out in secondary schools in Rachuonyo North Sub-

County, Kenya. This is because from the data provided in Table 1.2, trends in performance from 2014 to 2019 showed that Rachuonyo North Sub-County had been performing poorly as compared to the other five sub counties (Homa Bay, Rachuonyo South, Suba, Mbita and Ndhiwa). Further, the performance had been fluctuating from 4.769 to 4.684 out of the possible 12.00 over the same period. There was therefore need to conduct the study in order to help remedy this poor performance.

Rachuonyo North Sub-County is one of the eight sub counties in Homa Bay-County with a geographical area of 4,267.1 Km² on land and 1,227 Km² under water of Lake Victoria. This sub county lies between latitude 0◦, 15◦S and 0◦, 52◦S of equator and Longitude 34◦ E and 35◦ E. The sub-county is divided into two main relief regions namely the lakeshore lowlands and the upland plateau with a number of rivers namely Awach Kibuon and Awach Tende rivers which originate from Kisii and Nyamira counties. The major physical feature in this area include Lake Victoria. The sub-county is mainly dependent on farming of maize, sorghum and groundnuts, fishing from lake victoria and trading as the main socio-economic activities. Most secondary schools in Rachuonyo North sub-county admit high number of students from different tribes and cultures (Homa Bay-County, 2016). Map of the area of study is attached as Appendix 11.

3.4 Target Population

The target population of the study comprised 2187 Form 4 students taking History and Government secondary schools and 110 form 4 teachers of History and Government in Rachuonyo North Sub County. The sub-county had 55 schools from which the target population were derived (Rachuonyo North Sub-County Education Office, 2020).

Form four students of History and Government participated in the study because they had been in school the longest and had covered almost the whole syllabus by the fourth year to inform the study from the students' perspective. Teachers of History and Government were included in the study because they were the teachers of the candidate class of 2020 and according to Frankael and Wallen (2016) and Krathwohl (2016), they had the experience based on the results and were able to provide the much needed information.

3.5 Sample Size and Sampling Techniques

To determine sample size for students, Krejcie and Morgan (1970) sample size estimation table was used. This yielded 322 students as sample size (refer to Appendix 6). The schools did not have same number of students and therefore in order to get the specific number of students for each school to participate in the study, the researcher used proportionate sampling i.e. N=X/Y × Z where X is the actual number of History students in a specific school, Y is the total number of History students in the 17 schools sampled while Z is the sample size required.

Mugenda and Mugenda (1999) suggest a formula of nf=n/1+n÷N to be used to calculate samples size. According to this formula, nf= desired sample size when the population is less than 10,000, n= desired sample when the population is more than 10,000 and N= estimate of the population size. However, they also suggest that 30% of accessible population would be enough for descriptive surveys. Therefore, 30% of the teachers' population were used to determine the teachers sample size. This yielded 34 teachers as sample size. The sample was obtained from different schools across 17 sampled. According to Rachuonyo North Sub-County Education office (2019), each school has at least 2 teachers teaching form four History and Government class. These teachers were sampled using stratified sampling. This

sampling method was used to enable the researcher pick only the two form four teachers of History and Government required for the study. The sampling method was preferred in this study because Kathuri and Pals (1993) and Kothari (2004) states that when a researcher is interested in a certain information, only respondents with such characteristics should be selected. Mugenda and Mugenda (2003) and Nkpa (1997) reinforces this position by saying that stratified sampling is necessary where a sample shows good evidence of providing the researcher with needed information.

The sub-county had a total of 55 schools. Mugenda and Mugenda (2003) suggests that 30% of sample of the institutions is more representative. A total of 17 schools were therefore more representative. Simple random sampling method was used to obtain the 17 schools from which the teachers and learners were picked. According to Fraenkel and Wallen (2000), a simple random sample is one in which each member of the population has an equal and independent chance of being selected.

A summary of sample size of the study is shown in Table 3.1 while sampling of students for the study is shown in Table 3.2 on page 77.

Table 3.1: Sample Size of the Study.

	Sample Frame			
Subjects	**Population size**	**Sample size**	**% of sample to Population**	**Sampling Technique**
Form 4 Students	2000	322	16	simple random
Form 4 Teachers sampling	110	34	30	stratified

69

Table 3.2 : Sampling of Students for the Study

Students Distribution Frame

Serial no.	School of	No.	Students of History per school.	No. of Students selected
1	School 1	26	11	
2	School 2	35	14	
3	School 3	40	17	
4	School 4	62	25	
5	School 5	38	15	
6	School 6	32	13	
7	School 7	25	10	
8	School 8	80	33	
9	School 9	71	29	
10	School 10	60	24	
11	School 11	55	22	
12	School 12	41	17	
13	School 13	39	16	
14	School 14	40	17	
15	School 15	35	14	
16	School 16	52	21	
17	School 17	59	24	
Total	**17**	**790**	**322**	

3.6 Data Collection Instruments and Instrumentation

The research instruments for gathering data in this study were students' questionnaire, teachers' questionnaire and classroom observation schedule.

3.6.1 Student's Questionnaire

Student's Questionnaire (SQ) was used to collect data from the students because of the numerous advantages it had. The students told the researcher in the questionnaire what methods were frequently used during History and Government lessons .The score guide for frequency of use of methods was, if a method was never used or use once, the student scored Very Infrequent (VI). If a method was used twice during a particular lesson, the

student scored Infrequent (I), if a method was used thrice during a given lesson, the student scored Slightly Frequent (SF). If a method was used four times during a given lesson, the student scored Frequent (F) while if a method was used five or more times in a given lesson then students scored Very Frequent (VF). V.F=5, F=4, S.F=3, I=2,V.I=1 .They also told the researcher which of the methods frequently used were perceived to be most effective in helping them produce better results in History and Government. The score guide for perceived level of effectiveness was, Very Effective =5 marks Effective =4 marks, Slightly Effective= 3 marks, Ineffective= 2 marks while Very Ineffective = 1 mark. V.E=5, E=4, S.E=3, I=2,V.I=1. The Student's Questionnaire is attached as Appendix 3.

3.6.2 Teacher's Questionnaire

The Teacher's Questionnaire (TQ) enabled the teachers to give confidential answers to the questions without revealing their identities. The teacher was also able to tell the researcher which among the frequently used methods he or she does find most effective for teaching History and Government based on the students' participation in class and results of the continuous assessment tests. The score guide for frequency of use of methods was if a method was never used or use once, the teacher scored Very Infrequent (VI). If a method was used twice during a particular lesson, the teacher scored Infrequent (I), if a method was used thrice during a given lesson, the teacher scored Slightly Frequent (SF). If a method was used four times during a given lesson, the teacher scored Frequent (F) while if a method was used five or more times in a given lesson then teacher scored Very Frequent (VF). V.F=5, F=4, S. F=3, I=2, V. I=1. They also told the researcher which of the methods frequently used were perceived to be most effective in helping them produce better results in History and Government. The score guide for perceived level of effectiveness was, Very Effective =5

71

marks Effective =4 marks, Slightly Effective= 3 marks, Ineffective= 2 marks while Very Ineffective = 1 mark. V.E=5, E=4, S. E=3, I=2,V.I=1. The Teacher's Questionnaire is attached as Appendix 4.

3.6.3 Classroom Observation Schedule

Classroom observation schedule enabled the researcher to determine frequency of use and perceived levels of effectiveness of methods that were used during teaching and learning. It enabled the researcher observe what methods were frequently used by teachers and which ones perceived to be most effective. It, therefore, provided firsthand information to the researcher based on the personal observation made during actual teaching and learning. The score guide for frequency of use of methods was, if a method was never used or use once, the researcher scored Very Infrequent (VI). If a method was used twice during a particular lesson, the researcher scored Infrequent (I), if a method was used thrice during a given lesson, the researcher scored Slightly Frequent (SF). If a method was used four times during a given lesson, the researcher scored Frequent (F) while if a method was used five or more times in a given lesson then researcher scored Very Frequent (VF). V.F=5, F=4, S.F=3, I=2,V.I=1 .They also told the researcher which of the methods frequently used were perceived to be most effective in helping them produce better results in History and Government. The score guide for perceived level of effectiveness was, Very Effective =5 marks Effective =4 marks, Slightly Effective= 3 marks, Ineffective= 2 marks while Very Ineffective = 1 mark. V.E=5, E=4, S.E=3, I=2,V.I=1.

At Form four, the learners who have chosen to take History and Government are merged together to form a single class taught by one teacher on a single period of the lesson. Even though most schools had two form four teachers of History and Government, the researcher observed a single lesson taught by a single teacher in each of the sampled schools. Observing

one teacher across the 17 schools was enough to provide the needed data on frequency use and their perceived levels of effectiveness. Classroom observation Schedule was therefore conducted in 17 classes across the 17 schools that were sampled. The focus of the study was frequency of use and perceived influence on effectiveness of a method used for whatever topic. Therefore, by observing one teacher from different schools using different methods to teach different topics, all the methods in the observation schedule were catered for. This was enough to score frequency of use and their perceived levels of effectiveness. The observation of both frequency of use of the methods and their perceived levels of effectiveness was measured on a five point Likert scale. Classroom Observation Schedule is attached in Appendix 5.

3.7 Validity and Reliability of Research Instruments

The researcher established the validity and reliability of the data collection instruments before proceeding to collect data. A data collection method is reliable if it produces similar or almost similar results if it is administered to the same group of respondents after a specified period of time usually 2 weeks. On the other hand an instrument is considered valid if it truly measures what it is supposed to measure.

3.7.1 Validity

To ensure validity of the instruments, face validity of the questionnaires and classroom observation schedule was ensured by consulting two experts and supervisors of this thesis from the Department of Educational Communication, Technology and Curriculum Studies. These experts critiqued and evaluated the instruments to establish their soundness in collecting data for the proposed study. They also ascertained the comprehensiveness of the instruments in addressing the research objectives and questions. Questionnaires which

comprised of short, clear and straightforward questions were used. The researcher established whether the instruments would provide anticipated data by identifying problems likely to be experienced by respondents while using the instruments. The researcher also checked clarity of items to ensure that any ambiguity was avoided. Piloting of the students' questionnaire, teachers' questionnaire and classroom observation schedule also helped to validate the instruments. This is because during piloting, the researcher was able to detect any errors or omissions in the research instruments.

3.7.2 Reliability

To ensure the reliability of the questionnaire, test-retest method was conducted on the respondents during piloting. The test instrument was administered twice within an interval of 2 weeks as proposed by Kothari (2004) to randomly select 22 students and 5 teachers from 3 schools during a pilot study. Classroom observations were conducted on 3 teachers from 3 schools on the same topic. This was to determine whether after two weeks, the researcher would obtain similar or almost similar results. Ratings of the two tests were analyzed using the Pearson's Product Moment correlation coefficient to obtain reliability. However, Filkins and Ferrari (2004) logically argue that the more the questions in a test item the more the reliability. The authors also hold the view that, the relationship between what is recorded as data and what actually occurs in the setting under the study, the researcher's personal convictions and the length of the time spent with the participants also guarantee reliability. The reliability coefficient for SQ was .75, for TQ was .79 while that of the classroom observation schedule was .78.

3.8 Data Collection Procedures

A letter of introduction from the School of Graduate Studies of Maseno University (Appendix 10) confirmed approval of the study. Permission to conduct the study was sought from Maseno University Ethics Review Committee (Appendix 8) and the National Council for Science and Technology (Appendix 7). Copies of the above were presented to Rachuonyo North Sub County education office which also gave the researcher an introductory letter (Appendix 9) to enable her enter schools and collect data. After obtaining permission from the relevant authorities, the researcher started by self-administering the structured questionnaires to the students and the teachers. The researcher explained the meaning of each method for ease of understanding by the respondents. The questionnaires were responded to and the researcher collected them on the same day. Later, the researcher conducted classroom observations.

According to Kothari (2004) self-administration of the instruments helps in overcoming the possibility of the respondents discussing among themselves the correct answers to write. It also ensured that the data collected by the researcher is first hand.

3.9 Data Analysis Procedures

The process of data analysis involved editing of the collected raw data to detect any omissions and to ensure that the data were accurate and consistent with other factors. Coding was done by assigning numerals or symbols to the responses. Classification was done by putting the raw data into scores form and according to their attributes and lastly data were entered into a computerized system for onward analysis.

This study adopted the mixed method (qualitative and quantitative) approach during data analysis. Orodho (2005) supports use of a combination of the two approaches as they reveal

several dimensions of a phenomenon and deal with shortcomings of each other. Qualitative data obtained from student's questionnaires and teacher's questionnaires, were grouped into themes, whereby outstanding themes from the statements provided by the respondents formed outcome of the specific question. These outcomes assisted in supporting the findings from quantitative analysis. Kerlinger (2003) and Kothari (2004) propose such approach when dealing with both qualitative and quantitative data.

Quantitative data obtained from SQ, TQ, and classroom observations schedule were serialized, coded then keyed in to SPSS computer program then analyzed using descriptive statistics such as mean scores. According to Collins (1998), tables reveal information which could be hidden in textual form much faster. Data on frequency of use and effectiveness were analyzed using mean scores.

In order to examine frequency of use of the above methods, respondents gave their responses in terms of Very Frequent (V.F), Frequent (F), Slightly Frequent (S.F), Infrequent (I), and Very Infrequent (V.I). V.F scored 5 marks, F scored 4 marks, S.F scored 3 marks, I scored 2 marks while V.I scored 1mark. Besides, respondents were also examined on the perceived levels of effectiveness of use of the above teacher-centered methods. As such, they also responded in term of Very Effective (V.E), which scored 5, Effective (E) which scored 4, Slightly Effective (S.E) which scored 3, Ineffective (I) which scored 2 and lastly Very Ineffective (V.I) which scored 1. Analysis of the variables based on the objectives was done as depicted in Table 3.3 on page 77.

Table 3.3: Quantitative Analysis of Variables based on Objectives

S No.	Variables	Quantitative Methods of Analysis
1	Frequency	Mean Scores
2	Effectiveness	Mean Scores
3	Influence	Correlation

3. 10 Ethical Considerations

Confidentiality, transparency, openness privacy and honesty were the guiding principles during this research. To maintain the confidentiality of the study respondents, the study instruments did not bear names, addresses or any identifiers that could link the information provided to the respondents. The researcher made the respondents know that any information given during the research would be treated with the highest level of confidence and that such information would not to be shared with anyone whatsoever and that their names would not be mentioned in connection with the information they provided (Kombo & Tromp, 2006).

The respondents were also selected on the basis of their willingness and interest to participate in the study. For transparency of the responses, the researcher asked the respondents to ensure that they provided transparent opinion to the questions. For privacy and to make the respondents feel free and comfortable to provide truthful information, they only appended their signatures on the questionnaire. They were also encouraged to write down their own responses without consulting one another. To ensure honesty, the respondents were asked to give their honest answer to the asked questions without fear of intimidation; the researcher assured the respondents that each response was correct provided it was honest. The researcher briefed the respondents on all that the research was about, told them how to answer the

questions in the questionnaire and asked them to give their true and genuine answers as the responses to the questions. This made them feel free in giving their responses. Students being minors were involved in the study after appropriate consent had been sought. Consent for students to participate in the study was sought from their respective teachers through consent form attached as Appendix 2. All the testing materials including questionnaires and classroom observation schedules were kept under lock and key. They were only accessible to the researcher.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussions of the study. It gives the report on the following research questions:

1. What is the perceived influence of frequency of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya?

2. What is the perceived influence of frequency of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya?

3. What is the perceived influence of frequency of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya?

The respondents provided responses as shown in Table 4.1.

Table 4.1 Response Rate

Respondents	Sample Size	Responses	Percentage
Teachers	34	34	100%
Students	322	322	100%

According to Table 4.1, teachers and students comprised the two categories of respondents who provided their responses to the questionnaires. 34 teachers were issued with the

questionnaires and all the 34 teachers returned their questionnaires translating to 100% turn out. All the 322 questionnaires issued to students were also collected back translating to 100% turn out. The table reveal that all the questionnaires issued to the respondents by the researcher were collected back.

4.2 Perceived Influence of Frequency of Use of Teacher-Centered Methods on Effectiveness of Teaching History and Government

The first objective of the study was to examine the perceived influence of frequency of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub County. Data was collected on frequency of use and on effectiveness of the methods. The lecture, dictation, illustration and narration were the teacher-centered methods examined.

Students and teachers were required to respond to the questionnaires depending on how frequently each of the above methods were used in their classroom and their perceived levels of effectiveness based on the score guide provided. The researcher was to confirm these with classroom observation schedule. These were written in terms of totals and mean scores. However, the study relied on the teachers' responses to provide the true situation but the students' responses and observations were used to authenticate the results.

Table 4.2 shows frequency of use of teacher-centered methods while Table 4.3 show effectiveness of teacher-centered methods as scored by the teachers and the students. Table 4.4 presents data of classroom observation on the use of teacher-centered methods.

Table 4.2:Frequency of Use of Teacher-Centered Methods

METHOD		V.F	F.	S.F	I.	V.I.	TOTAL	M.S	AVERAGE
Lecture	S	110	60	53	59	40	1107	3.4379	**3.7190**
	T	15	11	4	2	1	136	4.0000	
Dictation	S	142	104	43	19	15	1308	4.0621	**3.8252**
	T	10	11	7	3	3	122	3.5882	
Illustration	S	195	81	24	11	11	1404	4.3602	**4.0478**
	T	7	16	8	1	2	127	3.7353	
Narration	S	110	101	53	32	20	1197	3.7174	**3.5940**
	T	9	12	4	4	5	118	3.4706	
Overall Mean Score									**3.7965**

Key: V. F=5,   F=4,   S.F=3,   I=2,   V.F=1.

: S= students,   T=teachers

Table 4.3 Effectiveness of Use of Teacher-Centered Methods

METHOD		V.E	E.	S.E	I.	V.I.	TOTAL	M.S	AVERAGE
Lecture	S	54	73	70	39	86	936	2.9068	**3.0856**
	T	5	12	8	7	2	111	3.2647	
Dictation	S	101	102	66	35	18	1199	3.7236	**3.3618**
	T	3	8	13	6	4	102	3.0000	
Illustration	S	170	80	20	18	34	1300	4.0373	**4.0040**
	T	10	19	2	0	3	135	3.9706	
Narration	S	100	99	61	21	50	1135	3.7826	**3.4536**
	T	9	10	5	4	6	115	3.3824	
Overall Mean Score									**3.4463**

Key: V.E=5, E=4, S.E=3, I=2, V.I=1

: S= students, T=teachers

Table 4.4 Classroom Observation on Use of Teacher-Centered Methods.

TEACHER-CENTERED METHODS	MEAN SCORES ON FREQUENCY OF USE	MEAN SCORES ON EFFECTIVENESS	DEVIATION
Lecture	4.1176	2.184	-1.9335
Dictation	3.8235	2.2429	-1.5806
Illustration	3.7447	3.0235	- 0.7212
Narration	3.6471	2.4424	-2.2047
Overall Mean Score	**3.8332**	**2.4432**	**-1.3600**

Table 4.2 showed that the most frequently used teacher-centered method as scored by the teachers and the students was illustration with an average mean score of 4.0478 followed by dictation with an average mean score of 3.8252. Lecture was third most frequent with an average mean score of 3.7190. Narration came last with a mean score of 3.5940. The table further revealed that all the teacher-centered methods were frequently used in classrooms having scored an average mean score of 3.7965.

Table 4.3 presented results on effectiveness of use of the methods as scored by the teachers and the students. The table revealed that the most effective teacher-centered method was illustration with an average mean score of 4.0040, narration was second most effective with an average mean score of 3.4536, dictation with an average of 3.3610 while the lecture was least effective with a mean score of 3.0856. The table further revealed that teacher-centered methods were slightly effective for teaching having scored an overall mean of 3.4463.

Classroom observations on Table 4.4, however, showed that the most frequently used teacher-centered methods were the lecture with a mean score of 4.1176. It also showed that dictation was second with a mean score of 3.8235, illustration third with a mean score of 3.7447and narration fourth with a mean score of 3.6471 respectively. With all the teacher-centered methods having scored an average of 3.8332, classroom observation revealed that all the four teacher-centered methods observed were frequently used for teaching. The table further revealed that the most effective teacher-centered methods were illustration with a mean score of 3.0235, narration with a mean score of 2.4424, dictation with a mean score of 2.2429 and lastly the lecture with a mean score of 2.1840. having scored an overall mean score of 2.2423, the table deduced that all the teacher-centered methods were ineffective for teaching.

The findings were supported by qualitative data collected from both the teachers and the learners. Typical responses from the teachers were:

> *"Teacher centered methods makes students passive recipients of knowledge since learners are not actively involved in learning. Most of the time they lead to rote learning."* (teacher 4).

> *"These methods cannot work for below average learners, they need both teacher and self-discovery,"* Said (teacher 10).

> *"The methods cannot help evaluate retained learner content,"* Said (teacher 12).

Typical responses from the students were:

> *"Question and answer at times is not encouraged when the teacher is lecturing therefore even if I want clarification on a point I did not understand well, I cannot ask",* (student 32).

> *"Sometimes the teacher is too fast when dictating that I do not write down all the points,"* (student 50).

> *"I enjoy learning when illustration and narration are used in class",* (student 119).

The respondents were also asked to rank methods in terms of frequency of use, they ranked teacher-centered methods number one as being the most frequently used teaching methods. Typical responses provided were:

> *"Teacher centered methods enables fast wider content delivery within a short time, History and Government having a wide content to be covered, the method facilitates speedy syllabus coverage. I therefore use the method frequently in my race against time. The reason I rank it first,"* said (teacher 31).

> *"our teacher uses teacher-centered methods most of the time for teaching. Therefore, I rank them as the most frequently used,"* said (student 45).

The respondents were also asked to rank teacher-centered methods in terms of frequency of use, the teachers ranked lecture as number one, illustration as number two, dictation third while narration was ranked fourth. Typical responses provided were:

"Lecture method enable coverage of wide content of the syllabus within a shorter time, the reason I ranked it first," said (teacher 5).

"Illustrations enable learners to understand concepts that are complex that's why I rank them second," said (teacher 14).

"Dictation enables the learners to take notes prepared directly from me," said (teacher 1).

"*Narrations are time consuming, I cannot use them frequently for teaching, I will therefore rank them fourth,"* said (teacher 3).

Students on the other hand ranked illustrations first, dictations second, narration third while lecture was ranked fourth. The variation in ranking between the teachers and students could be caused by the fact that while teachers have the knowledge of the methods and their use, learners did not have such knowledge since they do not have the training to use the methods as compared to the teachers.

Typical responses of the students were:

"I enjoy the lesson when illustrations are offered therefore I rank them first," (student 38).

"Dictation enables me to get the well prepared notes from the teacher, this makes reading easier for me. I will rank them second." (student 61).

"I like narrations but I forget the stories so first, I will rank this method third," (student 203).

"Lecture method is first for teaching but it is not interactive, I therefore rank it fourth," said (student 313).

The study findings reveal that teacher-centered methods were frequently used for teaching having a mean score of 3.8332. To the teachers, these methods were frequently used because they enabled delivery of History and Government content faster hence, enabled them to cover wider syllabus content within a short period of time. The findings also showed that these methods were not effective for teaching having a mean score of 2.2423. Responses showed that, according to teachers, teacher-centered methods could not work for below average students. Such students need both the teacher and methods that encourage learner participation. The methods also make learners passive recipients of knowledge since they are not actively involved in learning. Though such methods help save time on content coverage since a lot of content is covered in a short time, they lead to rote learning and may not help to evaluate retained learner content.

According to the students, even though the teacher motivates them to learn, sometimes further clarification of technical points may be missing since such methods are not interactive. To the researcher, teacher-centered methods are frequently used by the teachers who cite wide content to be covered with limited time allocated on the school timetable with

only three lessons per week. This makes the teachers to adopt methods perceived to be fast in content delivery such as lectures and dictation which in turn are ineffective for teaching History and Government.

With lack of proper resources in most of the schools visited and a classroom full of so many students, teachers tend to use the teacher-centered methods like the lecture which enable delivery of content to many learners at a given time without requiring so many resources. In order to address the frequent use of the teacher-centered methods, schools must first be provided with enough resources, staff and adequate classrooms.

The study findings were in agreement with those of Mwathwana *et al.* (2014) which indicated that lecture method was very frequently (65%) used teaching methods by teachers of History in the schools sampled while narrative scored (27.5%). These methods however, were not effective for teaching History subject.

The findings of the study were also in agreement with studies by Scott (2015) which stated that teacher-centered methods though fast in transmitting knowledge makes learners passive recipients. While Pagan (2014) described teacher-centered methods as "subject material reproduction" which emphasizes examination scores and final answers rather than the way the learner arrive at the answer, McDowell (2001) contend that such methods encourage memorization and reproduction of facts with short notion of knowledge which cannot be used to solve problems in new situations of learning and that's why they are not effective for teaching History. Such methods encourage learners to memorize rather than to be able to apply acquired knowledge in new situations or to become critical thinkers.

While Adeyemi (2008) found that teacher-centered methods do not stimulate the students' innovation inquiry and scientific thinking but rather encourages the students to cram facts

which are always forgotten, Mwaka, *et al.* (2014) found that teacher-centered methods by teachers who rush to cover the syllabus citing wide content of the subject against time allocation.

 Tella, *et al.* (2010) also noted that teacher-centered teaching methods are instructor-centered and make learners not to enjoy their lessons and therefore miss the benefits of intellectual discovery. With the use of teacher-centered methods, learners have a definite and fixed perception on their roles as listeners while teachers are expected to be talkers and custodian of knowledge Odundo and Gunga (2013).

The study findings were however, in contrast with the Constructivism learning theory. According to the theory, learners should be left to generate their own understanding of the world. When teacher-centered methods are used, the teachers dominate teaching. Since teacher-centered methods focuses more on the teacher rather than the learner, the learners are no left to generate their own knowledge, therefore, no meaningful learning occur when such methods are used for teaching. Where resources are lacking, teachers use cheaper methods. Schools should thus be supplied with resources and optimum classrooms for effective learning.

They were also in contrast with ideas of Formwalt (2002) who argues that teacher-centered methods can still be effective in spearheading good performance in History as a subject if the teacher inspires zeal or favor into students while teaching. In addition, the use of teacher-centered methods in teaching may be only inappropriate when the material to be learned is complex coupled with low intelligence, educational experience and concentration of the learner. Ngaroga (2011) while explaining the appropriateness of teacher-centered methods such as the lecture said that it can be used in teaching to stir enthusiasm on a specified subject

to the learners, inform learners of the expected outcomes, synthesize learning, reinforce written work and deliver information within a shorter time. The limitations of teacher-centered methods have however been attributed to being used by teachers who are unimaginative and inexperienced, if not so the method aids in fast content delivery (Nasibi & Kiio, 2005).

4.3 Perceived Influence of Frequency of Use of Learner-Centered Methods on Effectiveness of Teaching History and Government

The second objective of the study was to determine the perceived influence of frequency of use of learner-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County, Kenya. Data was collected on frequency of use of Learner-centered methods and effectiveness of the methods. As such, dramatization, discussion, debates and discovery were the methods for examination.

Teachers and students were required to respond to the questionnaires depending on how frequently each of the above methods were used in their classroom and their levels of effectiveness. The researcher was to confirm these with classroom observation schedule. These were written in terms of totals and mean scores.

The students and teachers provided various responses on how frequently various learner-centered methods were used and their levels of effectiveness. These were presented in Table 4.5 on page 90 and Table 4.6 on page 91.

Table 4.5: Frequency of Use of Learner-Centered Methods.

METHOD		V.F	F.	S.F	I.	V.I.	TOTAL	M.S	AVERAGE
Dramatization	S	43	48	63	34	134	798	2.4782	**2.8568**
	T	9	8	6	4	7	110	3.2353	
Discussion	S	171	107	27	3	14	1384	4.1739	**3.9546**
	T	12	11	5	2	4	127	3.7353	
Debate	S	40	73	63	53	93	880	2.7392	**2.8843**
	T	9	7	3	6	9	103	3.0294	
Discovery	S	113	94	42	30	43	1170	3.6335	**3.4785**
	T	9	7	8	6	3	113	3.3235	
Overall mean score									**3.2936**

Key: V. F=5,   F=4,   S.F=3,   I=2,   V.F=1.

: S= students,   T=teachers

Table 4.6: Effectiveness of Use of Learner-Centered Methods.

METHOD		V.E	E.	S.E	I.	V.I	TOTAL	M.S	AVERAGE
Dramatization	S	93	102	56	30	41	1142	3.5466	**3.5821**
	T	9	12	8	1	4	123	3.6176	
Discussion	S	226	68	16	4	8	1466	4.5528	**4.5117**
	T	22	10	0	0	2	152	4.4706	
Debate	S	73	103	80	38	28	1121	3.4414	**3.6618**
	T	4	11	14	2	3	113	3.3235	
Discovery	S	141	84	45	24	28	1252	3.8882	**3.6059**
	T	5	10	13	3	3	113	3.3235	
Overall Mean Score									**3.8404**

Key: V.E=5, E=4, S.E=3, I=2, V.I=1

: S= students, T=teachers

Table 4.7 Classroom Observation on Use of Learner-Centered Methods.

LEARNER-CENTERED METHODS	MEAN SCORES ON FREQUENCY OF USE	MEAN SCORES ON EFFECTIVENESS	DEVIATION
Dramatization	1.7059	3.000	+1.2941
Discussion	3.0000	4.0588	+1.0588
Debates	1.4118	3.4118	+2.0000
Discovery	2.5882	3.2353	+0.6471
Overall Mean Score	**2.1763**	**3.4265**	**+1.2502**

According to the teachers in Table 4.5, the most frequently used learner-centered method was discussion with a mean score of 3.9546. This was further confirmed by the actual classroom observation. The table further reveal that Learner-centered methods were slightly frequently used for teaching with an overall mean score of 3.2936. However, the methods were found to be effective for teaching with an overall mean score of 3.8404 as indicated on Table 4.6.

Qualitative data were also collected on the learner-centered methods to support the above findings. According to teachers as reveled by open ended questions on Section C of the Teachers' Questionnaire and Students' Questionnaire, learner-centered methods were ranked second frequently used method. Typical responses of teachers on frequency of use of the methods were:

> *"The methods enable the learners to build their confidence levels by promoting acquisitions of skills like questioning and answering, proper presentation of points and language development,"* (teacher 17).

> *"Since learners master content more when it comes from them, such methods enable learners to learn more from fellow student, eliminating boredom and making learning enjoyable and encourage them to share their views leading to better understanding of concepts,"* (teacher 24).

> *"The methods are good and effective with fast learner and not the goal oriented ones. They are not effective for lazy learners,"* (teacher 4).

> *"Learner-centered methods require a lot of teaching aids and resources which may not be readily available,"* (teacher 34).

Typical responses by the students were:

> *"Students who shy away from active participation when the teacher is in class is free to participate among fellow learners,"* (student 277).

> *"I like learner-centered methods since they give much more time to research, discovery of new ideas and do my assignments,"* (student 109).

"Learner-centered methods arouse thinking skills, making me a critical thinker. I also read ahead to avoid overdependence on the teacher," (student 29).

"Learner-centered methods promote mastery of content and inculcate in the learner the culture of critical thinking and problem solving. However, its time consuming that is why I rank it second," (student 306).

These were further supported by actual classroom observation which noted that learner-centered teaching methods encouraged learner active participation in classroom activities, critical thinking, problem solving, language proficiency, development of communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement.

Further under learner-centered methods, discussion was frequently used for the following reasons:

"It enables the learner to participate in class since most discussion groups are formed by the learners themselves," (teacher1).

"Students select the topics or problem to discuss therefore come up with own solutions to problems," (teacher 30).

"I learn best and capture more content when I discuss concepts with fellow students compared to when the teacher is teaching," (student 2).

"I am able to build self-confidence and develop proper communication skills with the use of discussion," (student 322).

The learner-centered methods are found to be slightly frequently used for teaching (overall mean score= 3.2936). These methods, however, have been found to be effective for teaching (overall mean score= 3.8404). Learner-centered methods require resources like History rooms equipped with History materials, enough books, magazines, newspapers, computers among

others. Lack of these resources has impeded the use of learner-centered methods. Further learner-centered methods such as dramatization and debates require a lot of time to organize, prepare and actualize. Moreover, if learners are left to learn without supervision and support of the teacher, no proper learning would occur. Schools should therefore be equipped with proper learning resources. Time and lessons allocated for History and Government should be increased to enable frequent use of learner-centered methods.

The study findings were supported by Survey by Allan *et. al.,* (2009) which concurred that 94% of the students ranked discussion in the top five of their responses, as an effective teaching strategy. The ability to inspire discussion encompasses the ability to listen to students' contributions and to encourage the students to listen to each other too. The study synchronized with the submission of Nelson (2002) that constructive approach to learning yields positive attainment of desired learning outcomes. Use of learner-centered methods for teaching supports the adage 'experience is the best teacher" hence learning is better achieved through learners' experience.

The study findings further concurred with Lak, Soleimani, and Parvaneh (2017) that learner-centered approach had positive results on enhancement of Iranian learners' reading comprehension performance and conclusion that learner-centered methods were more effective compared to teacher-centered method.

The findings of the study also concurred with Seng' (2014) which concluded that the use of the learner-centered method contributed to active engagement of students in learning and enhancing students' responsibility.

The study findings also agreed with Mutilifa and Kapenda (2017) that using the learner-centered measures attracted learners' interests in learning and understanding acids and bases. The study concluded that learner-centered methods improved understanding of learners.

Further, the findings were in agreement with the theories of teaching-learning methods which suggest that students in general learn better when they are actively involved in the process of learning and teaching as opposed to being passively involved and they say 'if you tell me I will forget, if you show me I remember and if I do I will know' (Runaku, 1996).

In addition, the findings further agree with Nasibi and Kiio (2005) convictions that teachers should provide learning opportunities for students to explore, identify and nurture their talents, promote students' social emotional development and promote positive teacher-student relationship. Teachers should also strive to increase learning momentum during lessons by ensuring students undertake classroom tasks while taking responsibility for their actions, communicate and work closely with students in setting high behavioural and learning expectations and demonstrate the desired and appropriate behaviour. Teachers should support and demonstrate students' skills that will build and strengthen their cognitive abilities and improve their attitudes towards better performance. Similarly, the teacher should encourage the learner to actively seek their own knowledge sources to deepen and enrich their comprehension of the course material (Otewa, 2015).

Consequently, the learner-centered methods are found to be more time consuming. Further, when learners are left to learn by themselves without support from teachers then no proper learning will occur. The methods are criticized for not being suitable for weak and shy students who may not participate actively in the discussion. The methods are good and effective with fast

learner and not the goal oriented ones. They are not effective for lazy learners (MOEST, Sessional Paper No. 1 of 2005).

4.4 Perceived Influence of Frequency of Use of Mixed Methods on Effectiveness of Teaching History and Government

The third objective of the study was to establish the perceived influence of frequency of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub-County. Data was collected on frequency of use and on level of effectiveness of the methods. Various methods such as lecture and question and answer, dictation and discovery, explanation and discussion, and narration and field trip were combined in order to help achieve this objective.

Students and teachers were required to respond to the questionnaires depending on how frequently each of the above methods were used in their classroom and their levels of effectiveness. The researcher also conducted a classroom observation to confirm how frequent the methods were being used in classroom and their levels of effectiveness for teaching. The responses were written in terms of totals and mean scores. The teachers' and students' responses were presented in table form while the classroom observations were used to ascertain the teachers' and students' findings.

Frequency of use of mixed methods as scored by the students and teachers is shown in Table 4.8 on page 97 while effectiveness of mixed methods is shown in Table 4.9 on page 98. Table 4.10 on page 99 presents results of Classroom Observation.

Table 4.8: Frequency of Use of Mixed Methods

METHOD		V.F	F.	S.F	I.	V.I.	TOTAL	M.S	AVERAGE
Lecture and Quesn and Ans	S	111	74	44	33	60	1109	3.4441	**3.3691**
	T	10	7	5	3	10	112	3.2941	
Dictation and Discovery	S	100	100	42	46	34	1152	3.5776	**3.2888**
	T	2	13	7	7	5	102	3.0000	
Explanation and Discussion	S	140	69	28	18	67	1203	3.6118	**3.3647**
	T	10	9	1	3	11	106	3.1176	
Narration and Field Trip	S	7	35	72	51	157	650	2.0186	**2.0387**
	T	0	2	10	10	12	70	2.0588	
Overall Mean Score									**3.0153**

Key: V. F=5,   F=4,   S.F=3,   I=2,   V.F=1.

**   : S= students,   T=teachers**

Table 4.9 Effectiveness of Use of Mixed Methods.

METHOD		V.E	E.	S.E	I.	V.I	TOTAL	M.S	AVERAGE
Lecture and Quesn and Ans	S	131	73	55	21	42	1196	3.7143	**4.0336**
	T	20	9	3	1	1	148	4.3529	
Discussion and Discovery	S	108	115	59	26	14	1263	3.9224	**3.7112**
	T	4	15	10	4	1	119	3.5000	
Explanation and Discussion	S	246	63	6	3	4	1510	4.6894	**4.5359**
	T	17	15	1	0	1	149	4.3824	
Narration and Field Trip	S	107	79	69	25	42	1150	3.5714	**3.4916**
	T	7	7	15	3	2	116	3.4118	
Overall Mean Score									**3.9430**

Key: V.E=5, E=4, S.E=3, I=2, V.I=1

: S= students, T=teachers

Table 4.10 Classroom Observation on Use of Mixed Methods.

MIXED METHODS	MEAN SCORES ON FREQUENCY OF USE	MEAN SCORES ON EFFECTIVENESS	DEVIATION
Lecture and Question and Answer	2.0588	4.3529	+2.2941
Dictation and Discovery	2.3529	3.6471	+1.2942
Explanation and Discussion	2.1176	4.5882	+2.4706
Narration and Field Trip	1.8235	3.3529	+1.5294
Overall Mean Score	**2.0882**	**3.9853**	**+1.8971**

According to Table 4.8, the most frequently used mixed methods were lecture and question and answer with an average mean score of 3.3691. This was in contrary to the actual classroom observation which showed that dictation and discovery was frequently used. The table further reveal that mixed methods were slightly frequently used for teaching with an overall mean score of 3.0153. However, the methods were found to be effective for teaching with an overall mean score of 3.9430 as indicated on Table 4.9. Furthermore, explanation and discovery were found to be the most effective mixed methods of teaching.

Qualitative data were collected on mixed methods to support the above findings. According to teachers as reveled by open ended questions on Section C of the Teachers' Questionnaire and Students' Questionnaire, mixed methods were ranked third frequently used method. Typical responses of teachers on frequency of use of the methods were:

"The methods give room for content delivery, evaluation and memorability thus encourages both emphasis and response," (teacher 14).

"When such methods are used, stimulus variation, team teaching is encouraged and learner interest aroused," (teacher 33).

"The methods bridge the gap and weaknesses between the learner and the teacher through interaction between both therefore creating a balance for both to participate in learning," (teacher 8).

Typical responses by the students were:

"Mixed methods encourage interactive learning; asking question and getting different feedback both from teachers and fellow learners," (student 275).

"More is achieved when the teacher and I combine our opinions," (student 315).

"I like mixed methods because question and answers are provided on the spot," (student 169).

"Learning is most effective when both the teacher and the learner participate," (student 11).

"Mixed methods encourage wider thinking," (student 190).

The respondents were asked to rank the mixed methods in terms of frequency of use as indicated in Section C of the Teachers' and students' questionnaires. The teacher's responses revealed that teachers ranked the lecture and question and answer as the frequently used mixed methods while students ranked explanation and discussion methods as most frequent. This variation was caused by the fact that while teachers have knowledge of the methods to be used in teaching, learners lack the training and knowledge of the methods.

These were further supported by actual classroom observation which noted that though infrequently used in classroom, the mixed methods incorporated both ideas of the teacher and the learner. They should be used frequently for teaching since they encourage learner active participation in classroom activities, critical thinking, problem solving, language proficiency, development of communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement under supervision and support of the teacher.

The study findings revealed that mixed methods were found to be infrequently used for teaching (overall mean score = 2.0882). These methods, however, were found to be effective for teaching (overall mean score = 3.853). Analysis of qualitative data on frequency of use of mixed methods and their perceived levels of effectiveness found out that the methods provided room for content delivery, evaluation, emphasis, responses and memorability. By encouraging free interaction between the learner and the teacher, the gap between them is bridged and understanding of concepts from different perspectives is promoted. Such methods thus create a balance for both participants to participate in learning by catering for learner individual difference and arousing of learner interest. The findings also revealed that in order to achieve teaching effectiveness, teachers must use a combination of learner-centered and teacher-centered methods. Mixed methods have a major role in determining perceptions about effective teaching.

Use of mixed methods require resources like History rooms equipped with History materials, enough books, magazines, newspapers, computers among others. Lack of these resources has impeded the use of mixed methods and hence the reason they are infrequently used for teaching. Further mixed methods such as explanation and discussion, narration and field trips require a lot of time and money to organize, prepare and actualize. Schools should therefore be equipped with proper learning resources and money to facilitate the use of mixed methods.

The findings were in agreement with Varghese (2018) who in her assessment of effectiveness of mixed methods in learning chemistry among students, found out that the mixed method for teaching and learning chemistry was more effective than the teacher-centered methods. The study also noted that the mixed methods helped in improving the performance of students in chemistry.

The study findings were also supported by the two studies conducted by Mwanza (2016) and Kattam, Chebet and Kipkemboi (2016) which acknowledged that mixed methods made teaching innovative and enjoyable and enhanced the achievement of learning objectives.

The above findings concur that proper teaching is characterized by a combination of both the teacher-centered and the learner-centered methods also called mixed methods. Such mixed methods like lecture and question and answer, dictation and discover, explanation and discussion, narration and field trips, make learning meaningful.(MOEST, Sessional paper no. 1 of [2005]). These combinations can be used by teachers to attain better student performance in national examination Nasibi and Kiio (2005).

Further, the findings were in agreement with the theories of teaching-learning methods which suggest that students in general learn better when they are actively involved in the process of learning and teaching as opposed to being passively involved. The mixed methods incorporate both ideas of the teacher and the learner. They should therefore, be used very frequently for teaching since they encourage learner active participation in classroom activities, critical thinking, problem solving, language proficiency, development of communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement under supervision and support of the teacher.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and the recommendations. It also presents suggestions for further research.

5.2 Summary of the Findings

The study assessed the perceived influence of methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub County, Kenya. The summary of the findings was as follows:

The first objective of the study was to examine the perceived influence of frequency of use of teacher-centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub County, Kenya. The study revealed that teacher-centered methods were frequently used for teaching (mean score= 3.8332). However, the methods were ineffective for teaching (mean score= 2.4432). Therefore, frequency of use of teacher-centered methods were perceived to negatively influence effectiveness of teaching History and Government.

The findings were supported by qualitative data collected from both the teachers and the students. Teachers said that even though teacher-centered methods were used frequently to teach, such methods could not work for below average students. Such students needed both the help of the teacher and self-discovery. The methods also makes learners to become passive recipients of knowledge since such methods do not actively involve students in learning process. Though such methods help save time on content coverage because a lot of

103

content can be covered in a short time, they lead to rote learning and may not help to evaluate retained learner content. Students on the other hand said that though the teachers motivate them to learn, sometimes further clarification of technical points could be missing because such methods are not interactive. According to the researcher, teacher-centered methods are frequently used by the teachers who cite wide content to be covered with limited time allocated on the school timetable with only three lessons per week. This makes the teachers to adopt methods perceived to be fast in content delivery such as lectures and dictation which in turn are perceived to be ineffective for teaching History and Government.

The second objective of the study was to determine perceived influence of frequency of use of learner centered methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub County, Kenya. The learner-centered methods were found to be slightly frequently used for teaching (overall mean score= 3.2936). These methods, however, were found to be effective for teaching (overall mean score= 3.8404). Therefore, frequency of use of learner-centered methods were perceived to positively influence effectiveness of teaching History and Government.

The findings were supported by qualitative data collected on the teachers and the students. According to teachers, such methods makes learners to be active in class since they involve learner participation in the lesson. This allows retention of knowledge because the students learn more when they participate and discover by themselves. Students are believed to master content more when it comes from them, such methods therefore enable learners to learn more from fellow students thus eliminating boredom and making learning enjoyable. The methods also encourage learners to share their views leading to better understanding of concepts. Learner-centered methods enable the learners to build their confidence levels by promoting

acquisitions of skills like questioning and answering, proper presentation of points and language development. However, the teachers further said that these methods are time consuming in terms of syllabus coverage and also not effective for the lazy students.

According to students, the methods enabled them to build their confidence levels by promoting acquisitions of skills like questioning and answering, proper presentation of points and language development. They also said that such methods enabled them to develop their own ideas because they provide much time for research and discovery. Critical thinking was encouraged when they used these methods. However, they said that though such methods promoted proper learning, they were only good and effective with fast learner and not the goal oriented ones. Further, no meaningful learning could occur if students were left to learn by themselves without guidance from the teacher.

According to the actual classroom observations, the findings revealed that the learner-centered teaching methods encouraged learner active participation in classroom activities, critical thinking, problem solving, language proficiency, development of communication and collaborative skills, cognitive skills, adaptability skills and ability to make judgement. However, they should be used under the guidance of the teacher for proper learning to occur.

The study findings therefore revealed that learner-centered methods were slightly frequently used in classrooms however, they were perceived to positively influence effectiveness of teaching History and Government.

The third objective of the study was to establish perceived influence of frequency of use of mixed methods on effectiveness of teaching History and Government in secondary schools in Rachuonyo North Sub County, Kenya. The study finding revealed that mixed methods were infrequently used for teaching (overall mean score = 2.0882). These methods, however, were

found to be effective for teaching (overall mean score = 3.853). Therefore, frequency of use of mixed method positively influenced effectiveness in teaching History and Government.

Analysis of qualitative data on frequency of use of mixed methods and their levels of effectiveness found out that the methods provide room for content delivery, evaluation, emphasis, responses and memorability. By encouraging free interaction between the learner and the teacher, the gap between them is bridged and understanding of concepts from different perspectives is promoted. Such methods thus create a balance for both participants to participate in learning by catering for learner individual difference and arousing of learner interest.

5.3 Conclusions

Conclusions of the study based on findings were:

The first objective sought to examine the perceived influence of frequency of use of teacher centered methods on effectiveness of teaching History and Government in Rachuonyo North Sub-County, Kenya. The study revealed that teacher-centered methods were frequently used for teaching (mean score= 3.8332). However, the methods were ineffective for teaching (mean score= 2.4432). Therefore, frequency of use of teacher-centered methods were perceived to negatively influence effectiveness of teaching History and Government.

The second objective aimed at determining the perceived influence of frequency of use of learner-centered methods on effectiveness of teaching History and Government in Rachuonyo North Sub-County, Kenya. The learner-centered methods were found to be slightly frequently used for teaching (overall mean score= 3.2936). These methods, however, were found to be

effective for teaching (overall mean score= 3.8404). Therefore, frequency of use of learner-centered methods were perceived to positively influence effectiveness in teaching History and Government.

The third objective aimed at establishing the perceived influence of frequency of use of mixed methods on effectiveness of teaching History and Government in Rachuonyo North Sub-County, Kenya. The study finding revealed that mixed methods were infrequently used for teaching (overall mean score = 2.0882). These methods, however, were found to be effective for teaching (overall mean score = 3.853). Therefore, frequency of use of mixed method positively influenced effectiveness in teaching History and Government.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations were made:

Objective one of the study examined the perceived influence of frequency of use of teacher-centered methods on effectiveness of teaching. Because teacher-centered methods of teaching encourage passive and rote learning, the study recommended that these methods should be used sparingly or accompanied with methods which encourage learner participation and critical thinking for them to effective for use in History and Government classrooms.

Objective two of the study determined the perceived influence of frequency of use of learner-centered methods on effectiveness of teaching. The study recommended that these methods should be applied under guidance and supervision of the teacher so that they are not time consuming. Learner individual differences should be catered for by encouraging the slow learners to participate actively in class while giving the fast learners more assignments. It is also recommended from the findings of the study that teachers from secondary schools in

Rachuonyo North Sub-County should use learner-centered methods to promote active student engagement in learning for better performance.

The third objective of the study established the perceived influence of frequency of use of mixed methods on effectiveness of teaching. The study found mixed methods to be the best for teaching History and Government since they incorporate ideas of both the teacher and the learner. The study thus recommends frequency of use of these methods for teaching since they encourage better students' acquisition of knowledge.

5.5 Suggestions for Further Research

The study of effectiveness of teaching was based on teachers' perceptions. It is suggested that further research be done based on measure of outcomes in History and Government.

It is also suggested that a similar study should be done with other subjects to assess perceived influence of use of methods on effectiveness for teaching those subjects.

REFERENCES

Adeyemi, B. A. (2008). Effects of Cooperative Learning and Problem Solving Strategies on Juniour Secondary School Students Achievement in studies. *Journal of Research in Education Psychology.* Vol 16 (3), pp47-52

Amos, A.A., Folasayo, O.A. & Oluwatoyin, A.E. (2015). *Instructional Strategies for Effective Teaching in Nigerian Secondary Schools.* First Asia Pacific Conference on Advance Research, 146-155. (Online).

Beard, R.M. (1997). *Research into Teaching Methods in Higher Education Mainly in British Universities.* London: Society for Research in Higher Education Ltd.

Benjamin, B. & Orodho, J.A. (2014). *Teaching and Learning Resource Availability and Teachers Effective Classroom Management and Content Delivery in Secondary Schools in Huye District, Rwanda.* Journal of Education and Practice, 5 (9). (Online). Available at; https://www.etd-library.ku.ac.ke/bitstream/handle/.../.pdf. Retrieved on; 3.08.2017.

Bishop, G. (1985) Curriculum Development. A text book for Student, Nairobi Macmillan.

Boit, M., Njoki, A. & Changach, J. K. (2012). The Influence of Examinations on the Stated Curriculum Goals. *American International Journal of Contemporary Research, 2(2),* 179-182.

Brewer, T. M. (2006). Teacher preparation solutions: Rumbling for quality just won't do. *Studies in Art Education*, 47(3), 269-283.

Burden, R. P. & Byrd, D. M. (2013). *Methods for effective teaching.* Boston: Pearson Publishers.

Callahan, J. F. & Clark, L. H. (1990). *Teaching in Middle and Secondary Schools, Planning for Competence.* New York: Macmillan Publishing Company.

109

Campbell, R. J., Kyriakides, L., Muijsc, R. D., & Robinsona, W. (2004). Effective teaching and values: Some implications for research and teacher appraisal. *Oxford Review of Education,* 30(4), 451-465.

CASEL (2013). *Effective Social and Emotional Development Learning Programs.* Pre School and Elementary School Edition. Collaborative for Academic for Academic, Social, and Emotional Learning. (Online). Available at; https://www.casel.org/wpcontent/ uploads/...pdf. Retrieved on; 2.08.2017.

Castle, E.B. 1965). *Principles of Education for Teachers in Africa*. Nairobi: Oxford University Press.

Cochran-Smith, M. (2006). Ten promising trends and three big worries. *Educational Leadership*, 63(6), 20-25.

Codruta, M., Simona, D. & Georgeta, S. (2011). *Evaluating Teaching Performance from Theory to Practice using Statistical Tools*. Economic science series Annals of the University of Oradea.

Creswell, J. (2011). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th Edition*. International Student Edition. Sage Publications, London, UK.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). Retrieved from http://epaa.asu.edu/epaa/v8n1

David R. & Cheruiyot O. R. An Assessment of the Attitudes of Students towards History and Government in Selected Secondary Schools in Bomet County in Kenya. *Journal of Education and Practice* www.iiste.orgISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.19, 2016

Davis, P., and Rinvolucri, M. *"Dictation: New Methods, New Possibilities".* Cambridge

University Press. 2002

Dede, C. (2007). *Transforming Education for the 21st Century: New Pedagogies that help all Students attain Sophisticated Learning Outcomes.* (Online). Available at; citeseerx.ist.psu/viewdoc/download?doi=10.1.1.42.75318rep=rep18&type=pdf Retrieved on; 17.12.2015.

DFID (2010). *Learning for All: DFID's Education Strategy 2010-2015.*UKaid from Department for International Development. (Online). Available at; https://www.ungei.org/resources/files/educ-strat.pdf. Retrieved on; 3.08.2017.

Dinama, B. (2013) Pedagogical knowledge of Religious Education Teacher in Botswana in Junior Secondary Schools. *Journal of Social Sscience and Humanities.* Vol.4 (3), pp.443-452.

Emaliana, I. (2017). Teacher-Centered or Student-Centered Learning Approach To Promote Learning? *Jurnal Sosial Humaniora* , 59-70.

Fang, M. (2014). *What do you think of China's education?* http//wwo.quora.com

Fisher, J.R. & Wallen, N.E., (2006) *How to Design and Evaluate Research in Education.* New York: McGraw-Hill

Formwalt, L.W. (2002). Seven rules for Effective History Teaching or Bringing life to the History Class. OAH Magazine of American Historians. Organization of American Historians. Accessed on 12/12/2013 from http://www.oah.org/pubs/magazine/ww1/formwalt.html.

Freeman, D. (1998) *Teacher Training, Development and Decision Making. A model of Teaching and Related Strategies for Language Teacher Education.* TESOL Quarterly. Vol 23 (1) pp 27-45

Gall, M.D., Borg, W.R. & Gall, J.P. (2007). *Educational Research an Introduction*. London: Longman.

Garrett, T. (2008). *Student Centered and Student Centered Classroom Management: A Case Study of Three Elementary Teachers. Journal of Classroom Instruction.* 1, 34-47. (Online). Available at; files.eric.ed.gov/fulltext/EJ829018.pdf. Retrieved on; 16.07.2017.

Germany Agency for Technical Corporation (GTZ) (1979). *Basic Training Course in Systematic Curriculum Development Course Five: Curriculum Implementation.* University   of Nairobi and Agency for Technic Corporation (GTZ), UON.

Goldhaber, D. (2007). Everyone's doing it, but what does teacher testing tell us about teacher effectiveness? *Journal of Human Resources,* 42(4), 765-794.

Hanushek, E., Kain, J. F., O'Brien, D. M., & Rivkin, S. G. (2005). *The market for teacher quality* (Working Paper 11154). Cambridge, MA: National Bureau of Economic Research.

Holden, S. (1982). *Drama in Language Teaching.* London. Longman.

Homa Bay County (2016). *The county Profile, County Government of Homa Bay.* Office of The Governor. Downloaded from *www.homabay.go.ke.* On 24/10/18. *International Journal for Innovation Education and Research,* 2(5), 58-66. Retrieved   from www.ijier.net

Israel, G. D. (2010). *Sampling The Evidence of Extension Program Impact. Program Evaluation   and Organization Development.* IFAS, University of Florida.PEOD-5. October.

Jabbour, K.K. (2013). *Issues that Restrain Teachers from Adopting Student Centered Instruction in Lebanese School.* Tejuelo, 17, 85-96. (Online). Available at; dialnet.unirioja.es/descarga/articulo/…/.pdf.

Jackson, M. (2009). Debates: A neglected Teaching Tool. *Pedagogy Journal of Education.* 50(2), pp. 225-36.

Kafu, P.A. (2011). *Teacher Education in Kenya: Emerging Issues*. International Journal of Curriculum and Instruction, 1(1), 43-52. (Online). Available at; http://www.mu.ac.ke/ijci/articles/Vol1/kafufulltext. Retrieved 2018.

Karimi, E. (2013). *Effect of Examination Oriented Teaching on Academic Aspiration and Attitude Towards Learning among Secondary School Students in Imenti South District, Kenya.* Unpublished MED Thesis, Chuka University.

Karimi, E., Nyaga, V. K. & Oundo, M. B. (2014). *Effects of Examination Oriented Teaching on Academic Aspiration among Secondary School Students in Imenti South District*, Kenya.

Kattam, A. J., Chebet, E., & Kipkemboi, R. (2016). Role of the Eclectic Method in Teaching and Learning English In Public Primary Schools In Eldoret East Sub-County,Kenya. *Journal of Literature Language and Linguistics,* 25, 73-83.

Kathuri, N. &Pals, D. (1993). *Introduction to Educational Research*. Njoro: Educational Media Centre.

Kennedy, M. M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591-598.

Kennedy R. (2009). *The Power of In-Class Debates. Active Learning in Higher Eucation.* 10(-), pp.225-36.

KIE (2002). Primary Education Project *"Statement of Objectives'.* Nairobi: Kenya Institute of Education, pp. 74-77.

Kerlinger, F. N. (2003). *Foundation of Behavioral Research.* Oxford: Holt Rinehart &Winston.

Kiio, M. N. (2012). *A Critical Study of Methods and Materials used to Teach History and Government in Secondary Schools in Kenya* (Doctoral dissertation).

Kiruhi, M., Githua, B. & Mboroki, G. (2009). *Methods of instruction.* Nairobi: Guygho Book & Allied Publishers.

Ko, J., Sammons, P. & Bakkum, L. (2013). *Effective Teaching: A Review of Research and Evidence.* Berkshire: CfBT Education Services. (Online). Available at;cdn.cfbt.com/.../media/cfbtcorporate/files/research/2013/r-effective-teaching-2013. pdf. Retrieved on; 15.1.2019.

Kober, N. (2015). *Reaching Students: What Research Says About Effective Instruction in Undergraduate Science and Engineering.* Board of Science Education, Division of Behavioural and Social Sciences and Education. Washington. (Online). Available at;https://www.nap.edu/read/18687...#. Retrieved on 2019.

Kocchar, S. (1990). *The teaching of History*. New Delhi: Sterling publisher Ltd.

Kothari, C. R. (2004). *Research Methodology. Methods& Techniques.* New Delhi: Wishwa Prakashan.

Kubow, K. P. & Fossum, R. P. (2007). *Comparative education exploring issues in international context.* Columbus: Pension Education Inc.

Krathwohl, D. R. (2003). *Educational and Social Science. Research an Integrated Approach.* Toronto: Longman

Krejcie R.V. & Morgan D.W. (1970). Determining Sample Size for Research Activities. *Journal for Educational and Psychological Measurement.* Vol 30, pp 607-610.

Krumbotz, D. J. & Yeh, J. C. (2005). *Competitive grading sabotages good teaching*. Amazon Phi Delta Kappa Publishers.

Lak, M., Soleimani, H., & Parvaneh, F. (2017). The Effect of Teacher-Centeredness Method vs Learner-Centeredness Method on Reading Comprehension among Iranian EFL Learners. *Journal of Advances in English.*

Lankshear, C. & Knobel, M. (2011). *New Literacies: Everyday Practice and Classroom Learning,* 3rd ed. London: Open University Press

Lasley, T. J., Siedentop, D. & Yinger, R. (2006). A systemic Approach to Enhancing Teacher Quality: The Ohio model. *Journal of Teacher Education,* 57(1), 13-21.

Liakopoulou, M. (2011). The Professional Competence of Teachers: Which qualities, attitudes, skills and knowledge contribute to a teacher's effectiveness? *International Journal of Humanities and Social Science,* 1(21), 66-78.

Little, D. (2010). *New contribution to the philosophy of history*. Dordrecht: Springer Science.

MacKenzie, N. (1970) *Teaching and Learning. An Introduction to New Methods and Resources in Higher Education.* (Belgium: UNESCO 1970), p.132.

Malarvili R. & Dhanapal S. (2016). *Evaluation of Effectiveness of Field Trips in The Teaching and Learning of Biosciences: Assessment of Learning Within and Beyond the Classroom.* Mahsa University Collage.

Markley, T. (2004). Defining the effective teacher: Current arguments in education. *Essays in Education*, 11(3),1-14. Retrieved from from
http://www.usca.edu/essays/vol112004/markey.pdf

Masibo, E., Napwora, M., Jesse, W., & Barasa, J. (2017). Perceptions of English Language Teachers and Learners about an Effective English Language Teacher In Kenyan Secondary Schools. *International Journal of Scientific Research and Innovative Technology,* 4(9), 101-111.

McDowell, G.R. (2001). A Student-centered Learning Approach to Teaching Soil Mechanics. *International Journal of Engineering Education.* Vol 17(3) pp245-251

Meheta, T. S. (2016). *Teaching history*. Retrieved from http//www.linked.in.com.

Ministry of Education Science and Technology Sessional Paper No 1 of (2005). *A policy Framework for Education Training and Research.*

Mugenda, O.M. & Mugenda, A. G. (2003). *Research methods: Quantitative and Qualitative Approaches.* Nairobi: Publishers Act Press.

Mugenda, O.M & Mugenda, A.G. (1999). *Research Methods: Qualitative and Qualitative Approaches,* African Centre for Technology Studies Nairobi.

Mwaka, M., Nabwire, V.K. & Musamas, J. (2014). *Essentials of Instruction. A Handbook for School Teachers.* Moi University Press. Eldoret-Kenya.

Mutilifa, S., & Kapenda, H. (2017). Does Learner-Centred Approach Improve High School Learners' Understanding of Acids and Bases Topic? A case of Two Selected Secondary Schools in Ohangwena Region, Namibia. *Creative Education*, 1260-1274.

Mwangi, M. G. (2014). *Influence of learner-centered strategies on students' Biology Performance in Kenya Certiificate of Secondary Education in Kinangop Sub County, Nyandarua County, Kenya. Kenya*: University of Nairobi.

Mwanza, D. S. (2016). Acritical Reflection on Electicism in The Teaching of English Grammar at Selected Zambian Secondary Schools. *Unpublished PhD Thesis*, University of Western Cape, Lusaka.

Mwathwana I. M., Mungai C., Gathumbi A. W. &Gongera E. G. (2014). An Analysis of History Teaching Methodology in High schools: A case of Tigania and Igembe

116

districts, Meru   County, Kenya. *Journal of Education and Practice* www.iiste.orgISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.5, No.2

Nasibi, M. W. (2015). Education for Social Transformation: The Role of History and Government in Secondary School Curriculum in Kenya. *International Journal of Innovative Research and Development*, Vol 4 (1).

Nasibi, W. M., & Kiio, M. (2005). *History and government: handbook for teachers*. Nehema Publishers.

Ngaroga, J.M. (2011). *Education for Primary Teacher Education. PTE Revision Series.*

Njoku, N. C. (2012). Factors that negate student's attitude to the study of CRK in senior Secondary schools in Ebony State. *Inkenga International Journal of Institute of African Studies.* Vol 14 (1). Pp 253-260.

Nkpa, N. (1997). *Educational Research for Modern Scholars*. Lagos. Fourth Dimension Publishers.

Ntwiga C.G. & Mwangi B.N. (2018). Influence of Examination Based Teaching on the History   Subject Discourse in Abogeta, Meru County, Kenya**.** *Research Journal of Education and   Social Sciences, 5(2).*

Obanya, P. (2004). *Teaching Methods across the Curriculum:* Collins International Printers.

Odundo, A. P., & Gunda, S. O. (2013). The Effects of application on Instructional Methods on Learner Achievement in Business in Secondary Schools in Kenya. *International Journal of Education and Research.* Vol. 1 (5) pp 40-47.

OECD (2009). *Creating Effective Teaching and Learning Environment: First Results From TALIS.* pp. 22-90 (Online). Available at; www.oecd.org/education/school/ /43023606.pdf. Retrieved on; 04.02.2019

OECD (2012). *Equity and Quality in Education: Supporting Disadvantaged Students and*

Schools. OECD Publishing. (Online). Available at;http://www.oecd.org/edu/school/0293148.pdf. Retrieved on; 21.11.2018

Ogula, P. A. (2005). *Research Methods*. Nairobi: Catholic University of East African Publication.

Ornstein, P., & Hunkins, C. A. (2013). *Curriculum foundations principles and issues*. New York: Pearson Publishers.

Orodho, J.A. (2004). *Elements of education and social science research methods.* Nairobi, Maasola Publishers.

Orodho A.J. (2005). *Research Methods.* Kenyatta University, Institute of Open Learning Nairobi: Masola Publishers.

Oros, A. (2007). Let's Debate: Active Learning Encourages Stuedent Participation and Critical Thinking. *Journal of Political Science Education.* 3(-), pp.292-311.

Otewa, J. (2016). Constructivism in Teacher Preparation in Kenya. *Account and Financial Management Journal.* Vol. (5). Pp 308-317.

Otieno, S. (2010). *Syllabus over Deficiencies in Core Values*. Nairobi: The standard P.4.

Owoyemi, T. E. & Adesoji, F.A. (2012). *Isolation of Teaching Effectiveness Factors from Nigeria Senior Secondary School Chemistry Students' Point of View.* British Journal of Arts and Social Sciences, 9 (11), 168-182. (Online). Available at; www.bjournal.co.uk/paper/BJASS-9-2/ BJASS-09-02-06.pdf. Retrievedon; 06.02.2019.

Pagan, B. (2014). Positive Contribution of Constructivism of Educational Designs. *Europe's Journal of Psychology.* Vol 10 (4), pp. 650-662

Pallavi, T. & Nayak, I., & Harichandan, S. (2016). *Modern trends in teaching history*. India: H. J. College of Education.

Partnership for 21st Century Skills (2008). *21st Century Skills, Education and Competitiveness:*

A   Resource   and   Policy   Guide.   (Online)   Available   at files.eric.ed.gov/fulltext/ED519337.pdf.

Retrieved on; 07/05/2020.

Rauh D. (2019). Why Illustrations Are Important: Guild of Natural Sciences Illustarators.*(GNSI editor,2019).*Downloaded on gnsi.membersclicks.not on 21/2/2021.

Rehmani, A. (2003). Impact of public examination system on teaching and learning in Pakistan.   *International biannual Newsletter, New Delhi, 8(1),* 58-71. Retrieved from http://www.antriep.net/html/Antriep%20jan-june%202003.pdf

Republic of India (1964). *India Education Commission Report.* Ministry of Education, Government of India, New Delhi.

Republic of Kenya (1964). *Kenya Education Commission Report*. Nairobi Government Printer.

Republic of Kenya, (1972). *A Study of Curriculum Development in Kenya.* (Bessey Report), Nairobi: Government Printers.

Republic of Kenya, (2002). *Secondary Education Syllabus*, (Ministry of Education, Science and   Technology). Kenya Institute of Education, vol.3.

Republic of Kenya (2011*). Access and Quality in the Kenyan Education System.*

A Review of the Progress, Challenges and Potential Solutions. Nairobi: Office of the Prime Minister of Kenya.

Republic of Kenya (2015). *National Curriculum Policy.* Ministry of Education. Nairobi: Kenya Institute of Curriculum Development.

Republic of Kenya (2017). *Basic Education Curriculum Framework.* Ministry of Education.

Nairobi: Kenya Institute of Curriculum Development.

Rivkin, S., Hanushek, E., & Kain, J. (2005). Teachers, Schools and Academic Achievement. *Econometrica*, 79,418-458.

Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from Panel Data. *The American Economic Review,* 94(2), 247-252.

Runaku, J.B. (1996). *An Introduction to Curriculum Studies in History. Curriculum Studies Series.* Green Shorts Publishers, Swaziland.

Sadler, P. M., Sonnert, G., Coyle, P. H., Smith, H. P. N., & Miller, J. L. (2013). The Influence of Teachers' Knowledge on Student Learning in Middle School Physical Science Classrooms. *American Educational Research Journal*, 50(5), 1020-1049. doi:10.3102/0002831213477680.

Salema, V. (2015). Assessment of the Attitude of Teachers and Students towards Learner-Centered Pedagogy in Secondary Schools in Kilimanjaro Region. Moshi, Tanzania: *International Research Journals.*

Scott, C.L. (2015). *The Future of Learning 3: What Kind of Pedagogies for the 21st Century?* UNESCO. Available at; unescodoc.unesco.org/images/0024/002431/243126e.pdf. Retrieved on; 21/04/2020.

Seng', L. K. (2014). Investigating Teachers' Views of Student-Centred Learning Approach. *International Education Studies*, 143-148.

Sessoms, D. (2008). *Interactive Instruction. Creating Interactive Learning Environment Through Tomorrows' Teachers.* International Journal of Technology in Teaching and Learning.4 (2), 86-96. (Online). Available at; https://www.pdfs.semanticscholar.org/155f/17f/....pdf. Accessed at; 01.08.2017. Retrieved on; 02/03/2019.

Sifuna, M. & Otiende, A. (2009). *An introduction of history of education.* Nairobi: University of Nairobi Press.

Situma. J. (2016). Methods Used by Teachers to Teach Christian Religious Education in Secondary Schools in Kimilili in Bungoma County, Kenya. *British Journal of Education* Vol.4, No.1, pp.1-8. Published by European Centre for Research Training and Development UK ([www.eajournals.org)1](www.eajournals.org) ISSN 2055-0219(Print), ISSN 2055-0227(online).

Shiundu, J. & Omulando, S. (1992). *Curriculum Theory and practice in Kenya*. Nairobi: Oxford University Press.

Stoop, G. (2011). *Evaluation Indicators for School Reviews.* Education Review Office, New Zealand. (Online) Available at; http://www.ero.govt.nz/reviewprocess/ Frameworks- and- Evaluations. Retrieved on; 02.10.2018.

Sulliva, P., Clerk, D.M & Clerk, B.A. (2013). *Teaching with Tasks for Effective Mathematics Learning.* New York, NY: Springer

Tavera L. P. (2016). *The Use of Dramatization in Education: A Theoretical & Practical View* Barcelona, Esp Master TFM. Downloaded on https://www.academia.edu/20723364/ THE-USE-OF-DRAMATZATION-IN EDU.

The Laws of Kenya (2012). *Teachers Service Commission Act No. 20 of* 2012. Nairobi: Government Printer.

Timilehin, E.H. and Ogbomida, A.H. (2012). *Human and Material Resources as Correlates of Academic Performance of Private and Public Secondary School Students in Ondo State, Nigeria.* European Scientific Journal, 8(10). (Online). Available at; eujournal.org/index.php/esj/article/view/170.

Tron B. (2021). *Note Dictation in Classroom at Secondary School Level: Its Implications.* PGT, Shilong. Downloaded on academia.edu on 20/2/2021.

Tsui, B. (2009). Teacher Education and Teacher Development. In E. Hinkel (Ed). *Handbook of Research in Second Language and Learning.* Hoboken: Routledge.

Ubulom, J. W., & Ogwunte, C. P. (2017). Evaluation of Teacher-centered and Learner centered methods of Instructional Delivery of Senior Secondary Schools Financial Accounting in Rivers State. *International Journal of Innovative Finance and Economic Research*, 81-88.

UNESCO (1975). *Recommendation concerning the status of teachers.* Paris: UNESCO.

UNESCO (2004). *Changing Teaching Practices: Using Curriculum Differentiation to Respond to Students Diversity.* France: United Nations Educational Scientific and Cultural organization. (Online). Available at;unesdoc.unesco.org/images/0013/00136583e.pdf. Retrieved on; 12.09.2017

UNESCO (2012). *Education for Sustainable Development: Source Book.* France: United Nations Educational Scientific and Cultural Organisation. (Online). Available at; unescodoc.unesco.org/images/…/.pdf.

Uwezo (2012). *Improving Learning Outcomes in East Africa* 2009-2013*:* Uwezo. (Online). Available at; www.uwezo.net/wpcontent/ uploads/2012/08/RO-20092013....pdf Retrieved on; 23.02.2020.

Varghese, B. K. (2018). Effectiveness of Eclectic Method in Learning Chemistry Among Students of Starndard IX. *International Journal of Research in Social Sciences*, 8(9), 301-309.

Verma, J. K. (2004). *Teaching of history*. Shri Vinod Pustak Mandir Agra: India.

Wachanga, S. W. & Mwangi, J. G. (2004). Effects of the Cooperative Class Experiment Teaching Method on Secondary School Students' Chemistry Achievement in Kenya's Nakuru District. *International Education Journal*, 5(1), 26-36.

Waldeck, N. E. (2013). *Advanced Technologies and Workforce Development*. London: Routledge.

Walkin, L. (1982). *Instructional Techniques and Practice*. Stanley Thornes Publishers Ltd, England.

Walters, K., Smith, T.M., Leinwand, S., Surr, W., Stein, A. and Bailey, P. (2014). *An Up Close look at Student-Centered Math Teaching: A Study of Highly Regarded High School Teachers and their Students.* Nellie Mae Education Foundation. (Online). Available at; https://www.air.org/sites/default/files/download/report/...pdf. Retrieved on; 14.11.2019.

Wang, H. H., & Fwu, B. J. (2007). In pursuit of teacher quality in diversity: a study of the selection mechanisms of new secondary teacher education programmes in Taiwan. *International Journal of Educational Development*, 27(2), 166-181.

Wanga, J. & Maina S. (2015). Examination to go on as planned in *Daily Nation* 25th October.

Wayne, A. (2009). *Unequal by design*. New York: Ronteledge.

What is Illustration? A Look at Its Modern Beginnings to how it is Used Today, My Modern Met.2020-03-07. Retrieved on 20202-11-28-en.m.wikipedia.org.

Wong, H. & Wong, R. (2011). *Effective Teaching*. (Online). Available at; www.teachers.net.Gazette. Retrieved on; 23.12.2019

Woolman, D. C. (2001). Educational reconstruction and post-colonial curriculum development: A comparative study of four African countries. *International Education Journal*, *2*(5), 27- 46.

Wosyanju, C. (2009). The system of education in Kenya. *Unpublished presentation at IUPUI Fulbright Hays Group Projects in Eldoret, Kenya from July*.

Yara, P.O. & Otieno, K.O. (2010). *Teaching Learning Resources and Academic Performance in Secondary Schools in Bondo District of Kenya*. Asian Social Science Journal, 6 (12), 126-132 (Online). Available at; www.ccsenet.org/ass. Retrieved on; 04/11/2018.

Zeta W.B. (2015), The Use of In-Class Debates as Teaching Strategy in Increasing Students Critical Thinking and Collaborative Learning Skills in Higher Education. University of Wolver Hampton. *E-journals of British Education Studies association@ BESA*. ISSSN:1758-2199.

APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

MASENO UNIVERSITY

PRIVATE BAG

<u>MASENO</u>

....

....

....

Dear Sir/Madam,

<u>RE: DATA COLLECTION FOR RESEARCH PURPOSES.</u>

I am a Master of Education student at Maseno University undertaking research. This letter is to request you to participate in the study aimed at Influence of Frequency of use of Selected Methods on Effectiveness of Teaching History and Government in Secondary Schools in Rachuonyo North Sub County, Kenya.

The information provided to me will be treated with **UTMOST CONFIDENTIALITY** and will only be used for the research.

Thank you in advance for your willingness to cooperate.

Martin Loreen Achieng'

Sign.. Date...

APPENDIX 2: CONSENT FORM

I teacher …………………………………. allow my learners to participate in the research titled Influence of Frequency of Use of Selected Methods on Effectiveness of Teaching History and Government in Secondary Schools in Rachuonyo North Sub County, Kenya**.**

SIGN………………………………

DATE…………………………

APPENDIX 3: QUESTIONNAIRE FOR STUDENTS

Dear respondent;

1. I am carrying out a study to identify the best methods of teaching History and Government. You have been identified as one of the informants in the study.

2. Please respond to all the questions that follow as honestly as possible.

3. There is no right or wrong answer. All the answers will be accepted.

4. The information obtained will be kept in confidence and used for research purpose only.

5. Please DO NOT write name anywhere.

6. Respond to each question by putting a tick (√) on the answer that corresponds to your opinion or filling the blank spaces provided.

7. If you agree to participate in the study, please sign in the space bellow.

SIGN ………………………   DATE……………….

SECTION A

This section is seeking your knowledge on frequency of use of certain methods. Kindly respond accordingly.

1. How frequent are the following Teacher Centered Methods used by the History and Government teacher in your classroom?

TEACHER CENTERED METHODS	FREQUENCY OF USE				
	Very Frequent	**Frequent**	**Slightly Frequent**	**Infrequent**	**Very Infrequent**
Lecture					
Dictation					
Illustration					
Narration					

2. How frequent are the following Learner Centered Methods used by the History and Government teacher in your classroom?

LEARNER CENTERED METHODS	FREQUENCY OF USE				
	Very Frequent	**Frequent**	**Slightly Frequent**	**Infrequent**	**Very Infrequent**
Dramatization					
Discussion					
Debates					
Discovery					

3. How frequent are the following Mixed Methods used by the History and Government teacher in your classroom?

MIXED METHOD	FREQUENCY OF USE				
	Very Frequent	**Frequent**	**Slightly Frequent**	**Infrequent**	**Very Infrequent**
Lecture and Question and answer					
Dictation and Discovery					
Explanation and Discussion					
Narration and Field Trip					

SECTION B

This section is seeking your knowledge on effectiveness of use of certain methods. Kindly respond accordingly.

4. How effective are the following Teacher Centered Methods when used by the History and Government teacher in your classroom?

TEACHER CENTERED METHODS	EFFECTIVENESS OF USE				
	Very Effective	Effective	Slightly Effective	Ineffective	Very Ineffective
Lecture					
Dictation					
Illustration					
Narration					

5. How effective are the following Learner Centered Methods when used by the History and Government teacher in your classroom?

LEARNER CENTERED METHODS	EFFECTIVENESS OF USE				
	Very Effective	Effective	Slightly Effective	Ineffective	Very Ineffective
Dramatization					
Discussion					
Debates					
Discovery					

6. How effective are the following Mixed Methods when used by the History and Government teacher in your classroom?

MIXED METHODS	FREQUENCY OF USE				
	Very Effective	Effective	Slightly Effective	Ineffective	Very Ineffective
Lecture and Question and answer					
Dictation and Discovery					
Explanation and Discussion					
Narration and Field Trip					

SECTION C

7. a) The following are methods used to teach History and Government in your classroom.
    Rank the methods from 1-3 in order of usage with 1 being the **MOST** used and 3 being
    the **LEAST** used

METHOD	RANK
Teacher centered method	
Learner centered method	
Mixed method	

    b) Give reasons for your ranking.

    i. ……………………………………………………………………………
        …………………………………………………………………………....

    ii. …………………………………………………………………………….
        …………………………………………………………………………

    iii. …………………………………………………………………………
        …………………………………………………………………………….

8. The following are teacher-centered methods used to teach History and Government in
    your classroom. Rank the methods from 1-4 in order of use with 1 being the **MOST** used
    and 4 being the **LEAST** used.

TEACHER-CENTERED METHOD	RANK
Lecture	
Dictation	
Illustration	
Narration	

b) Give reasons for your ranking.

i…………………………………………………………………………………………..

………………………………………………………………………………………………

ii…………………………………………………………………………………………………

………………………………………………………………………………………………

iii…………………………………………………………………………………………………

………………………………………………………………………………………………..

iv…………………………………………………………………………………………………

………………………………………………………………………………………………..

9.The following are learner-centered methods used to teach History and Government in your classroom. Rank the methods from 1-4 in order of use with 1 being the **MOST** used and 4 being the **LEAST** used.

LEARNER-CENTERED METHOD	RANK
Dramatization	
Discussion	
Debates	
Discovery	

b) Give reasons for your ranking.

i…………………………………………………………………………………………..

………………………………………………………………………………………………

ii…………………………………………………………………………………………………

………………………………………………………………………………………………

iii…………………………………………………………………………………………………

………………………………………………………………………………………………..

iv…………………………………………………………………………………………………

………………………………………………………………………………………………..

10.The following are mixed methods used to teach History and Government in your classroom. Rank the methods from 1-4 in order of use with 1 being the **MOST** used and 4 being the **LEAST** used.

MIXED METHODS	RANK
Lecture and Question and Answer	
Dictation and Discovery	
Explanation and Discussion	
Narration and Field Trip	

b) Give reasons for your ranking.

i………………………………………………………………………………………………..

……………………………………………………………………………………………………

ii……………………………………………………………………………………………………

…………………………………………………………………………………………………

iii……………………………………………………………………………………………………

………………………………………………………………………………………………………..

iv……………………………………………………………………………………………………

………………………………………………………………………………………………..

APPENDIX 4: QUESTIONNAIRE FOR TEACHERS

Dear respondent;

1. I am carrying out a study to identify the best methods of teaching History and Government. You have been identified as one of the informants in the study.

2. Please respond to all the questions that follow as honestly as possible.

3. There is no right or wrong answer. All the answers will be accepted.

4. The information obtained will be kept in confidence and used for research purpose only.

5. Please DO NOT write name anywhere.

6. Respond to each question by putting a tick (√) on the answer that corresponds to your opinion or filling the blank spaces provided.

7. If you agree to participate in the study, please sign in the space bellow.

SIGN ………………………..   DATE……………….

SECTION A

This section is seeking your knowledge on frequency of use of certain methods. Kindly respond accordingly.

1. How frequent do you use the following Teacher Centered Methods to teach History and Government in your classroom?

TEACHER CENTERED METHODS	FREQUENCY OF USE				
	Very Frequent	**Frequent**	**Slightly Frequent**	**Infrequent**	**Very Infrequent**
Lecturer					
Dictation					
Illustration					
Narration					

2.How frequent do you use the following Learner Centered Methods to teach History and Government in your classroom?

133

LEARNER CENTERED METHODS	FREQUENCY OF USE				
	Very Frequent	**Frequent**	**Slightly Frequent**	**Infrequent**	**Very Infrequent**
Dramatization					
Discussion					
Debates					
Discovery					

3. How frequent do you use the following Mixed Methods to teach History and Government in your classroom?

MIXED METHODS	FREQUENCY OF USE				
	Very Frequent	**Frequent**	**Slightly Frequent**	**Infrequent**	**Very Infrequent**
Lecture and Question and answer					
Dictation and Discovery					
Explanation and Discussion					
Narration and Field Trip					

SECTION B

This section is seeking your knowledge on effectiveness of use of certain methods. Kindly respond accordingly.

4. How effective do you find the use of the following Teacher Centered Methods when teaching History and Government in your classroom?

TEACHER CENTERED METHODS	EFFECTIVENESS OF USE				
	Very Effective	Effective	Slightly Effective	Ineffective	Very Ineffective
Lecturer					
Dictation					
Illustration					
Narration					

5. How effective do you find the use of the following Learner Centered Methods when teaching History and Government in your classroom?

LEARNER CENTERED METHODS	EFFECTIVENESS OF USE				
	Very Effective	Effective	Slightly Effective	Ineffective	Very Ineffective
Dramatization					
Discussion					
Debates					
Discovery					

6. How effective do you find the use of the following Mixed Methods when teaching History and Government in your classroom?

MIXED METHODS	EFFECTIVENESS OF USE				
	Very Effective	Effective	Slightly Effective	Ineffective	Very Ineffective
Lecture and Question and answer					
Dictation and Discovery					
Explanation and Discussion					
Narration and Field Trip					

SECTION C

7. a) The following are methods used to teach History and Government in your classroom. Rank the methods from 1-3 in order of use with 1 being the **MOST** used and 3 being the **LEAST** used.

METHOD	RANK
Teacher centered method	
Learner centered method	
Mixed method	

b) Give reasons for your ranking.

i. …………………………………………………………………………………
…………………………………………………………………………………

ii. …………………………………………………………………………...............

…………………………………………………………………………………

iii. …………………………………………………………………………………

………………………………………………………………………………….

8. a) The following are teacher-centered methods used to teach History and Government in your classroom. Rank the methods from 1-4 in order of use with 1 being the **MOST** used and 4 being the **LEAST** used.

TEACHER-CENTERED METHOD	RANK
Lecture	
Dictation	
Illustration	
Narration	

b) Give reasons for your ranking.

i…………………………………………………………………………………………..

………………………………………………………………………………………………

ii………………………………………………………………………………………………

………………………………………………………………………………………………

iii………………………………………………………………………………………………

………………………………………………………………………………………………..

iv………………………………………………………………………………………………

………………………………………………………………………………………………..

9.   a) The following are learner-centered methods used to teach History and Government in
     your classroom. Rank the methods from 1-4 in order of use with 1 being the **MOST** used
     and 4 being the **LEAST** used.

LEARNER-CENTERED METHOD	RANK
Dramatization	
Discussion	
Debates	
Discovery	

b) Give reasons for your ranking.

i…………………………………………………………………………………………….

………………………………………………………………………………………………..

ii………………………………………………………………………………………………

………………………………………………………………………………………………..

iii……………………………………………………………………………………………...

………………………………………………………………………………………………..

iv……………………………………………………………………………………………...

………………………………………………………………………………………………..

10. a) The following are mixed methods used to teach History and Government in your classroom. Rank the methods from 1-4 in order of use with 1 being the **MOST** used and 4 being the **LEAST** used.

MIXED METHODS	RANK
Lecture and Question and Answer	
Dictation and Discovery	
Explanation and Discussion	
Narration and Field Trip	

b) Give reasons for your ranking.

i……………………………………………………………………………………………….

………………………………………………………………………………………………..

ii…………………………………………………………………………………………………

………………………………………………………………………………………………..

iii…………………………………………………………………………………………………..

………………………………………………………………………………………………..

iv…………………………………………………………………………………………………

………………………………………………………………………………………………..

APPENDIX 5: CLASSROOM OBSERVATION SCHEDULE

FREQUENCY OF USE IN CLASS					METHODS	EFFECTIVENESS IN CLASS				
Very Frequent 5	Frequent 4	Slightly Frequent 3	Infrequent 2	Very Infrequent 1	TEACHER CENTRED METHODS	Very Effective 5	Effective 4	Slightly Effective 3	Ineffective 2	Very Ineffective 1
					Lecture					
					Dictation					
					Illustration					
					Narration					
					LEARNER CENTERED METHODS					
					Dramatization					
					Discussion					

					Debate					
					Discovery					
					MIXED METHODS					
					Lecture and Question and answer					
					Dictation and Discovery					
					Explanation and Discussion					
					Narration and Field Trip					

APPENDIX 6: DETERMINING SAMPLE SIZE FOR RESEARCH ACTIVITIES

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.
S is sample size.

APPENDIX 7: RESEARCH LICENSE BY NATIONAL COMMISION FOR SCIENCE, TECHNOLOGY AND INNOVATION

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **216932**

Date of Issue: **09/April/2020**

RESEARCH LICENSE

This is to Certify that Miss.. MARTIN ACHIENG of Maseno University, has been licensed to conduct research in Homabay on the topic: INFLUENCE OF FREQUENCY OF USE OF SELECTED METHODS ON EFFECTIVENESS OF TEACHING HISTORY AND GOVERNMENT IN SECONDARY SCHOOLS IN RACHUONYO NORTH SUB COUNTY, KENYA for the period ending : 09/April/2021.

License No: **NACOSTI/P/20/4773**

216932

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.

142

APPENDIX 8: MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622   Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 12th March, 2020

TO: Martin Loreen Achieng
PG/MED/ED/00001/2017
Department of Educational Communication,
Technology and Curriculum Studies
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00824/20

RE: Influence of Frequency of Use of Selected Methods on Effectiveness of Teaching History and Government in Secondary Schools in Rachuonyo North Sub County, Kenya. Proposal Reference Number MSU/DRPI/MUERC/00824/20
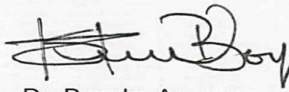
This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 12th day of March, 2020 for a period of one (1) year. This is subject to getting approvals from NACOSTI and other relevant authorities.

Please note that authorization to conduct this study will automatically expire on 11th March, 2021. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15th February, 2021.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15th February, 2021.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advice MUERC when the study is completed or discontinued.

Thank you.

Dr. Bonuke Anyona,
Secretary,
Maseno University Ethics Review Committee.

Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO   9001:2008 CERTIFIED

APPENDIX 9: RESEARCH AUTHORIZATION, RACHUONYO NORTH SUB COUNTY EDUCATION OFFICE

REPUBLIC OF KENYA

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

STATE DEPARTMENT OF EDUCATION

Email: deorachuonyonorth@gmail.com
Telephone: 0208080584

SUB COUNTY EDUCATION OFFICE,
RACHUONYO NORTH,
P.O BOX 185 – 40301,

KENDU BAY

12ᵀᴴ FEBRUARY, 2020

When replying please quote

REF: RNSC/ADM/RESEARCH/VOL: 2/70

TO: PRINCIPALS

SECONDARY SCHOOL –RACHUONYO NORTH

RE: RESERCH AUTHORIZATION; MARTIN LOREEN ACHIENG ADMIN; MED/ED/00001/2017

This is to inform to you that the above individual is a student at Maseno University and has the authority of this office to carry out research within Rachuonyo North Sub-County secondary Schools. This is in line with her topic" **Influence of Frequency of use Selected Methods on Effectiveness of Teaching History and Government in Secondary Schools in Rachuonyo North Sub County, Kenya."**

Kindly accord her the necessary assistance.

ONYANGO V. N
SUB COUNTY DIRECTOR OF EDUCATION
RACHUONYO NORTH

144

APPENDIX 10: PROPOSAL APPROVAL; SCHOOL OF GRADUATE STUDIES

MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Office of the Dean

Our Ref: MED/ED/00001/017

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 20th January, 2020

TO WHOM IT MAY CONCERN

RE: PROPOSAL APPROVAL FOR MARTIN LOREEN ACHIENG' — MED/ED/00001/017

The above named is registered in the Master of Education in Pedagogy degree programme in the School of Education, Maseno University. This is to confirm that her research proposal titled "Influence of Frequency of Use of Selected Methods on Effectiveness of Teaching History and Government in Secondary Schools in Rachuonyo North Sub County, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

Prof. J.O. Agure
DEAN, SCHOOL OF GRADUATE STUDIES
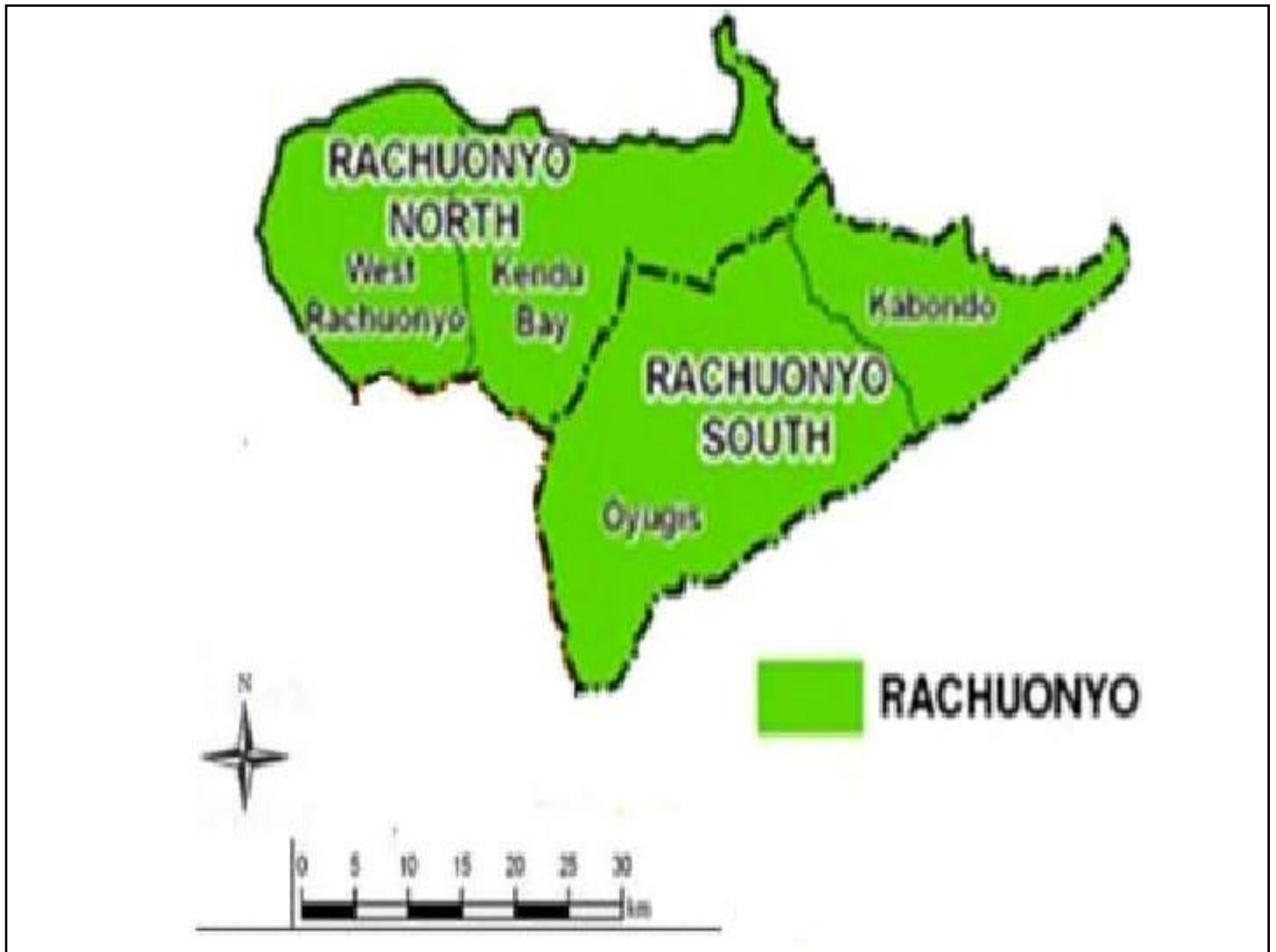
Maseno University   *ISO 9001:2008 Certified*

APPENDIX 11: MAP OF RACHUONYO NORTH SUB-COUNTY

Source: Rachuonyo North Sub-County Hospital, 2019